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Founders: Dr. Daniel Levine and Matt W. Beck, M. Ed.

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DAN PERSSE is a National Board Certified Teacher in Physical Education, Early Childhood, and an elementary physical education teacher in Blaine, WA. Dan received the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) Northwest District Teacher of the Year Award, 2008, and was one of five finalists for the national title.

During the past six years Dan served as a member of the Washington State Grade Level Expectations Committee developing and revising the state standards in health and fitness. For the last three years Dan was on the Office of the State Superintendent of Public Instruction (OSPI) Health and Fitness Endorsement Committee. Dan also helped revise the Washington Classroom Based Assessments (CBA) for Grade 5.

Dan is a presenter at regional conferences and school districts, a certified Athletic Trainer, certified NSCA Strength and Conditioning Coach, and certified NSCA Personal Trainer. Dan has an MA in Health and Physical Education, and coaches youth soccer, basketball, and baseball. Dan is married to Cheryl and has two wonderful children, Anna and Anthony.

Special Thanks

We wish to thank the following educators for their counsel in helping us prepare this PE / Health series.

Your support, responsiveness, and wise guidance is greatly appreciated!

- **Dr. Terry Pickeral**
  Executive Director, National Center for Learning and Citizenship, Education Commission of the States

- **Veronique Paquette**
  2003 Teacher of the Year (Washington)

- **Betty “Lindy” Hopkins**
  2005 Teacher of the Year (Mississippi)

- **Pam Pottle**
  Bellingham School District Learning Facilitator (WA); Vice President North Sound Reading Council

- **Dr. Stephen C. Jefferies**
  President of NASPE (National Association for Sport and Physical Education)
Keys to Successfully Doing the Lessons

The 18 Lessons

The Health and Physical Education Articles:
- The articles have a readability code in the upper right corner. “R: 3.3” means the article scored at a 3.3 grade reading level, without the bolded vocabulary words.
- The bolded words are key health and P.E. vocabulary words, which build health literacy. These words may be used as answers in the crossword puzzles. Bolded words are either defined in the article, or in the glossary.

The Crossword Puzzles:
The crosswords have four types of clues:
1. Clues based on the lesson’s P.E. / Health article.
2. Clues based on other P.E. / Health articles. These will always have a page reference in the clue.
3. Clues based on a glossary word. These will also have a page reference in the clue.
4. Clues that require students to use the key words in the clue to find the solution in the glossary. These clues have no page references, but have a star ★ identifying them as this type of clue.

Fill in the Blank Activities:
Three lessons (5, 10, and 15 on pages 26, 53 and 81) have a fill in the blank exercise instead of a crossword. Students will find the solutions from the preceding article, and from other articles as identified by page references. Two clues will come from the glossary in the back of the book. One of these will have a glossary page reference, and the other will have a star ★ requiring students to use a key word in the clue to find the solution in the glossary.

The Application / Activity Pages:

Multiple Choice Questions:
Based on the article, these questions simulate state assessment-like questions. After students select their choice, we recommend teachers lead an academic discussion on why students chose their solution.

Extended Response Questions:
Based on the article, these questions also simulate state assessment-like questions. These questions are also excellent for academic discourse.

Teachers lead the academic discourse, and students answer the questions on the application pages. These lessons also provide structure for P.E. / Health activities that may be conducted in class.

The Healthy Habits Weekly Challenge:
The Healthy Habits Weekly Challenge is designed to set students on a path of healthy patterns. By doing the four activities of having a healthy breakfast, staying hydrated, eating fresh fruits and vegetables, and doing aerobic exercise regularly, students will adopt and maintain a healthy lifestyle. Encourage students to achieve more than the minimum required. Work with students weekly to maintain and improve student performance with this assignment.
### The 5 Assessment Lessons:

- There are 5 assessment lessons. The assessments contain a crossword and an application page.
- The crosswords may contain clues from any of the preceding articles and crosswords.
- The application pages have questions based on prior material.
- The assessment crossword clues without page numbers are from the preceding articles.
- The only clues with page references are for clues students have already read, which are based on articles that come later in the book; and clues based on glossary words. Also, as before, clues requiring students to use the key words in the clue to find the solution in the glossary have a star ★ identifying them as this type of clue.

### The 5 Teaching Activities:

There are five teaching activities, intended as a whole class activity with teacher direction: The Cardiorespiratory System (P. 28 – 30), Understanding Food Labels (P. 44 – 46), Kick the Butt Habit (P. 60 – 62), I Want to Play! (P. 76 – 77), and Avoiding Substance Use (P. 88 – 90). There is no crossword. These activities are important because they are teacher-directed activities, and lead to comprehensive understanding.

### The Pre and Post Fitness Assessments:

Fitness assessments help students understand, enjoy, and improve/maintain their physical fitness and well-being. The five “My Fitness Pre-Test” and five “My Fitness Post-Test” (P. 96 – 105) assessment sheets are designed to help students set realistic fitness goals while developing a fitness “action plan” incorporating the FITT principle. These assessments are copyrighted, and used by permission of the author, from “Lifestyle in Fitness and Exercise” ©2007. Whether you use fitness assessments from FitnessGram, Presidential, other assessments, or your own, you can find a complete list to choose from on P. 116. Once you give the student their “Pre-test Score” discuss the appropriate health-related components that pertain to the fitness assessment. These health-related components are to be integrated within the “action plan”. Students receive a total of 4 points for each Pre and Post Assessment. The “My Fitness Post-test” helps student analyze and compare how their “action plan” did or did not help them achieve a better post-test score. These fitness assessments can be used anytime throughout the school year. Each Pre and Post Assessment can be worth 4 points. This scoring is optional.

### The Skills Challenges:

There are six skills challenges. These challenges are designed to teach students the correct form for skill development and practice.

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Guide for Teachers and Parents

“Whether you believe you can do a thing or not, you are right.”
Henry Ford, Automobile Industry Leader

Our Vision: Every child is a knowledgeable, independent, self-motivated life-long learner.

For Classroom Teachers

Pre-Teaching Activity
Review the entire book, and complete a lesson yourself so that you understand the process and can better guide your students.

Classroom Instruction
Upon completing the pre-teaching activity, you are now ready to implement this program in your classroom. Your instruction will be enhanced with non-fiction reading, writing, and critical-thinking activities. With the health challenges our country is facing, it is essential that students receive daily physical activity, and the knowledge to live a healthy lifestyle.

This program can be integrated into your regular class schedule in just one period. Here is how to familiarize your students with this book:

1. Walk your students through the book so they understand the book’s structure.

2. Model Lesson 1 with your class. Distribute the books, but students are not to write in the books yet. Teach students about the genre of a crossword puzzle, and the strategies for answering the clue questions. Show students where to go to find the answers. Also model the multiple choice and open-ended response questions on the application (activity) pages.

3. Once students understand how to work the crossword puzzle, have students do Lesson 1 again, but this time in small groups. Students may now write in their book.
   a. Stop the students every six minutes to check their understanding. This is an excellent opportunity to facilitate student communication as students share their thoughts and strategies with their peers.

4. We suggest you assign one lesson per week. This lesson can be completed at school or given as a weekly home assignment. Most importantly, dedicate 20 minutes each week as “puzzle time” where you and your class review the weekly lesson while building student communication. You’ll find a wealth of teachable moments and mini-lessons. Keep “puzzle time” light and fun.

5. Once a month, conduct an in-class assessment so you can assess student progress. This is a great time to collect the books and review the lessons students did independently.

Wordbanks available online.
For the P.E. / Health Specialist

Please read the section above to understand how easy this program is to integrate into your P.E. / Health program. It is essential that your students benefit from physical activity, and gain the knowledge they need to make healthy choices while growing up and maintaining a healthy lifestyle.

Complete the pre-teaching activity. It is important that you understand the structure of the book.

You can implement this program in only one class period.

First 5 minutes of class:
Show your students the structure of the book so they are familiar with the book’s contents and resources.

Second 10 minutes of class:
Model Lesson 1 for your students. Engage the students as much as possible.

Third 10 minutes of class:
Have students begin to work Lesson 1. Students can write the answers in their book.

Fourth 5 minutes of class:
Assign the remaining work in Lesson 1 as homework. Have students bring their book back for the next P.E. class, or assign the books’ return for a specific day.

The Weekly Home Assignment:
Assign one day each week when students bring their book to class for a quick check. You may also pair students and provide five minutes so students can check each other’s work. It is also recommended that you use this “puzzle time” to review what you wish from the week’s lesson.

The Teaching Activities and Skill Challenges:
These sections provide you with the opportunity to lead the whole class in stimulating mental and physical activities which broaden this program’s beneficial impact on your students.

The Monthly Assessment:
We suggest using one class period each month as an in-class assessment to check student progress. This is a good time to collect the books and review the lessons students are completing independently.

You may also wish to collaborate with the child’s regular classroom teacher, and share responsibilities. We have built flexibility into the program so you can fit the program to your situation. Many experts feel the missing piece to a complete health program has been the intellectual element in the lower grades. We look forward to working with you in helping develop healthy children and strong adults.
### HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Rationale:** The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

1.5.1. Describe the relationship between healthy behaviors and personal health.

1.5.2. Identify examples of emotional, intellectual, physical, and social health.

1.5.3. Describe ways in which a safe and healthy school and community environment can promote personal health.

1.5.4. Describe ways to prevent common childhood injuries and health problems.

1.5.5. Describe when it is important to seek health care.

### HEALTH EDUCATION STANDARD 2 – Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**Rationale:** Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs and perceived norms.

2.5.1. Describe how the family influences personal health practices and behaviors.

2.5.3. Identify how peers can influence healthy and unhealthy behaviors.

2.5.4. Describe how the school and community can support personal health practices and behaviors.

2.5.5. Explain how media influences thoughts, feelings, and health behaviors.

### HEALTH EDUCATION STANDARD 3 – Students will Demonstrate the ability to access valid information and products and services to enhance health.

**Rationale:** Accessing valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison and evaluation of health resources empowers students to achieve health literacy.

3.5.1. Identify characteristics of valid health information, products and services.

3.5.2. Locate resources from home, school and community that provide valid health information.

### HEALTH EDUCATION STANDARD 4 – Students will Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Rationale:** Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

4.5.1. Demonstrate effective verbal and non-verbal communication skills to enhance health.

4.5.2. Demonstrate refusal skills to avoid or reduce health risks.

4.5.3. Demonstrate non-violent strategies to manage or resolve conflict.

4.5.4. Demonstrate how to ask for assistance to enhance personal health.

### HEALTH EDUCATION STANDARD 5 – Students will Demonstrate the ability to use decision-making skills to enhance health.

**Rationale:** Decision-making skills are needed in order to identify, implement and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve quality of life.

5.5.1. Identify health related situations that might require a thoughtful decision.

5.5.2. Analyze when assistance is needed when making a health related decision.

5.5.3. List healthy options to health related issues or problems.

5.5.4. Predict the potential outcomes of each option when making a health related decision.

5.5.5. Choose a healthy option when making a decision.

5.5.6. Describe the outcomes of a health related decision.

### HEALTH EDUCATION STANDARD 6 – Students will Demonstrate the ability to use goal-setting skills to enhance health.

**Rationale:** Goal-setting skills are essential to help students identify, adopt and maintain healthy behaviors. This standard includes the critical steps needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

6.5.1. Set a personal health goal and track progress toward its achievement.

6.5.2. Identify resources to assist in achieving a personal health goal.

### HEALTH EDUCATION STANDARD 7 – Students will Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

**Rationale:** Research confirms that the practice of health enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

7.5.1. Identify responsible personal health behaviors.

7.5.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks.

### HEALTH EDUCATION STANDARD 8 – Students will Demonstrate the ability to advocate for personal, family and community health.

**Rationale:** Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy behaviors.

8.5.2. Encourage others to make positive health choices.

### NASPE National Standards for Physical Education: A physically educated person:

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 3:** Participates regularly in physical activity.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
Your body is an amazing machine! When you treat your body well, it will grow, keep you strong, and heal itself when hurt. The body does many tasks while most machines only do one or two.

To do so many different and important activities, your body needs nutrients. **Nutrients** are **elements** in healthy foods with special jobs. There are six nutrient types: fats, carbohydrates (kar-bo-hi-drates), protein (pro-teen), minerals, vitamins, and water. By eating a wide range of foods, your body receives all the nutrients it needs. Eating food in **moderation** and controlling how much you eat will help your body stay healthy and strong.

**Fuel from Food**

Your body uses **calories**, the **energy** found in food. The body’s main **source** of energy is from the **starches** in **carbohydrates**, found in grains and vegetables. Grains are foods like cereal, bread, and pasta. If you eat more calories than your body needs, your body stores the extra energy as solid oily **fat** to use later.

**More Hard Working Nutrients**

**Protein** is an important source of energy used to repair cells, and help the body grow. Protein comes from nuts, **legumes** (lay-goomz), meat, and dairy foods like cheese and milk. **Cholesterol** is another major nutrient. Made by the body, this waxy **substance** is used to help build cells.

As you know, vitamins and minerals are important, too. **Minerals** are elements from the soil like iron, copper, and zinc. **Vitamins** are elements from plants and animals, or the sun, like vitamin D. Remember that **hydration** is important, because your body needs water to stay **fit**.

**Add It All Up!**

Good **nutrition** means eating and using food for good **health**. When you have a healthy eating plan that uses moderation and follows health **guidelines**, you’re going to be a winner!

**Fiber** is important, too! These undigested parts of fruits and vegetables move waste out of your body, keeping you healthy!

Choose healthy snacks based on the MyPyramid (P. 109.), and then record your food in the Food Diary. See P. 110.

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**Be wise! Reading non-fiction is a smart idea. Suggested readings:** P. 11, P. 80.
Lesson 6

ACROSS
1 The ability to do more. P. 22.
3 A waxy matter, made by the body, important for cell development. P. 118.
5 The system that moves blood. P. 29.
9 A single beat of the heart that causes the blood to flow. P. 29.
10 Happiness and health. (2 words.) P. 22.
12 Traits passed from parents to children. P. 25.
15 Plans for reaching a goal. P. 17.
16 The energy found in food.
19 Facts on food packages providing calorie and nutrient information. (2 words.) P. 45.
21 Drinking water to keep enough fluids in the body for health.
24 Eating and using food for good health.
26 The highest amount of oxygen used during vigorous exercise in activities that use the large muscle groups. (2 words.) P. 30.
27 Communication from TV, radio, mail, phones, newspapers, or the Internet. P. 80.
28 The undigested parts of fruits and vegetables moving waste through the intestines.
29 Skillful mental activity to reach a solution. (2 words.) P. 83.

DOWN
2 A waxy matter, made by the body, important for cell development.
4 The special set of muscle movements learned by training and experience. P. 25.
6 The number of heartbeats in a minute needed to improve fitness. (3 words.) P. 17.
7 Elements from the soil found in food, necessary for health.
8 People's patterns. P. 83.
9 Convince somebody to do something. P. 80.
11 Healthy food.
13 The body's main source of energy from sugars found in grains and vegetables.
14 Fitness rules of Frequency, Intensity, Type, and Time of exercise. (2 words.) P. 17.
17 Using physical or mental energy. P. 22.
18 The energy found in food. P. 45.
20 An energy source found in nuts, meats, legumes, and dairy products, used to repair cells and help the body grow.
22 An injury to the ligaments of a joint. ★
23 Characteristics or qualities. P. 25.
25 Oily, energy-rich matter stored and used by the body as fuel.
1. Protein is used to:
   - A. Hydrate your body
   - B. Store extra energy
   - C. Help repair cells
   - D. Help destroy cells

2. How many nutrients are good sources of energy?
   - A. 3
   - B. 4
   - C. 5
   - D. 6

3. Explain why you need good nutrition to be healthy.

4. Using the MyPyramid on P. 109, explain why some food groups allow for greater portions than other food groups.

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**The Healthy Habits Weekly Challenge**

(See P. 106 – 107.)

A. Drink 5 – 7 glasses of water at least five days a week. (1 point for each day. I earned ____)
   Write in the number of glasses of water you drank each day:
   
   M  T  W  Th  F  S  Su

B. Eat a fruit **and** vegetable at least once a day, five days a week. (1 point for each day. I earned ____)
   Write in the number of fresh fruits and vegetables eaten each day:
   
   M  T  W  Th  F  S  Su

C. Have a healthy breakfast at least five days a week. (1 point for each day. I earned ____)
   
   M  T  W  Th  F  S  Su

D. Do 60 minutes of aerobic activity at least five days a week. (1 point for each day. I earned ____)
   
   M  T  W  Th  F  S  Su

Total points earned this week: _____
Lesson 1, P. 12.

Lesson 2, P. 15.

Lesson 3, P. 18.

Lesson 4, P. 23.

Lesson 6, P. 34.

Lesson 7, P. 37.
### Keys: Multiple Choice Activities

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### Keys: Fill in the Blanks

**Lesson 5 (P. 26):**
1. genetics
2. cardiorespiratory endurance
3. skill
4. resolution
5. traits
6. ability
7. fit
8. I message
9. component
10. prevent
11. coordination
12. nutrient
13. reaction time
14. speed
15. avoidance
16. mediation
17. athletic
18. balance
19. addiction
20. fitness
21. exploitation
22. agility
23. dimensions
24. calories
25. vaccine

**Lesson 10 (P. 53):**
1. communicable
2. contract
3. athletic
4. diabetes
5. pulse
6. contagious
7. well being
8. hygiene
9. component
10. resources
11. research
12. substance use
13. reliable
14. treatment
15. substance abuse
16. detection
17. muscular strength
18. illness
19. strategies
20. body system
21. noncommunicable
22. efficiency
23. nutrient
24. calories
25. effort
26. nutritional information
27. muscular endurance
28. nicotine
29. oral
30. circulatory

**Lesson 15 (P. 81):**
1. media
2. persuade
3. resistance skills
4. muscular strength
5. community
6. sources
7. diabetes
8. consumer
9. circulatory
10. research
11. progression
12. healthcare product
13. procedures
14. immune
15. healthcare service
16. serving size
17. advertisement
18. cooperate
19. appeal
20. I message
21. commercial
22. muscular endurance
23. expenditure
24. pulse
25. addiction
26. avoidance
27. prevent
28. discrimination
29. virus
30. tobacco products
31. resolution
32. marketing
33. contagious
34. substance abuse
35. stimulants
Which are good choices?
How do these images affect your thoughts, feelings, and health behaviors?

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