

**THE MICHIGAN MODEL  
FOR COMPREHENSIVE SCHOOL HEALTH  
EDUCATION**

**GRADE SIX**

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**The revision of the Grade Six Michigan Model for Comprehensive School Health Curriculum was a cooperative effort by parents, teachers, and professional organizations statewide. Their unselfish contributions have made this revision possible.**

Teacher's Note: Following are explanatory comments on the categories listed on the transparency.

Accidents (Automobile Crashes, Burns, Drownings, etc.)  
Cerebrovascular Disease (includes Strokes, Aneurisms, etc.)  
Chronic Liver Disease and Cirrhosis (Diseases that prevent the liver from functioning)  
Chronic Obstructive Pulmonary Disease (Lung Diseases, Emphysema, Bronchitis, etc.)  
Congenital Anomalies (Birth defects and abnormalities present from the time of birth)  
Diabetes (High blood sugar)  
Heart Disease (Heart Attack, Mycardiopathy, Myocardial Infarction)  
Homicide (Persons who are killed by others)  
Human Immunodeficiency Virus (HIV Infection and AIDS)  
Neoplasms (Cancers and Cancerous Tumors)  
Other (All other causes of death combined)  
Pneumonia/Flu (Contagious Lung and Respiratory Diseases)  
Suicide (Persons who kill themselves)  
To update the statistics, go to the world wide web site for Fastats at [www.cdc.gov/nchswww/fastats/deaths.htm](http://www.cdc.gov/nchswww/fastats/deaths.htm).

3. Draw a comparison. State:

*Our health course will help us avoid some of the hazards you have listed. First, we will study friendships and how to manage conflicts without destroying relationships we care about. We will also learn how conflicts can grow into violent situations and how to prevent that from happening. Raise your hand if you have read about violence in the newspaper or have seen reports on television. Violence is a major problem in our world today.*

*Next, we will explore ways to take actions to increase our safety at home, at school, and in our neighborhoods. We will learn how to avoid hazards that might lead to injuries and how to avoid and manage potentially dangerous situations.*

*Then, we will examine another major hazard for students your age and adults: the misuse and abuse of drugs. We will learn how to take positive steps to avoid this danger.*

*All of these hazards are hazards you face now or will face in the near future.*

*The second half of our unit on health will focus on hazards in the distant future—hazards your parents and grandparents will face sooner than you will. However, we will learn that by creating a positive environment now—one that is free of pollution, drugs, and other dangers—and by establishing a positive lifestyle—eating nutritious foods, exercising, and handling stress—we can influence the hazards we will face in our distant future. We will also discuss factors that are outside our control, but affect our health.*

*Now, write your guesses about the causes of death for the general population in the U.S.*

Gather a list from the students. Write their ideas on the chalkboard.

4. Place the transparency, Leading Causes of Death in the United States for All Age Groups, on top of the previous transparency and draw a comparison. Continue to explain the content of the health course.

*We will study our heart and cardiovascular diseases. We will learn how the heart and circulatory system works and what we can do to prevent problems in the future.*

*Our last unit will emphasize ways to create a healthy lifestyle. The habits you form now are likely to follow you into your future. If you understand the importance of nutritious foods, exercise, and stress management and begin positive health habits now, your distant future will have fewer health hazards.*

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**Activity 4: 15 minutes**

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Develop a list of rules for interacting that will promote the sharing of ideas and practice of positive skills in the classroom.

1. State:

*In order for us to share ideas and practice skills that will help us avoid hazards and take challenges, we will need to know that the ideas we share and our practice attempts will be treated respectfully.*

2. Distribute index cards or slips of paper to the students. Instruct them:

*Let's develop a list of guidelines or rules for how we want to be treated in this classroom. In order to treat one another with respect, what would we do or say? Write one or two guidelines on your index card.*

Teacher's Note: The rules/guidelines referred to in this lesson are not safety rules or rules to implement school policy, but rather rules for how the students will get along with one another in the classroom. If you already have such a set of rules that you believe will be sufficient for the students as they examine health issues, omit this activity. However, given the topic of health and the necessity of sharing ideas and practicing skills, you may want to expand on your existing rules/guidelines or develop a list that applies to this course. This activity also provides the first opportunity in this course for students to work together in small groups. Small groups will be used throughout the course.

3. After two to three minutes, ask the students to form pairs, or assign partners. State:

*Share your ideas with your partner. Listen carefully to one another's ideas and help one another phrase the guidelines in ways that will help our class.*

4. After three to four minutes, ask the pairs to link up with two other pairs to form groups of six. Assign the group roles: leader, recorder, spokesperson. Explain that the:

- leader will help the small group complete the task.
- recorder will write down the small group's ideas.
- spokesperson will share the small group's ideas with the class.

5. State:

*Share your ideas in your group. See if you can come up with three or four rules you can all agree upon. Recorders, write the three or four rules your group develops.*

6. After five to six minutes, ask the spokespersons to share one rule their group developed. Rotate from small group to small group with each group sharing one rule until all the rules have been shared. Write the rules on the chalkboard. Add any rules that you think are important in order for students to show respect for one another. Some examples might be:

- Listen to one another.
- Avoid put-downs.
- Try to understand one another's opinions, even when you disagree.
- Laugh with one another, not at one another.
- Share your ideas and questions.

7. Combine or condense rules as needed so that you have a list of five to six rules.

8. State:

*I want our class to operate by these guidelines/rules. If you need to have a rule/guideline explained or modified in order for you to agree to follow the rule, raise your hand.*

Clarify and revise as needed. Post the final list as a reminder to students throughout the course.

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**Closure: 1 minute**

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- Summarize by stating:

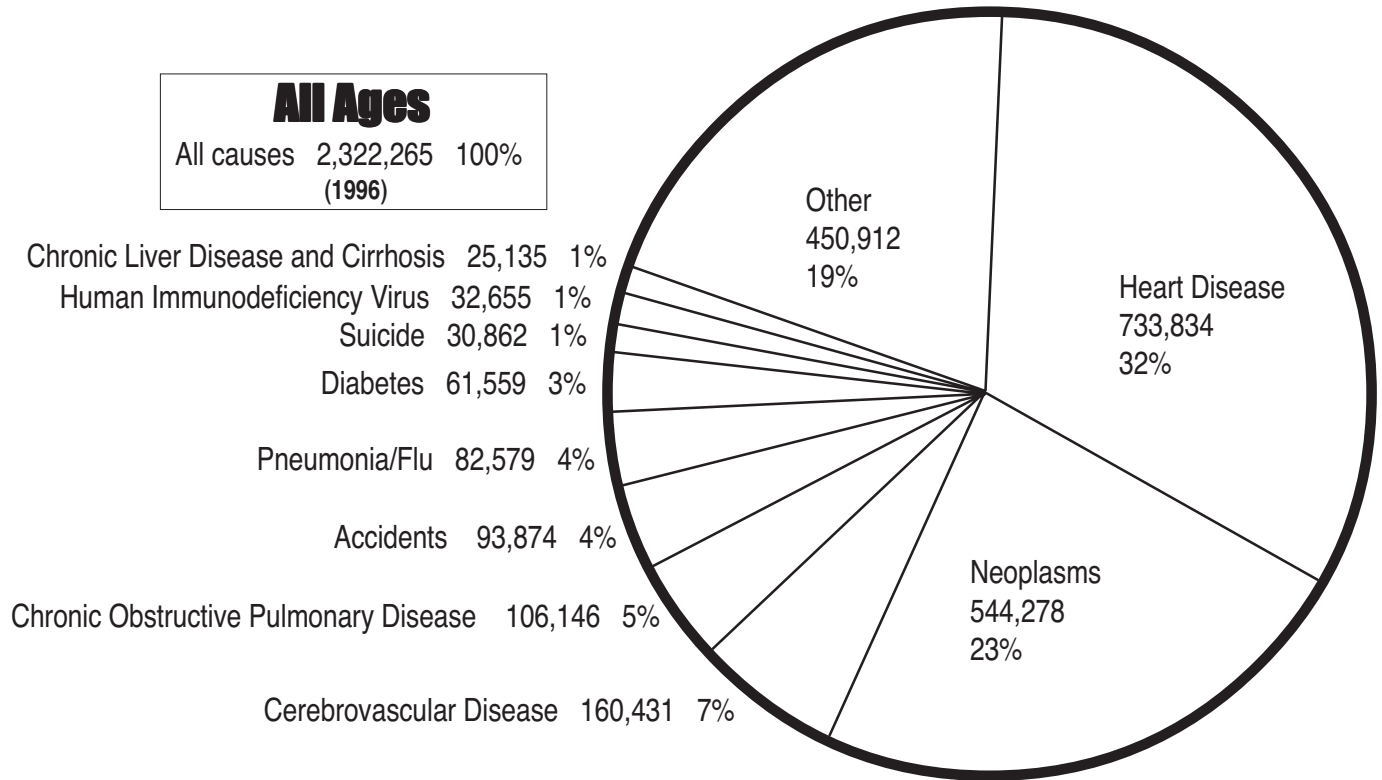
*Your health is one of the most important factors that determines your success in life—now and in the future. What do you think I mean by “success in life”?*

Gather the students' ideas and summarize by stating:

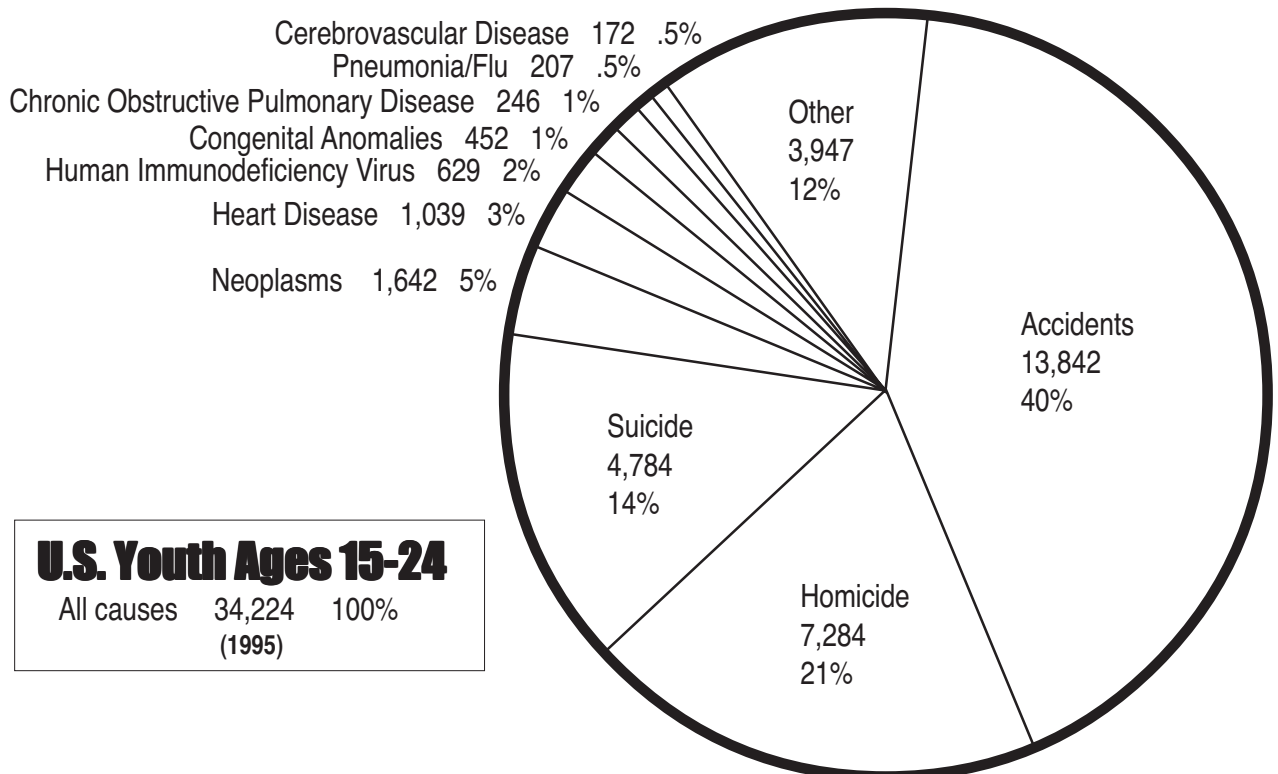
*Webster's Dictionary defines “success” to mean “the achievement of something desired, planned, or attempted.” So, success in life would mean the degree of achievement in life. Even though we may have different dreams and goals, each of us wants to succeed in life. This course will help you learn how to work towards a successful life by building a healthy future.*

- Distribute the Family Resource Sheet for students to take home.
- State:

*Our next health lesson will explore the challenges and hazards of friendships.*



Source: Centers for Disease Control and Prevention, Fastats, 1996



**U.S. Youth Ages 15-24**  
 All causes 34,224 100%  
 (1995)

**QUIZ SHOW QUESTIONS**

1. What is the first thing you should do if you see an injured person?  
*Check! (the victim) Call! (911 or 0) Care! (for the victim)*
2. What do you look for when you check an injured person?  
*Find out if the person is conscious by tapping him/her on a shoulder. Is the person breathing? Does the person have a pulse? Is the person bleeding?*
3. How do you check for breathing?  
*Look, listen, and feel for breathing for five seconds.*
4. How do you cool a burn?  
*Put the burned area under cool running water for several minutes or place cool, wet towels on the burn.*
5. If a person isn't breathing, how do you begin breathing for him/her?  
*Keep the head tilted and chin lifted. Pinch the nose. Give two slow breaths into the mouth.*
6. What should you be careful not to do when giving first aid for bleeding?  
*Do not come in contact with someone else's blood.*
7. What is the universal signal for choking?  
*Clutch the throat with one or both hands.*
8. Where do you place your hands when giving first aid for choking for a conscious person?  
*Place the thumb side of one fist just above the navel. Put the other hand over the fist to make a double fist.*
9. What three things can you do for bleeding?  
*Apply pressure, elevate above the level of the heart, and cover the wound.*
10. How do you open the airway?  
*With the person lying in his/her back, tilt the head back and lift the chin.*
11. What should you tell the operator during an emergency phone call?  
*Say, "This is an emergency phone call." Tell the address and phone number and what the injury is.*

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**Activity 2: 3 minutes**

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Discuss the leading causes of death.

1. Distribute the Student Worksheet, Have a Heart!, and display the transparency, Leading Causes of Death in the United States, on the overhead projector.

Teacher's Note: Students were introduced to these statistics in Phase I. If your students have completed Phase I, this will be a review.

2. Ask the students:

*At the other end of the continuum from "Optimal Wellness," there is "life-threatening illness or disease." Can anyone tell me the leading cause of death in the United States? [heart disease]*

*What is the second leading cause of death? [neoplasms or cancer]*

*What does "cardiovascular" mean? [It is a fancy name for diseases related to the heart and blood vessels. "Cardio-" means "heart," and "vascular" means "vessels," such as the arteries, veins, and capillaries.]*

*Who can give me an example of a heart or cardiovascular disease? [heart attack, high blood pressure or hypertension, rheumatic heart disease]*

*What is the main body system that is affected in cardiovascular disease? [the circulatory system]*

3. Tell the students:

*Notice that approximately one third of all deaths in the U.S. are due to heart diseases.*

*What is the leading cause of death among youth between the ages of fifteen and twenty-four? [unintentional injuries/accidents] Heart disease is not a leading cause in this age group. Since this is the case, you may be wondering why we're focusing on cardiovascular diseases. You will soon see why.*

Teacher's Note: Following are explanatory comments on the categories listed on the transparency.

Accidents (Automobile Crashes, Burns, Drownings, etc.)

Cerebrovascular Disease (includes Strokes, Aneurisms, etc.)

Chronic Liver Disease and Cirrhosis (Diseases that prevent the liver from functioning)

Chronic Obstructive Pulmonary Disease (Lung Diseases, Emphysema, Bronchitis, etc.)

Congenital Anomalies (Birth defects and abnormalities present from the time of birth)

Diabetes (High blood sugar)

Heart Disease (Heart Attack, Myocardopathy, Myocardial Infarction)

Homicide (Persons who are killed by others)

Human Immunodeficiency Virus (HIV Infection and AIDS)

Neoplasms (Cancers and Cancerous Tumors)

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### Activity 3: 10 minutes

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Discuss lifestyle's possible long-term effects on cardiovascular disease.

1. Instruct the students to form pairs or triads taking their worksheets and pencils with them. Assign and explain the following group roles:
  - The recorder is the person who writes the small group's answers on the worksheet.
  - The spokesperson is the person who shares the small group's answers with the class.
2. Divide the class in half, so that half of the small groups are on each side of the room.
3. State:

*Let's find out what we know about the causes of cardiovascular disease.*

*I would like this half of the class to list any positive things a person might do to help prevent cardiovascular disease. The other half of the class will list things that can have a negative affect or lead to cardiovascular disease. Write your ideas on your worksheets. You will have three minutes.*

Teacher's Note: Some causes of heart disease have been discussed in the Michigan Model health education class during previous years. Students may also draw from information they have gained from the media or their personal lives.

4. Write two headings on the chalkboard: "Positive" and "Negative."
5. After three minutes, ask for responses from the spokespersons. Rotate from small group to small group gathering one idea from each small group until all the ideas have been shared. As ideas are presented, write them on the chalkboard under the appropriate heading. Instruct the students to write the ideas on their worksheets. Include the following:
  - Positive—proper nutrition, regular exercise, sufficient rest and relaxation, handle stress, low fat intake, maintain proper body weight, avoid tobacco use, avoid alcohol and other drugs, etc.
  - Negative—excessive fat and cholesterol in the diet, inactivity, stress, smoking tobacco, overweight, etc.
6. When you have a number of items for each category, state:

*Raise your hand if you think these represent lifestyle decisions. The latest research suggests that our daily living habits greatly affect cardiovascular disease.*

*The things we have listed as “Negative” increase the likelihood of developing cardiovascular disease. They are called risk factors. We will be referring to them again during our lessons. The effects of poor lifestyle decisions, even those made during our childhood and teenage years, may have lasting effects.*

*Likewise, the good health habits you form now may prolong your life and enhance the quality of your life.*

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**Activity 4: 10 minutes**

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Discuss the importance of the heart and circulatory system.

1. Share with the students:

*In this phase, we will study how the circulatory system works. We will also discuss the diseases of the heart and blood vessels.*

*The heart is a vital organ. No one can live without a heart. The circulatory system provides a constant supply of oxygen and nourishment to every cell of the body in order to keep the body alive and well. At the same time, this system helps to remove unwanted waste and carbon dioxide from the cells.*

*Because the heart is so vital, it is viewed by our culture as the symbol of love and the center of life. Think of the many everyday expressions that make reference to the heart. Who can think of one? Another?*

2. Have the students work in the same pairs and triads as before. Ask them to rotate or exchange group roles. Give the following directions:

*See how many more expressions you can recall. Take a few minutes and have fun with this. Write your ideas on your worksheets. When you're done, count your expressions. Let's see who can recall the greatest number of expressions having to do with the heart.*

3. After three to five minutes, ask the spokespersons to tell how many expressions their small group recorded. Call on each spokesperson and ask for one idea. Write each expression on the chalkboard. Continue in this manner until all ideas have been shared. Tell the students to add to the list on their worksheets.

Possible expressions:

- Your heart is in the right place.
- You have a big heart.
- My heart was in my mouth.
- Take heart.
- Set your heart on it.
- Cold hands, warm heart
- He/she has a heart as big as all outdoors.
- Broken hearted
- Heart of gold
- Cross your heart
- Change of heart
- Heartburn
- Lose your heart
- Let's have a heart-to-heart talk.
- Have a heart.
- Home is where the heart is.

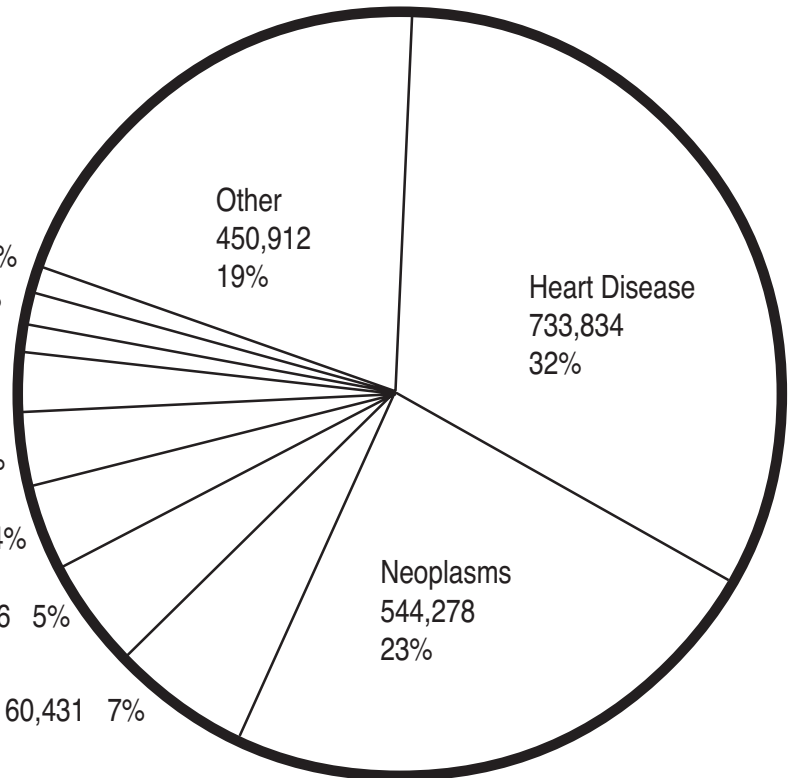
4. Conclude:

*Just as the heart is important in our language and in the way we express emotions, it is important to our health.*

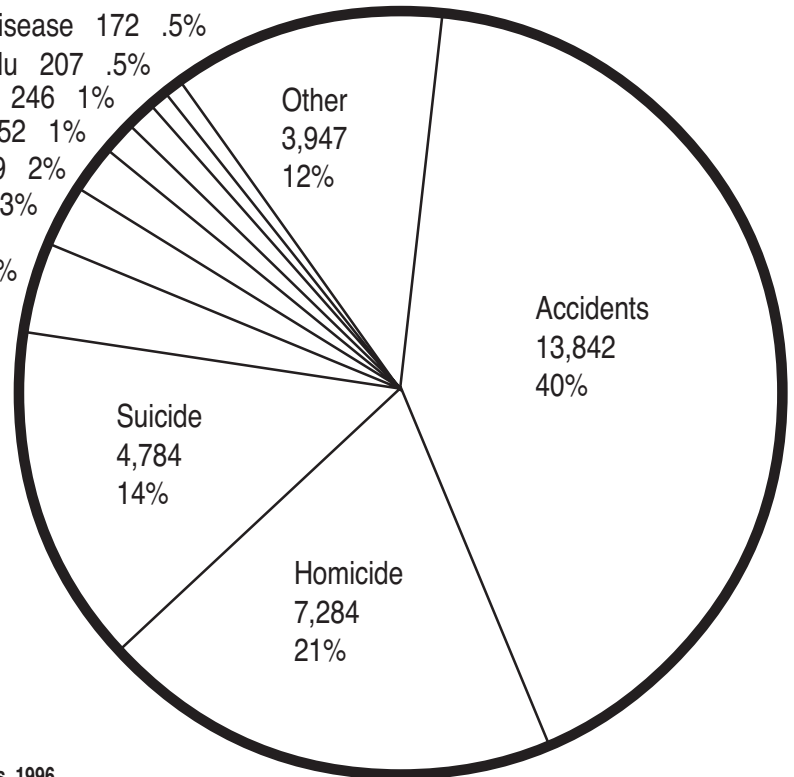
**All Ages**

All causes 2,322,265 100%  
(1996)

Chronic Liver Disease and Cirrhosis	25,135	1%
Human Immunodeficiency Virus	32,655	1%
Suicide	30,862	1%
Diabetes	61,559	3%
Pneumonia/Flu	82,579	4%
Accidents	93,874	4%
Chronic Obstructive Pulmonary Disease	106,146	5%
Cerebrovascular Disease	160,431	7%



Cerebrovascular Disease	172	.5%
Pneumonia/Flu	207	.5%
Chronic Obstructive Pulmonary Disease	246	1%
Congenital Anomalies	452	1%
Human Immunodeficiency Virus	629	2%
Heart Disease	1,039	3%
Neoplasms	1,642	5%



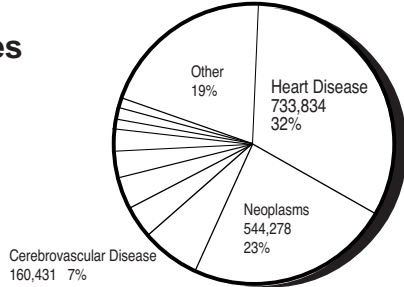
**U.S. Youth Ages 15-24**

All causes 34,224 100%  
(1995)



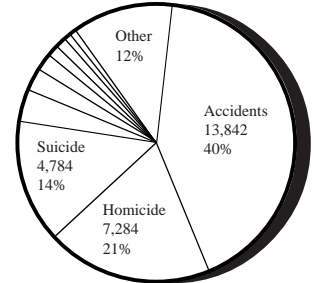
1. These pie charts show the leading causes of death for two groups in the United States.

**All Ages**



Number One Killer=

**Youth Ages 15-24**



Number One Killer=

2. List things that impact an individual's cardiovascular health status.

Negative—can lead to disease

Positive—can help prevent disease

3. List expressions that refer to the heart. See how many you can list!

4. Draw your own health status continuum.  
Label the various levels of health, using your own words.

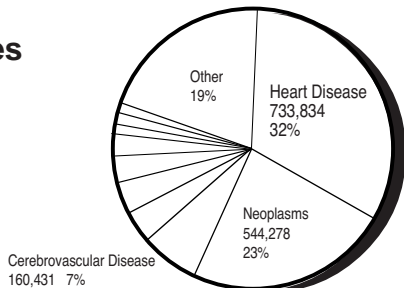
5. Write one thing you can do to improve your health status.





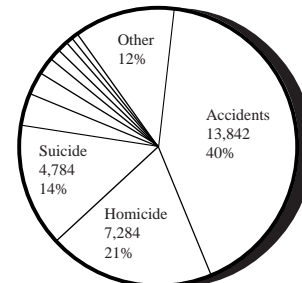
1. These pie charts show the leading causes of death for two groups in the United States.

All Ages



Number One Killer= **heart disease**

Youth Ages 15-24



Number One Killer= **unintentional injuries/accidents**

2. List things that impact an individual's cardiovascular health status.

Negative—can lead to disease  
**excessive fat and cholesterol in the diet, inactivity, stress, smoking tobacco, overweight, etc.**

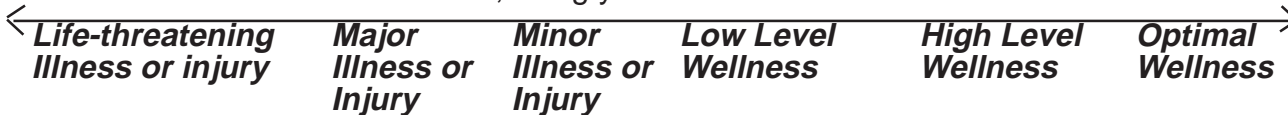
Positive—can help prevent disease  
**proper nutrition, regular exercise, sufficient rest and relaxation, handle stress, low fat intake, maintain proper body weight, avoid tobacco use, avoid alcohol and other drugs, etc.**

3. List expressions that refer to the heart. See how many you can list!

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• <b>Your heart is in the right place.</b></li> <li>• <b>You have a big heart.</b></li> <li>• <b>My heart was in my mouth.</b></li> <li>• <b>Take heart.</b></li> <li>• <b>Set your heart on it.</b></li> <li>• <b>Cold hands, warm heart</b></li> <li>• <b>He/she has a heart as big as all outdoors.</b></li> <li>• <b>Broken hearted</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Heart of gold</b></li> <li>• <b>Cross your heart</b></li> <li>• <b>Change of heart</b></li> <li>• <b>Heartburn</b></li> <li>• <b>Lose your heart</b></li> <li>• <b>Let's have a heart-to-heart talk.</b></li> <li>• <b>Have a heart.</b></li> <li>• <b>Home is where the heart is.</b></li> </ul> |
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4. Draw your own health status continuum.

Label the various levels of health, using your own words.



*(Students use their own words to describe levels of illness and wellness.)*

5. Write one thing you can do to improve your health status.

**Exercise regularly. Eat nutritious, low-fat foods. Refuse to smoke or chew tobacco. Avoid alcohol and other drugs. Maintain ideal body weight. Handle stress, etc.**



**MATERIAL AND RESOURCES  
PHASE VI  
IMPORTANT CONSIDERATIONS:  
NUTRITION, EXERCISE, AND STRESS**

Following each item listed, the number of the lesson where the item is used is provided for your reference. For example, “L-VI-2” means the item is used in “Lesson 2 of Phase VI.” “S” means the item is used in a station activity.

## **EQUIPMENT**

VCR and monitor, L-VI-2, L-VI-4, L-VI-5  
Overhead projector, L-VI-3, L-VI-6, L-VI-8  
Cassette player, L-VI-6 (Integration Idea), L-VI-7 (Integration Idea)

## **RESOURCES**

### Videos and Cassette

*Nutrition to Grow On*, L-VI-2 (Part 1), L-VI-4 (Part 2)  
*Too Much to Handle: Living with Stress*, L-VI-5  
Cassette: *Aerobics for Kids*, L-VI-6, L-VI-7

### Posters

“Foods for Fuel,” American Heart Association, L-VI-2  
“Energy,” American Heart Association, L-VI-2  
“Food Guide Pyramid,” National Dairy Council, L-VI-2  
“Activities. They’re fit to be tried,” American Heart Association, L-VI-6  
“Give Calories the Shake,” American Heart Association, L-VI-6  
“There’s an Athlete in Everyone,” American Heart Association, L-VI-6

### Books/Booklets/Pamphlets

Teacher Reference Pamphlet: *The Food Guide Pyramid*, U.S. Department of Agriculture, L-VI-2  
Teacher Reference Pamphlet: *Nutrition and Your Health: Dietary Guidelines for Americans*, U.S. Department of Agriculture, L-VI-2  
Teacher Reference Book: *Update: Eating Disorders*, L-VI-4  
Teacher Reference Booklet: *Exercise and Your Heart*, American Heart Association, L-VI-6

### Student Worksheets and Handouts

What’s the Question?, L-VI-2  
Make Your Own Choices, L-VI-2  
Handout: Basic Nutrient Chart, L-VI-2  
Reading Labels—Reading between the Lines, L-VI-3  
Handout: “How to Eat for a Healthy Heart,” (pages 1, 2, and 3) American Heart Association, L-VI-3  
Special Diet Needs, L-VI-4

# LESSON VI-8: Setting Goals

## Student Learning Objectives:

VI-21. Students will assess their eating habits as one aspect of their personal fitness.

VI-22. Students will develop a plan to improve or maintain their personal fitness.

## Preparation

- Gather the needed materials.
- Duplicate enough copies of each of the Student Worksheets, Do I Really Eat This Way? and My Fitness Plan—Achieving Balance, so that each student will have one of each.
- Prepare a transparency of the Student Worksheet, My Fitness Plan—Achieving Balance, if one has not been provided in your materials.
- Duplicate the Family Resource Sheet to be sent home with the students following this lesson.

## Materials

### Equipment

- Overhead projector

### Resources

- Student Worksheet: Do I Really Eat This Way?
- Student Worksheet: My Fitness Plan—Achieving Balance
- Family Resource Sheet: Living a Heart-Healthy Lifestyle

### Realia

- Pencils or pens
- Transparency
- Non-permanent marker
- Student fitness folders

**Time: 45 minutes**

## Lesson Procedure

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### Introduction: 2 minutes

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Connect this lesson on developing a plan for personal fitness with previous lesson on fitness assessment.

1. Share with the students:

*We've been talking about the "shoulds and coulds" of health. What are a few things people can do to be healthy?*

Call on a few students to share their ideas.

*You are quickly becoming experts on the subject of “what we should or could do” to improve our health, nutrition, and fitness. The question for today is what will you do?*

2. Tell the students:

*It is time to set some goals, and the first step is deciding what you need to do. Inside your fitness folder, you have a number of references that suggest possible changes in eating habits, exercise activities, and stress management. Do you need to make a change in what you eat, in how much you exercise, how you manage your stress, or all three? As we proceed with this lesson, you may wish to refer to these references.*

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### **Activity 1: 5 minutes**

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Discuss health assessments of dietary and exercise habits.

1. Write the word “assessment” on the chalkboard. Share with the students:

*To help you decide what you need to change or improve, we will start with an assessment. Who will remind us what this word means? [Assessment means the act of evaluating or appraising.]*

*There are many different kinds of assessment. Some require actual testing, and then you compare your results with a set of standards. In our last health lesson, we talked about fitness assessment, and many of you participated in a fitness assessment.*

*Assessment does not have to be this formal. Sometimes, assessment is a matter of asking yourself some questions about your daily lifestyle. Another way you can do a simple assessment is by keeping a record of your physical activity, eating habits, or stress for a period of time.*

2. Instruct the students to look at their fitness assessment worksheet from the last health lesson. Ask the students:

*Look at your fitness assessment results. Look at your scores and compare them to the health fitness standards. Is there one aspect of fitness that needs improvement?*

*Who can suggest some additional ways to assess your exercise needs? [Test your body fat composition. Record how long and how often you exercise, and what kinds of exercise you do, etc.] What are some obvious indications that changes are needed? [Changes are needed if you get tired and out-of-breath just running up and down stairs. Changes are needed if your muscles ache or you feel stiff after very little physical activity.]*

*You can also look over your handouts on exercise and think about your lifestyle. Do you get twenty to thirty minutes of non-stop exercise at least three times per week?*

3. Ask the students:

*What about nutrition assessment? One kind of nutrition assessment is called a “food recall.” Many of you have probably done this before. You write down everything you eat during a twenty-four hour period. Then, you evaluate the quality of your eating habits and look for things that you do well or that need to be changed.*

*Another type of nutrition assessment is called a “food frequency.” This is typically some sort of questionnaire that helps you to assess how often, or how frequently, you eat certain kinds of food. This becomes the basis for evaluating eating habits as well.*

*Look through the resources in your folder. Can you identify some aspects of your eating habits that need to be changed?*

4. State:

*Finally, you need to assess your stress level and how you are managing it. You can do this by keeping a log of the level of stress you are feeling at different points throughout a week, what caused the stress, and what you did to manage it. At the end of the week, review your log and see what you think you need to change in order to manage your stress effectively.*

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### **Activity 2: 10 minutes**

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Participate in an assessment of dietary habits.

1. Explain to the students:

*Let’s take a minute to complete a “food frequency” questionnaire to assess our eating habits. Then, we will use the results of the fitness and nutrition assessments to make a plan to improve our health.*

2. Distribute the Student Worksheet, Do I Really Eat Like This?, to each student. Share:

*Take time to answer the questionnaire honestly. This information is for your own benefit. No one else will see it.*

3. When the students have completed their worksheet, explain:

*When you have completed the questionnaire, look over your answers. Any statements you answered by marking “Never or Seldom” or “Infrequently” are areas that could be improved.*

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### **Activity 3: 23 minutes**

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Develop a plan to improve personal health.

1. Distribute the Student Worksheet, My Fitness Plan—Achieving Balance, to each student. Tell the students:

*This worksheet will help you as you decide what changes you want to make to improve your fitness. It will help you to develop your fitness plans.*

2. Identify three goals for improving personal fitness. State:

*First, complete the review of your nutrition assessment. Then, use the knowledge you have gained during recent lessons and refer to the information in your fitness folder to evaluate your eating habits and identify what you are doing right and what you might want to change. You may need to improve a number of things, but it is best to start with one change at a time. Identify one thing you do well and one dietary change you would like to make. This change becomes your first goal.*

Display the transparency of the Student Worksheet, My Fitness Plan–Achieving Balance. Use the transparency to write a sample nutrition goal, for example “I’m eating too many saturated fats, so I will drink and eat only low fat dairy products.”

*Next, review your fitness assessment scores and the information on exercise in your fitness folder. Identify one change you would like to make to improve your fitness and write it on your worksheet. This is your second goal.*

Use the transparency to write a sample exercise goal, for example “I was unable to run for a mile, so I will begin walking rapidly for a mile each day.”

*Next, think about your plan for stress management. Identify one change you would like to make to improve the level of stress in your life or how you are managing it. This is your third goal.*

Use the transparency to write a sample goal related to stress management, for example “I want to spend thirty to forty-five minutes each day relaxing.”

*Once you have identified one dietary change, one exercise change, and one stress management change you wish to make, you will be ready for the next step.*

Give the students time to complete their three goals.

3. Identify obstacles in the way of improving personal fitness.

*Now, let’s consider obstacles. Remember some of the obstacles to fitness that we discussed during the first lesson in this unit? Some of those same obstacles may apply here. There may be some more specific obstacles you will have to overcome to achieve your goal. As you consider obstacles, you may find a need to modify your goal to make it more realistic!*

*Let’s do the nutrition plan together first.*

*For example, one obstacle might be that the person who shops for the family’s groceries may not know what it means to buy low fat foods. Another obstacle might be that the rest of the family might not like the idea of eating low fat foods.*

*Once you have thought of the obstacles to your nutritional goal in your specific situation, record them.*

Give the students time to complete the section on obstacles to the nutrition goal.

4. Plan ways to overcome the obstacles. State:

*Next, you can begin to think of ways to get around the obstacles. The best way, or ways, to get around the obstacles will become your plan.*

*For example, I will try to convince the family that this is good for all of us, and I will help develop the shopping list. I will even volunteer to help with the shopping when I can.*

Give the students time to complete the section on getting around the obstacles to the nutrition goal.

5. Identify a support system. State:

*People and things that will help you and encourage you to accomplish your goal become your support system. Don't underestimate the importance of having good support systems.*

*For example, my family and I will work together to accomplish this goal.*

Give the students time to complete the section on support systems for reaching the nutrition goal.

6. Decide on a reward for completing the plan. State:

*Finally, it is important to establish your reward before you begin implementing your plan. This gives you a little extra motivation.*

*For example, I will invite the family to join me for a yogurt cone, or we will go to a movie.*

Give the students time to complete the section on rewards for reaching the nutrition goal.

7. Have the students complete the Exercise and Stress portions. Share:

*You can use the same format to plan ways to achieve your exercise and stress management goals. Review your assessment data and factual information in your folder. Then proceed with planning. Complete the Exercise and Stress sections on your worksheet.*

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**Closure: 5 minutes**

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- Share with the students:

*Today's lesson was our last health lesson of the year; it was also one of the more important lessons. Knowledge and skills are important, but what you do with that knowledge and whether you use your skills is what counts. Be sure to add today's handouts to your fitness folder. I'd like to see your folders before you leave class.*

*After I've reviewed them, you can take them home and share them with your family. You can refer to them as you plan a lifestyle of fitness. On the other hand, you could stash them somewhere and never look at the information again. The choice is yours. Just remember: Eldon Finney filled life's cup, and drank it up, and now there isn't any!*

*If you have made a decision to improve your health, stand up. If you would like to share with the class how you plan to improve your health, remain standing. The rest of you may be seated.*

Call on each student who is standing to share his or her plan to improve his or her health.

- Send the fitness folders home for the students to share with their family after you have reviewed them.
- Send the Family Resource Sheet home for the students to share with their family.

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## **Integration Idea**

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### Nutrition and Exercise

- American Heart Association and Kellogg USA have produced a set of reinforcing lessons for students in grades 4 through 6. “Eat to the Beat” teaches students about food labels, the food pyramid, healthy snacks, and exercise. To order this free kit, call the AHA at 1-800-AHA-USA1.