

# How to Use the Manual



This section of the teacher's manual will provide you with information on how the lessons are organized and written. Helpful tips suggested by educators who have used the *Michigan Model for Health* have been included.

## Six Health Topics or Units

There is a tab for each of the following health topics:

- Social and Emotional Health
- Nutrition and Physical Activity
- Safety
- Alcohol, Tobacco, and Other Drugs
- Personal Health and Wellness
- HIV and Reproductive Health (Grades 4-6 only)

Not all grade levels have lessons in each topic. If your grade level does not have lessons in a topic area, you will have a page letting you know why there are no lessons behind a tab and where in other grades this content will be taught.

To find out exactly what is taught at each grade level in each topic, view a copy of the Curricular Framework located on the CD-ROM included with this manual or by visiting the Educational Materials Center website at [www.emc.cmich.edu/mm/revision/framework](http://www.emc.cmich.edu/mm/revision/framework). The Curricular Framework will list the objectives for each content area by grade. You might also visit the *Michigan Model for Health* Scope and Sequence. This chart lists content found at each grade level more concisely. It can be found at [www.emc.cmich.edu/mm/ss](http://www.emc.cmich.edu/mm/ss).

There are a different number of lessons in each topic at each grade. The number of lessons depends on the objectives decided on for that grade.

Each topic area, or unit, can be taught independently of the others and in an order of your choosing. We recommend that you consider beginning with the Social and Emotional Health unit. This unit contains skills students need to establish healthy relationships with others. It can help to begin the school year with positive interactions among students, enhance your classroom climate, and help with management issues.

The lessons within each unit are sequenced. If you choose to change the order, you will need to modify the introductions and closures to the lessons.



## Getting Started

There is a “Getting Started” section at the beginning of each unit tab. This section will help you prepare to teach the lessons on this topic. You will find the following in this section:

- Unit goals
- Tasks to complete before beginning the lessons
- Vocabulary words to emphasize with students
- Assessment possibilities within the unit
- How families are involved
- Helpful websites to visit for additional information
- List of objectives in the unit
- Chart of how lesson objectives address National Health Education Standards
- List of materials needed for the unit

## Lessons

All of the lessons are formatted in a similar manner to make it easy for you to find what you are looking for. You will find the following as you look through each lesson:

- Title of the Lesson
- Student Learning Objectives Correlated With National Health Education Standards
- Lesson Synopsis: A brief overview of what is in the lesson
- Time and Materials Chart: Chart providing the time and materials needed for each of the four steps of the lesson
- Preparation: Tasks that need to be done before teaching the lesson
- Time-Saver Tips: Ideas to help save time
- Lesson Procedure:
  - Introduction
  - Teacher Input
  - Application or Skill Practice
  - Closure
- Student Worksheets
- Teacher Keys
- Teacher References
- Family Resource Sheets
- Assessment Rubrics and/or Checklists

## Time and Materials Chart

### *Materials*

The time and materials chart at the beginning of each lesson lists the materials you will need for the lesson. The materials are divided into three types:

- Health Education Resources: Materials obtained from your Regional Health Coordinator, regional materials center, or ordered from the vendor\*

\* If you have questions about any of the materials used in the *Michigan Model for Health* or how to obtain them, phone the Educational Materials Center. They will help you locate what you need.

Phone: 1-800-214-8961

- Teacher Manual Resources: Materials found in the manual, such as student worksheets, teacher references, and so on
- Supplied by the Teacher: Materials typically found in the classroom or school, such as pencils, writing paper, art supplies, and so on

### *Electronic Files*

Included with each *Michigan Model for Health* teacher manual, is a CD (CD-ROM) which can be found mounted inside the front cover. This CD includes electronic files in one of three formats:

- PDF (portable document file)
- Microsoft Word
- PowerPoint

All student worksheets, handouts, teacher masters, and family resource sheets are presented as PDF documents and can be printed directly from a computer. Hard copies of all these documents are also included in the teacher manual.

Documents that need to be personalized, such as family letters, are offered on the CD as open Microsoft Word files. This will allow you to customize these documents as you desire. You can also customize the assessment rubrics and checklists on the CD to better suit your students and their learning.

Slides, for use in the classroom, may either be projected directly from the PowerPoint slides provided on the CD using an LCD projector or printed to transparency material and projected using an overhead projector. In the lessons, the word “slide” refers to a transparency or one PowerPoint slide. The word “projector” refers to either an LCD projector or overhead projector depending on your choice of method to display the information. Slide masters are also found in hard copy in the teacher’s manual.

The student worksheets, student handouts, and family resource sheets can and should be copied for use with the curriculum. While all pages include a statement of copyright, **you are permitted to reproduce these specific documents**. You will find a copyright release statement at the end of this section of the manual for your district’s copying resource.

### *Time*

The time estimated for each step of the lesson will vary according to your teaching style and the composition of each classroom. Use the time suggested as a guide. If you have a very talkative class, you may want to consider using some of the time-saver tips noted in many of the lessons. As a general rule, limit the discussion during the Teacher Input step so that there will be plenty of time for the Application or Skill Practice step.

## Lesson Procedure








The four steps in the lesson procedure are presented in a three-column format.

- Left-hand column: an abbreviated outline of the lesson
- Center column: a suggested script and more procedural details for teachers who want more information or who may be unfamiliar with the lessons
- Right-hand column: suggestions, or ideas and tips, for the teacher and extension activities, or activities that can be done in other academic areas or to environmentally reinforce the lesson content

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
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## Use of Icons or Symbols

Various icons or symbols have been used to connote different aspects of the lessons or manual. As you get familiar with the icons, you will quickly know what is meant by a comment or what icon to look for if searching for something. You will find the following icons used:

	Family Resource Sheet
	Student Worksheet or Student Handout
	Slide Master
	Teacher Reference
	Teacher Master
	Teacher Key to a Student Worksheet
	Assessment Opportunity
	Suggestions for the Teacher
	Extension Activities
	Idea for Reducing the Time Spent on the Lesson

## Websites

Due to easy access to the Internet and reliable websites, we have included a number of resources from websites. At times, the organization sponsoring the website will change the site or its organization. This may make a listed website difficult to find. Where possible, we have provided directions for navigating a site or a specific website address. However, if you are having trouble, try going to the organization's home page and searching for words in the title of an article or a word or words that capture the concept you are looking for. You might also check the Educational Materials Center website to see if an Internet link has been placed at the site as a service to you.

Educational Materials Center: [www.emc.cmich.edu/links](http://www.emc.cmich.edu/links)

## Family Involvement

Health education will be most successful if a cooperative partnership with families exists. Your school is probably already engaged in a variety of ways to create this partnership. The *Michigan Model* offers additional resources for augmenting this partnership and helping families work with schools to encourage healthy behaviors among youth.

### *Classroom Assistants*

Having another adult to help in the classroom will increase the ease and success of some lessons. At times, a school support staff member can help, such as a custodian, teacher, social worker, principal, secretary, food service staff, and so on. However, there are often family members who are eager to help, such as parents, grandparents, or other relatives. We encourage you to communicate your needs or wishes to families and offer them the opportunity.

### *Family Resource Sheets*

Many of the lessons have Family Resource Sheets, or informational pages designed to be duplicated and go home to families. These resources provide families with information on the health topics you are teaching in class and offer families ideas for ways to reinforce the lesson concepts and skills at home. Families are appreciative of the information and ideas provided. Teachers have suggested various ways to encourage more families to read and use the resource sheets. Consider these ideas:

- Send home the family resource sheet and a signature coupon. The coupon asks for an adult family member and the student to sign indicating that the resource sheet has been read and discussed. The coupons can be returned to school for extra credit or other reinforcement. Blank coupons can be found at the end of this section of the manual. There is also a blank coupon on the CD-ROM that accompanies this manual. You may customize this coupon to meet your needs best.
- Assign the review of the family resource sheet as homework. Have the students write or verbally share a summary of their conversations with family members.
- Assign a specific question related to the content of the family resource sheet for students and families to discuss. Have students report on their discussions in class. Avoid questions that families might consider sensitive or invasive.



- Distribute the family resource sheets at parent conferences.
- Send the family resource sheets home as you begin each unit or topic.
- Announce the availability of family resource sheets on your schools website or your classroom blog. Invite families to pick them up at school.
- Ask your school's PTO to distribute the family resource sheets.

### **Use of Cooperative Groups**

A well-established instructional method is the use of small cooperative groups. The benefits for students and their learning are well documented. Consider the following tips to increase the likelihood for successful small group work:

- Keep the size of the groups small if your students are unaccustomed to working in small groups or if the composition of your class makes this instructional strategy a challenge.
- Establish the groups and assign the group roles before explaining the task.
- Assign the small groups a task and method for being accountable for completing the task.
- Provide clear directions, in writing if needed, for the small group work.
- Use the method suggested in the lesson for dividing students into groups or create your own method ahead of time.
  - Decide if random grouping will work for the activity and your students.
  - Decide if you need to balance your groups with respect to gender and abilities.
  - Be aware of students who may need special placement in a group due to special needs or social groups.
  - Use variety in your method of forming groups. Finding interesting ways can add spice to a lesson. Here are some examples:
    - o Find a partner who has a different shoe size.
    - o Form a group of three. Each of you must be a different height.
    - o Line up by height and count off.
- Assign students group roles and responsibilities within each group. The lessons will suggest specific roles that may be helpful for the activity.
  - Leader: Keeps the small group on task.
  - Time Keeper: Monitors time and gives time warnings.
  - Spokesperson: Shares with the class the work of the small group.
  - Recorder: Takes notes.
  - Motivator or Encourager: Encourages everyone to participate.
  - Materials Handler or Collector: Gets and returns worksheets, art supplies, or other materials.
  - Dealer: Supplies each member with items needed.

### **Student Movement**

Many lessons have included ways for students to signal responses or to complete tasks by actively moving their bodies. Brain research has helped us understand the importance of physical activity to brain functioning. However, sometimes an unruly class or a limited area can restrict the types of movement possible. Use your professional judgment and include as many opportunities for movement as possible. If you want to add more movement in your classroom, visit the Education Materials Center website: [www.emc.cmich.edu](http://www.emc.cmich.edu). Check out the section on "Brain Breaks."

## Compiling Students' Materials

Many teachers enjoy having students compile their worksheets and handouts in a folder. This strategy is optional within this curriculum. The folder can be used for assessment purposes if you wish and sent home for families to review.

## Assessment

You can choose how to assess your students' learning. There are two ways available to most teachers. They are described in the Overview of the *Michigan Model* section of this manual: 1) assessment rubrics and checklists embedded in the lessons, and 2) SCASS items found in the Assessment Tab.

Assessment of student learning provides valuable data on student progress and lesson effectiveness. The information gained can help to make informed decisions about future instructional steps. Consider these tips when deciding how to assess your students:

- Choose when to assess based on your students' needs and response to lessons. You do not need to use all of the assessment tools.
- Have students use the tools for self-assessment. Promote the concept of personal evaluation and goal setting for future improvement.
- Have students assess one another. Helping others by sharing perceptions and helpful ideas is an important relationship skill and can be practiced during assessment.
- Provide the assessment tool to students before they complete the task and explain the criteria for scoring.
- Explain the assessment tool and have the students, individually or as a group, score themselves in pencil. Then, you score the individual or group using a pen on the same sheet so that students can compare perceptions and ask questions if needed.
- Use the assessment rubrics and checklists provided in the manual and on the CD as a beginning sample. Create the assessment tool with your students. Their motivation to do well will increase.

## Your Ideas and Feedback

You are the classroom experts! We welcome your ideas and feedback on the lessons, materials, and teacher's manual. You can provide us with your ideas in two ways: online or written. If you want to tell us online, go to [www.emc.cmich.edu/feedback](http://www.emc.cmich.edu/feedback) and fill out the survey. If you wish, leave a contact number and time when it is best to reach you. If something is unclear, we would love the opportunity to talk with you about it. The second way is to send your ideas to us. Take a moment to copy the form at the end of this section, complete it, and send it to:

Educational Materials Center  
139 Combined Services Building  
Central Michigan University  
Mt. Pleasant, Michigan 48859





## Family Resource Sheet Coupon

Family Resource Sheet: \_\_\_\_\_

We have read and discussed the information and ideas on this family resource sheet.

Signature of Parent or Family Member \_\_\_\_\_

Signature of Student \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_



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Date \_\_\_\_\_

Date \_\_\_\_\_



# Feedback Form

## Send Us Your Feedback

We appreciate your feedback! Please provide us with your comments and/or suggestions by completing the survey form below. If you prefer to submit your feedback on-line, please visit [www.emc.cmich.edu/feedback](http://www.emc.cmich.edu/feedback) and complete the web-based form. Thank you for helping to make our great curriculum even better!

I wish to offer comments of:

Suggestion    Praise    Problem    Complaint    Other \_\_\_\_\_

I wish to comment on:

Lessons  
 Materials  
 Teacher's Manual  
 General  
 Other \_\_\_\_\_

Please enter your comments in the space provided below. Feel free to use the back of the page if needed.

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Note: Your contact information is for the purpose of follow-up regarding your comments and/or suggestions and will not be shared with, or sold to, other parties.

Name \_\_\_\_\_

School \_\_\_\_\_

City/State \_\_\_\_\_

Daytime Phone (\_\_\_\_) \_\_\_\_\_

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**Mail this form to:**  
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**139 Combined Services Building**  
**Central Michigan University**  
**Mt. Pleasant, MI 48859**

**Or Fax to 989-774-3943**

Please add me to your email list for updates as they become available

Please do not contact me.





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**To:** Copy Centers, Printers and other Reproduction Entities

**From:** Educational Materials Center  
Central Michigan University

**RE:** **Reproduction of Copy Masters in *Michigan Model for Health***

Please be advised that while the *Michigan Model for Health* Curricular Units are copyrighted to the State of Michigan and Central Michigan University, each manual and/or module contains masters intended for reproduction for classroom distribution. These pages are restricted to the following:

- Student Worksheets
- Student Handouts
- Family Resource Sheets
- Teacher Masters

In the "Preparation" section of the lesson, teachers are instructed to make enough copies of these materials to provide one per student, one per small group, one per pair of students, etc. If there is any doubt as to whether a page may be reproduced, this section of the lesson will dictate what needs to, and therefore may be, reproduced in quantity for classroom use. These masters may not be reproduced for commercial purposes.

If you have any questions, please feel free to contact the Educational Materials Center at Central Michigan University at 1-800-214-8961.

