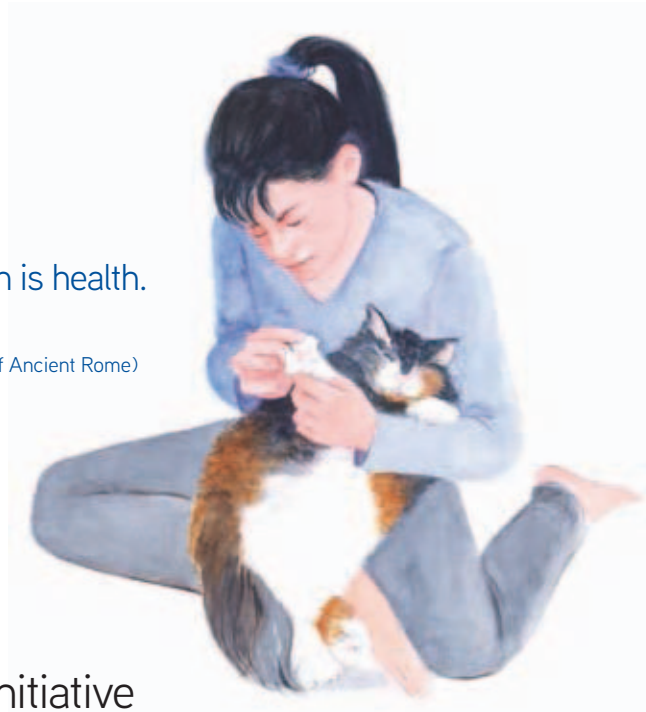


The greatest wealth is health.

— Virgil

(One of the greatest poets of Ancient Rome)



The Wellness Initiative

In the fight against childhood diabetes, obesity, and other health related illnesses, the schools have received a good deal of attention because of their potential to influence a large number of school-aged children and their families. All schools are now required to meet a new federal mandate to implement local wellness policies to improve the eating and physical activity habits of students.

One of the requirements of this act is to set goals for nutrition education, physical activity and other school activities designed to promote wellness. The activities in this chapter were designed to help teachers meet the requirements for the wellness act, and to give students the tools they need for lifelong health.

What is Wellness?

Maybe you've heard the word wellness and you have an idea of what it means. In this chapter we're going to explore the concept of wellness and what it means to you and your life. Of course it means feeling good and taking care of your body, your mind, and your heart. But what else does it mean? Author Kris Carr, who reduced her cancer by changing her lifestyle, says that wellness is about spirit, passion, and culture. It's about loving yourself and making your life the best it can be. She says: "Do you have any idea what it's like to feel blissfully whole and comfortable in your skin? Do you know what it's like to be centered and grounded yet filled with an abundant supply of zippy energy? You will!"

Yes, you will if you decide to make wellness important in your life. So, let's get started.

LESSONS IN THIS CHAPTER

1. Caring for your Body
2. Movement and Exercise
3. Food and Mood
4. Sleep, Relaxation, Meditation
5. The Body as Our Temple
6. Engaging in Life
7. Nature as Resource
8. Laughter is Healthy
9. Attitude and Meaning – and a Healthy Party!

CONNECTIONS TO SOCIAL-EMOTIONAL LEARNING:

- Wellness as a practice of self-awareness and self-development
- Wholeness in mind, body, spirit, and heart to achieve life balance
- Wellness and health as key components of social and emotional wellbeing



LESSON 1: Caring for Your Body

What Do You Need?

Quick, without thinking about it, write down 10 things you can do that you know are good for your body. Go:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Now, take a look at your list. Are there things on the list that you know are good for you, but you avoid? Sure, you can tell yourself that soda drinks and donuts are good for you. But do you really believe it? You're smarter than that aren't you? If you're honest with yourself, you know what is good for your body.

Make a commitment to yourself. Making a commitment to yourself is another way you can use positive self talk. You make a promise to our body that you will take good care of it. This commitment is not for your mom, your dad, your teachers, or your friends. This commitment is for you! It is your life you are protecting. Your body will be with you all of your life. The more you take care of it, the longer it will last, the better you will feel, and the happier you will be.

It is important not to make the commitment so big that you can't live up to it. For instance, you don't want to say to yourself:

"I will exercise three hours every single day for the rest of my life." Or, "I will never eat anything that is bad for me."

Those commitments are too hard to keep and you will only set yourself up for negative self talk. Start out with a small commitment. For instance, you might say:

"I will be careful not to eat too much sugar" or "I choose to eat fresh fruits and vegetables with my meals."

Congratulate yourself when you are able to keep your commitments.

If we're honest with ourselves, most of us know what is good for our body, and what makes us feel good. So take a few minutes to think about what commitment you want to make to yourself. Write it down here:

"Health is a relationship between you and your body."

— Terri Guillemets

(American quotation anthologist, who has collected inspirational, though-provoking and humorous quotes from all over the world since age 13).

LESSON 2: Movement and Exercise

Why Exercise?

To be physically active has more impact on our lives than most people realize. In fact, if we all knew in just how many ways exercise can affect our lives in good ways, we would no doubt all be busy being physically active. And yet, only 3 in 10 American adults get enough exercise to get the benefits it offers.

Here are just a few benefits:

- Stronger bones
- Healthier heart and blood vessels
- Efficient metabolism
- Greater lung power
- Stronger ability to prevent and fight illnesses from colds to diabetes to cancers
- Better brain power
- Less anxiety and stress
- Confidence and a happier spirit
- Boosting immunity

Exercising does not have to be hard work. It does not have to take long and it does not have to be boring. It can be competitive, but it does not have to be that either. 20-30 minutes a day is enough to build up a healthy and strong body. It can be as simple as a walk in the neighborhood, walking to the store, biking to school, or taking the stairs instead of the elevator. In fact, walking is one of the best regular exercises to build good health. It is easier and quicker to build and keep an exercise routine based on daily or regular activities without too much challenge than trying to challenge yourself to something difficult once a week. Doing it the easy way builds strength quickly and the challenge will be automatic – you become better and stronger and arrive at the next step without trying so hard. You can then challenge yourself to keep building your strength.

According to Ayurveda, a 5000 year old Indian system of medicine and healing, exercise has 3 main functions:

1. To rejuvenate the body and stimulate the mind
2. To remove stress
3. To develop mind-body connection

Ways to be Physically Active

There are 3 kinds of exercises:

1. Those that build strength. Examples of activities that build strength are lifting weights, push-ups, jump rope.
2. Those that increase flexibility and balance. Examples are dancing, ballet, sailing, standing on one foot.
3. Those that improve the functions of the circulatory system, which is the heart and blood vessels and the delivery of nutrients and oxygen to the tissues of the body (cardiovascular). Examples of these exercises would be aerobics, walking, swimming, running, or biking.



“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.”

— John F. Kennedy
(35th President of the United States.)



As always we need to listen to the body. It tells us so many things. With all physical activity it is very important to respond when the body tells you it hurts somewhere, your breath is becoming labored, you are getting very hot or very cold, your heart rate is very fast or you feel tired or dizzy or thirsty. Then you must stop and rest or drink some water.

This is also one of the reasons why it is best to be fully aware while exercising, and not zoning out with your iPod or some device. If we are not mindful while working out, the body and the mind cannot work in harmony and send us the signals we need.

Safety

Some types of exercise can put you in danger if you don't take the appropriate steps to avoid such danger. Falling on a bicycle for example, puts you in danger of head injuries if you don't wear a helmet.

Here is a story about how Shaun White learned to be cool wearing a helmet:

The Flying Tomato – Shaun White

Shaun White is the winner of four Olympic gold medals. His nick name is “The Flying Tomato” because of his incredible aerial jumps and his long red hair. When he first started snowboarding no one was wearing helmets. He says: “When I was younger nobody was wearing them. It was lame to wear a helmet. Now it seems everybody is wearing them.”

Why does he wear a helmet? When Shaun was 9 years old, another snowboarder clipped him in the head while performing an aerial. “I probably would have died without a helmet,” he said. He'd rather live.

Once his sponsors told him to take his helmet off during a photo shoot because they thought it wouldn't get in the magazines otherwise. But Shaun responded that it would look stupid if he wasn't wearing one. Shaun feels so confident about the necessity of wearing helmets now that he has created his own line of helmets and with it a whole new look in snowboarding.

He says, “I have had parents tell me that their kid is so stoked to wear a helmet, because now he doesn't feel lame to wear one.”

Can you be Safe and Cool?

When Shaun started snowboarding there was an idea that you couldn't be safe and cool. He changed people's minds. He stayed true to what he believed and he started a new trend.

Do you see friends making foolish decisions to try to stay cool? Design a sticker that would help others believe that wearing helmets, or driving safe, or saying no to drugs would be a good idea. Dare to be different!

Here's an example of a sticker that some snowboarders wear:

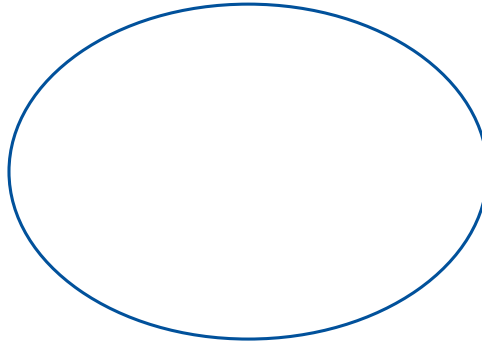


“Those who think they have no time for exercise will sooner or later have to find time for illness.”

— Edward Stanley
(Earl of Derby, from a speech in 1873.)



Design your stickers here:



Weighing the Risks and Benefits

At the beginning of this chapter you made a commitment to your own wellness. Practicing safety is an important part of wellness. It's very difficult to be well if you are lying in the hospital with broken bones and a head injury. It's great to take risks and have fun, but it's also important to be smart. In this lesson you will explore the risk and benefits of activities. This will help you make responsible choices.



ACTIVITY	RISK LEVEL	RISKS	BENEFITS
Skateboard down hill without helmet	HIGH	Head trauma	Air in your hair?
Text a photo			
Start a rumor			
Crazy dancing when you are so hot you can't see straight			
Meet someone you met online			

Add your own ideas:

LESSON 3: Food and Mood

5th 6th

We all know when we feel sick or tired because our body tells us. And we may have been told that there are things that we can do to care for our body so that it will support us in our daily activities, make us feel better, and give us more energy to do the fun things we like.

“You actually have a lot of power over your health, happiness and life – and it all starts with your mouth! What you put in it, and the words that come out of determine your destiny.”

– Kris Carr

(Author who changed her diet to heal her cancer.)

One of the things you can do to influence your mind and your body is to choose the food you eat. Some people just like to eat the kind of food that tastes good and pay little attention as to whether that food is good for their body. Some people are vegetarians, some people prefer to eat locally grown food, and some people eat a mixture of many foods. There are so many food choices available to us.

Kris Carr says: “There are few things you can do to impact your life more powerfully, profoundly, and permanently than changing your diet. Every morsel of food that enters your mouth has a direct impact on your body, mind, and spirit. I learned this firsthand when I changed my diet. Not only did my body change, but I felt happier, healthier and more positive than ever before.”

Some foods influence the production of chemicals in the brain and the way they function, which directly affects our mood, energy level, behavior, focus, motivation, and much more. Some foods will make you sleepy, groggy, lazy, irritable or anxious, and others will make you happy, efficient, energized, sharp, etc.



5th

What Do You Eat?

Look at the sheet below and fill in what you eat and drink. Start with what you eat or drink most of or most often and continue to things you only get a little of occasionally.

Think about how each of these things make you feel. If you can tell, make a smiley face next to those that make you feel better, and a sad face next to those making you feel less well.

GOOD FOR ME FOODS:	NOT SO GOOD FOR ME FOODS:

Charting Your Food and Mood

The first step in choosing good food is to pay attention to what you eat and how it makes you feel. Take time to write down your eating habits for a week using the chart below. Once you have charted your food intake for a week, answer the following questions and share your answers with a friend:

- Do you think it matters to your body whether you eat a lot of salty and sugary foods versus foods like lean meats and vegetables?
- Do you think it has an influence on your mood or your energy levels?
- What changes do you notice in your mood when you eat certain foods?

BREAKFAST	LUNCH	DINNER	
			MONDAY
			TUESDAY
			WEDNESDAY
			THURSDAY
			FRIDAY
			SATURDAY
			SUNDAY

The Origins of Food

Did you know that thousands of new food products get introduced every year? New drinks, vitamin waters, candy bars, protein bars, cereals, and many other things are being created by the food industry. There are more food choices available to people now than at any other time in history. A hundred years ago it was difficult to have fresh fruit and vegetables all year long, but because of modern technology, fresh tomatoes and mangos are now available even in the middle of winter. That gives people a lot of options, but it can also be confusing. What is good to eat? How do you know what foods are good for you? Where did this food come from?

The first step in knowing how to eat is to pay attention to where your food comes from and what is in it. Do you know how chocolate is made? Do you know where the cacao bean grows? Do you know where your fruits and vegetables were grown and who has touched them before you eat them? And - do you know what kinds of chemicals have been used on your food?

In this lesson you are going to bring your awareness to the food you eat.

Have students read the introduction to this lesson and then let them know that they will be learning about the origins of food. Demonstrate to them by bringing in a fruit or vegetable with a sticker that shows where the food was grown. For instance, you may pick a mango that was grown in Mexico, or an apple that has come from New Zealand. Ask them to go to the grocery store or check their food from home and find the stickers on the food that tells where it was grown. They can look on fruit, vegetables, chocolate bars, or even their bottled water. Create a chart in the classroom to show where our food comes from. List the names of the countries and states that are represented by the foods the students bring in.



“We’ve got to get ourselves back to the garden.”

— Joni Mitchell

(Canadian singer and songwriter, who has been called one of the greatest songwriters ever.)





Food Sticker Collage

This page is designed to help you track information about the food you eat and where it comes from. Whenever you find a sticker on an apple, a pear, or any other kind of food, add it to this page. As you do this you will gain awareness about the food you eat, and this will help you make healthy choices.



Reading labels

What is this stuff and why is it in my food? Have you ever wondered about the ingredients in the food you eat? What do all those long words mean? Did you know that ingredients are listed in order of quantity? For example, if water is the first ingredient that means that there is more water in the product than anything else. The ingredients at the end of the list are the smallest quantities. If you see sugar as the first ingredient, it means that the food is made primarily of sugar.

It's important to know what you are eating. On this page, you will collect the list of ingredients from different foods that you eat. When you find an ingredient that sounds funny to you, write the word down and look it up. Give a definition for that word. Here's an example:

You're eating a cookie and one of the ingredients is "humectants." You look it up and find this definition:

"A humectant is a substance used primarily in foods and cosmetic products to help retain moisture. These substances are called hygroscopic, which means that they are able to absorb ambient water. Some humectants additives are beneficial when consumed or used. Others, particularly in some foods, are less helpful, may cause abdominal distress, and should probably be avoided."

Now you have another question. Is this a good humectant or a bad humectant? How can I find out? Do I have abdominal distress when I eat these cookies? Good to know if I'm going to serve them at my birthday party. A room full of sixth graders with stomachache is not a pretty picture.



Knowing your Food

Collect ingredient lists and glue them to this page. Write the definitions of ingredients below the labels. Don't worry about trying to learn all the ingredients. The idea of this activity is to bring awareness to labels and to what you are eating. Add ingredients and labels throughout the school year. By the end of the year you will have a collage of ingredients and definitions. Your family and friends will be surprised by what you know about food, and you will pick the right cookies to serve at your birthday gathering.

Choosing the Right Food for Your Body

With all the information available it can be difficult to know what is healthy and what is not. Even experts disagree about some foods. Some people believe that it is better to be vegetarian while others think that meat is healthy as long as it comes from a good source. Some people have to avoid foods with gluten or dairy.

It is powerful to know what foods have the ability to make us feel better, but equally powerful to know what feels just right for you.

When we reach for food to make ourselves feel better when we are upset, we are usually not choosing good foods, but "comfort foods" that are likely to end up making us feel worse. Remember that it is not the flavor that makes us feel better, but those chemicals that influence our mood and energy.

It is not the quantity either that will help us feel better. If we just keep eating and waiting for a result, we are sure to end up feeling sick instead of better. The food has to pass through your stomach and small intestines and get into your bloodstream to begin producing serotonin for example, the happy chemical. But the good news is it only takes about half an hour to do so.

Make a Food Log

Experiment with yourself and different foods. Try to tune in to your level of well-being before and after you eat different things. Create yourself a log to record good foods and not so good foods in. Share what you learn with your friends and give each other ideas of new foods to try.



LESSON 4: Sleep, Relaxation, Meditation

The Importance of Rest

Sleep is food for the brain. During sleep, important body functions and brain activity occur. It is a vital need, essential to your health and growth. Sleep promotes memory, alertness, and performance. Have you heard the saying “Get your beauty rest?” If you get plenty of rest you will look better and you will have a more positive attitude. Too little or poor sleep can make people grumpy. If you have a difficult time sleeping and you need to learn tools to help you get to sleep, this chapter is for you.

Read the story below and see how a poor night’s sleep affects Akio (5th) /Hayden (6th)

A Sleep Story: Akio’s Sleep Problem

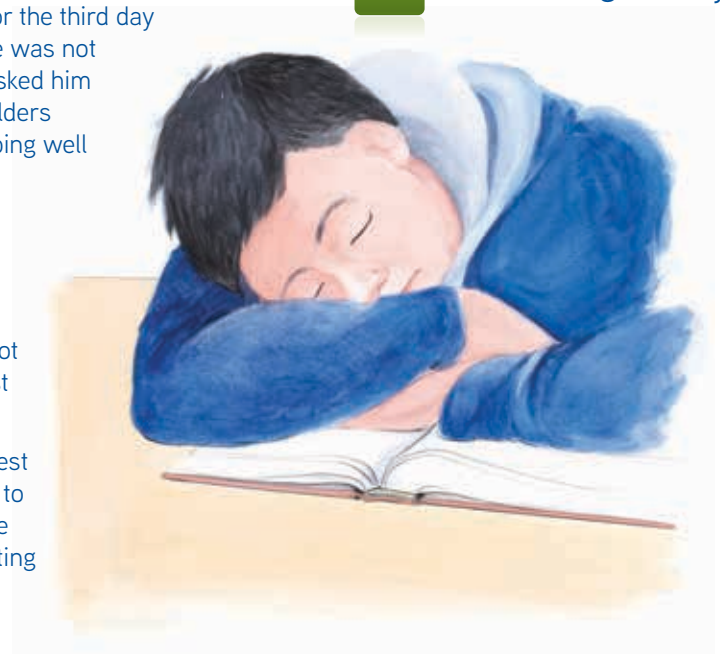
Akio slept through his alarm again and missed his bus for the third day in a row. Akio’s mom had to drive him to school, and she was not happy about it because she had work to do. When she asked him why this was happening so much, he shrugged his shoulders and mumbled “I am too tired.” Akio was simply not sleeping well at night. In fact, it took him hours to fall asleep.

Akio had tried every trick he knew - counting sheep, counting backwards from 100. Nothing worked.

He really wanted to go back to bed and sleep for the whole day, but he knew he couldn’t miss school. Today was the big math test, and all of the kids were warned not to be absent. His stomach hurt and he ached all over just thinking about the test.

As the math class began, his teacher handed out the test papers and told everyone to do their best work. He tried to concentrate on each problem, but he was so tired that he had trouble keeping his eyes open, much less concentrating on doing his best.

Did you know that growth hormones are released into the bloodstream during deep sleep? Your body grows the most while you are sleeping because it is not busy thinking, running, and doing all the other activities you do during the day.

5th



Answer the questions below and share with a friend.

- Have you ever had a day like Akio?
- Are there things you do that interfere with a good night's sleep?
- How do you feel when you don't get enough sleep?
- What are your sleep habits?
- What time do you go to bed?
- What time do you get up in the morning?

If you have a difficult time sleeping, the following suggestions may help you:



A Routine to Help You Get to Sleep

- Practice slow deep breaths through the nose
- Focus on the breath as it moves in and out of your body
- Change the “channel” you are on to something pleasant – you can remember a trip to the beach, a fun time with friends
- Yawn as you stretch your arms, back and legs
- Say to yourself: “I can relax my body and fall asleep”
- Avoid foods like soda and sugar before bed
- Reduce time playing online games, texting or watching exciting movies before bed



Distractions from a Good Night's Rest

Some activities we engage in before going to bed will help us sleep better, and some activities can keep us awake. Have students read the following story.

Hayden's Video Game

“Nooo!” Hayden said loudly, as he slapped his hand down on the desk next to his computer.

“I almost got to the next level.”

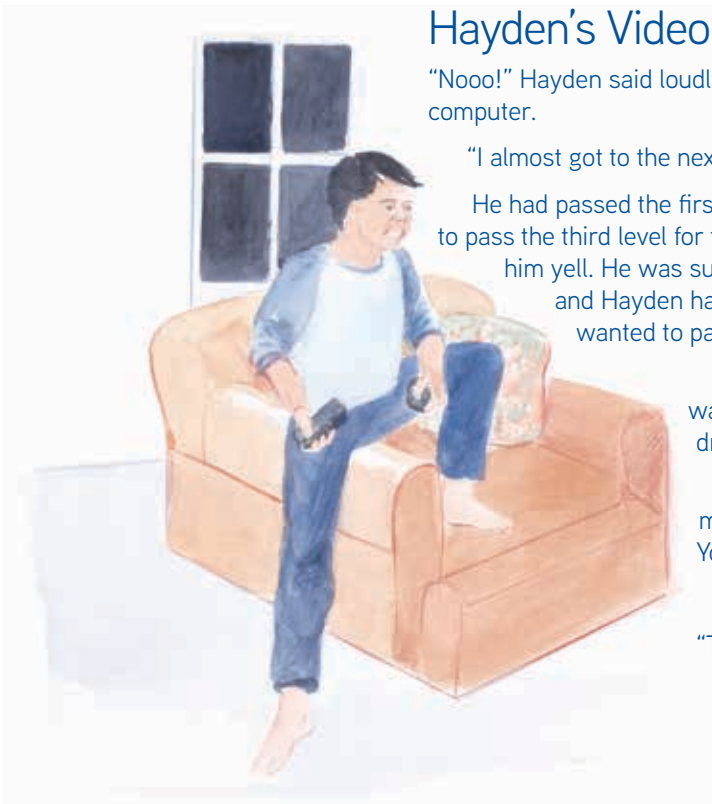
He had passed the first two levels of a new computer game and he'd been trying to pass the third level for the last 2 hours. He hoped that his parents hadn't heard him yell. He was supposed to be sleeping. It was 2 o'clock in the morning, and Hayden had tried to sleep, but he kept thinking about the game. He wanted to pass level three before his friend, Jarad.

He went back to bed and stared at the ceiling. His heart was beating and his mind was racing. Finally, at 4:00am, he drifted off to sleep.

“Hayden, what is wrong with you today?” he heard his mother say. “I have been trying to wake you for half an hour. You better get up, you're going to be late.”

Hayden felt like he'd been hit by a truck.

“This is going to be a long day,” he thought to himself.



What Relaxes You?

Many students say that they relax by playing video games. After the students read the scenario above ask them if they ever feel this way when they play video games or spend time on the computer. Then ask them what it means to relax. Guide them through the following relaxation. Then have them answer the questions below. Discuss with them how it feels to be relaxed.

The Boat Ride – A Relaxation Story

Have the students close their eyes and get comfortable. Read them the story below, slowly and with a calm quiet voice, allowing them time to follow in their minds.

Sit or lie comfortably with your eyes closed. Place your hands on your belly and feel your breath move up and down like a slow rising mountain, lifting and falling. Now make the mountain move up and down as slowly as possible.

In your mind, imagine that you are in a small boat. The boat is full of beautiful soft pillows. You can see the colors of the pillows, and you can feel their softness underneath you.

Feel the boat slowly rise up into the air. Now you are floating around the room in this wonderful little boat. You notice that in the boat there are three buttons. There's a green button, a yellow button, and a red button. When you push the green button, the boat moves a little faster. When you push the yellow button, the boat slows down. When you push the red button the boat stops and hovers in the air. You also notice that the boat has a steering wheel that is wooden and sturdy and just the right size for your hands.

You steer the boat out of the building and into the world outside. You float up above the trees and houses and people. You explore in your boat, turning left and right, pushing the green button to speed up and the yellow button to slow down. You might even try doing a few fancy moves up in the sky in your own private flying boat. You can feel the wind in your face and the warm sun shining on your back.

You begin to steer the boat over the trees and houses in the direction of the ocean. You come to the place where the ocean and land meet. You can smell the salty air and hear the seagulls squawking. Then you float out over the ocean. You can see the vast ocean beneath you, but you feel safe in your strong boat. Then, down below, you see a small island with a beach and a forest. You decide that you want to visit the island, so you gently steer your boat down and land it in the ocean near the island. Now you can feel the gentle rocking of the waves beneath you. The waves rock with the rhythm of your breath.

You steer the boat up onto the shore of the island. You take off your socks and shoes and step onto the beach. You feel the coolness of the sand as it squishes between your toes. You walk along the shore of the beach, and you can hear the waves rolling into the shore.

You look into the trees and see a trail that leads into the forest. You walk up to the trail and follow it deeper into the trees. You can feel the soft dirt under your feet, and you can smell the moist green air. You walk along the path and come to a small cottage. There's soft music coming from inside the cottage, and your body tells you that this is a safe place. The cottage has a bright red door. You knock on the door, and when the door opens, you're surprised to find a person who is very important to you is inside. It may be a friend, a relative, or someone you have heard about in stories. The person smiles, invites you in, and serves you warm cookies and a fresh cool drink.

The person says that they have invited you here because they have something

important to tell you. So you sit and listen carefully to what the person has to say. (*Pause for 15 – 30 seconds.*) It feels good to be here with this person, and you thank them for their words.

Then you realize it is time to go. You thank your friend for the cookies and the hospitality. You wave goodbye and travel back down the trail. Your boat is waiting for you. You push your boat into the water and climb in. You push the green button, and the boat lifts up into the air. You look down and you can see the cottage and the beach, and you know that you can return to this place anytime you need to.

You float over the ocean and again see the place below where the land and the ocean meet. You fly over the trees and houses and cars until you come back to your building. You look down and you can see the rooftop and the door. You float down into the building and back into the room. As you settle down into your spot, the boat vanishes beneath you, and there you are again with your belly moving up and down with your breath.

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Your Boat Story

After your teacher has guided you through the relaxation answer the following questions:

- Were you able to feel relaxed?
- Did you meet someone on the journey?
- If so, who was it?
- Did they have a message for you, and if so, what was it?



Try to Practice Meditation

Meditation is a way to re-charge our batteries through mental relaxation and calmness. You still the mind, focus it away from the everyday concerns of your talking self, focus on the present moment, and listen inward.

There are many different styles and approaches to meditation, but it can be as simple as just sitting with closed eyes for 10-15 minutes relaxing your mind and your body. Many studies have been done concluding that meditation is extremely good for both our physical and mental health.



Choose a quiet place at home and ask not to be disturbed for 10 minutes or so.

Have a clock next to you, check the time and know what time it will be in 10 minutes. Sit still and comfortably and close your eyes. Let your thoughts come and go while you just stay quiet and still. Become aware of your thoughts as they come and go and see if you can let them go and think of nothing in particular. Just letting the thoughts go to make room for another is valuable practice. You can open your eyes and check the clock when you want to. If there is time left, just close them again. When you are done, open your eyes and sit for a few minutes moving your fingers or toes or legs a bit before getting back into the world of activities.

Try to do this every day. You will soon feel a difference in the way you feel.



Choose a quiet place at home and ask not to be disturbed for 10 minutes or so.

Have a clock next to you, check the time and know what time it will be in 10 minutes. Think of a word you like the sound of. Sit still and comfortably and close your eyes. Let your thoughts come and go while you just stay quiet and still. Become aware of your thoughts as they come and you become aware of them, then think

of your word, repeat it in your mind until the word is all there is. New thoughts will come, and you will go back to your word. Don't force anything, the thoughts are ok, the word is ok. Just be still and aware of the moment.

You can open your eyes and check the clock when you want to. If there is time left, just close them again. When you are done, open your eyes and sit for a few minutes moving your fingers and toes and legs a bit before getting back into the world of activities.

Try to do this every day. You will be more rested, you will be able to focus better, you will be more calm and relaxed in general if you can keep a practice of doing a little meditation regularly.

LESSON 5: The Body as Our Temple

Our bodies are like our own personal temples. Think of your body as the house for all the parts of you that make you able to eat and walk and talk, and also showing outward to the world how you feel, what you eat, and how you treat and care for yourself. Thinking of your bodies this way makes you want to treat your temple really well.

Self-care includes nutrition, exercise, rest, fresh air, a positive involvement in life, all of which are covered in this chapter, but it also includes:

- Personal hygiene
- Appearance – being interested in how we look
- Understanding that the body and mind are always in tune

Hygiene

Personal hygiene includes all the things you do to keep yourself looking good and clean. If you've ever had the experience of sitting next to someone who has poor personal hygiene, you know why this is important in developing friendships. People who have poor hygiene are communicating to others that they don't care for themselves. And if someone doesn't bathe or brush their teeth, their body odor can prevent others from wanting to be around them. Some body odor is natural and it's important not to worry about it. Simple good habits will help you look and feel good.

What is good hygiene? It includes:

- Showering or bathing regularly
- Washing your hands
- Brushing and flossing your teeth
- Keeping your hair clean and combed
- Wearing clean clothes and not sleeping in clothes you will wear the next day
- Keeping your nails clean and trimmed
- Not spreading germs



“Take care of your body. It’s the only place you have to live.”

— Jim Rohn

(American entrepreneur, author and motivational speaker, became a millionaire at 31 years of age, lost it all and did it again.)

You never get a second chance to make a first impression.

5th

Lily is Embarrassed

Lily got up and looked in the mirror.

“Oh no.” she said out loud seeing the blemish on her chin. Everyone in her family had oily skin and her mother struggled with blemishes. Her hair was so oily it was separating. And she had just washed it yesterday. She didn’t feel like taking a shower or washing her face or hair. She pulled her hair back into a pony tail, put on a very large old ripped sweatshirt, and pulled the hood over her head. She was uncomfortable and felt dirty. All day at school she just felt like she wanted to be left alone. She had done nothing to make herself feel good or presentable, and she felt awful inside out.



Hygiene Routine

One of the best ways to develop good hygiene habits is to create a routine. A simple morning routine would help Lily feel better at school. Your routine should be based on your own needs. If you do vigorous exercise frequently, you will need to shower more than someone who exercises less. Also, if you tend to have oily skin, your hair and skin will need to be washed more often than others. A good cleaning routine will help prevent acne too.

What is your personal hygiene routine?

Are there things you need to add to your routine?

How do you feel when you take good care of your personal hygiene?

How do you feel when you don’t?

6th

Austin Needs a Shower!

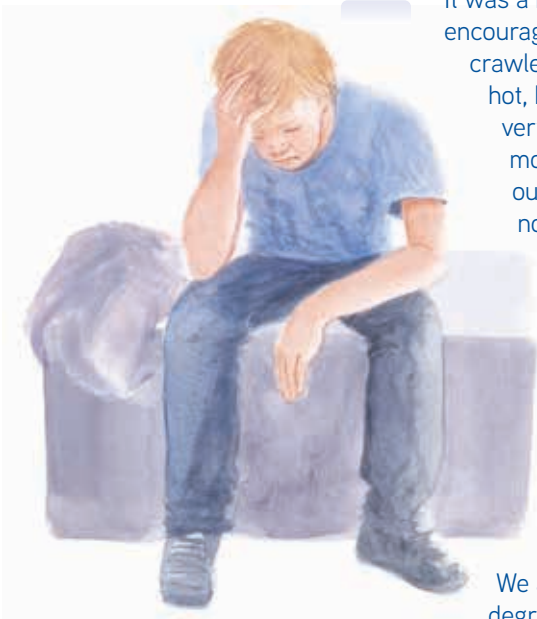
It was a hot day and Austin got home late after his baseball game. His mother encouraged him to take a shower before bed, but he didn’t feel like it, so he just crawled into bed. The temperatures had reached an all-time high, and it was hot, hot, hot. Austin was sweating buckets. He tossed and turned all night and got very little sleep. He didn’t hear his morning alarm and only woke up when his mom yelled at him that she could see the school bus just up the road. He bolted out of bed and threw on the jeans and T-shirt that he wore yesterday. He had no time for breakfast or a shower and barely made it on time to catch his bus.

When he got to school, he felt horrible and things went from bad to worse. He noticed that some of the girls who usually like to sit with him were avoiding him. Then one of the boys in math group said in a loud voice: “Dude, you stink!”

Austin turned bright red from embarrassment. He quickly asked the teacher for a pass to go to the nurse’s office. He wanted to call his parents to let him go home. He wanted so badly to take a shower.

How do You Want to Look?

We all judge and are judged by ours and each others’ appearance to some degree. The important part of how we choose to present ourselves to the world is that we are feeling confident in showing the image we choose. If you take an interest



in dressing interestingly, people will take notice of what you choose. You may inspire someone to try something similar, to be bolder with color, or wear a type of clothing they haven't before.

Of course it also applies to hair styles, the jewelry or bags we wear or carry, and so on.

Knowing About Germs

There are both good and bad germs. We have trillions of the good bacteria in us that need to be there to fight off some illnesses and other germs. Bad germs are those that spread colds and illnesses. They love dirt and thrive where there is uncleanliness. They hate soap and water. Germs spread so easily from one person to another, so it is important we each keep ourselves clean of bad germs.

Illustrate how germs work and how difficult they are to get rid of. Glitter works well to represent how germs can spread from one person to another because they stick to the hands.

1. Let each student rub a small amount of lotion on their hands.
2. Choose 4 students to be the germ spreaders. Use different colors of glitter and sprinkle a generous amount of glitter on the hands of the volunteers. They can shake off the excess in a trash can.
3. Instruct the class to shake hands with each other for a few minutes.
4. Have students notice the glitter on their hands and discuss how the glitter germs spread.
5. Have students try to wipe off the glitter with a paper towel. They will notice how ineffective this is.
6. Have students wash their hands with cold water without soap and see if the glitter comes off.
7. Finally, have students use warm water and soap to wash their hands. Have them discuss which method is most effective.

The Body and the Mind Have No Secrets From Each Other

The body and the mind are like two lifelong friends. They are inseparable. They communicate constantly in their own chemical language, and inform each other of the status of things in every moment. Like good friends, they affect each other profoundly. If one is up, the other will follow, and if one is down, the other will join quickly. In other words, when your body feels good, you feel good, and vice versa. And if you don't feel so great, your body will start to ache too.

So we are back to the importance of our thoughts and feelings. A good positive, joyful approach to life is likely to keep you healthier than an angry or negative attitude. Indeed, it has been said that people who care for themselves stay happy, don't give up, and live longer.



LESSON 6: Engaging in Life



Active Involvement

Being engaged in life means to be actively participating and involving ourselves in many of the amazing options available to us to try, to do, to live this life. It means being interested in other people and how they think and work, it means understanding the value of family and friends, and it means having a curiosity and desire to make something of our days, of ourselves, and of our journey.

Don't be afraid to fail. Be afraid not to try.

So Much to Know

We know - learning makes you think of school. And hopefully you are enjoying learning many of the things you get to know from school. But there are so many other ways and things to learn than the subjects of your classroom lessons. The more we know, the more interesting we are to other people, the more interesting people we attract, and the more interesting our lives can become. The more we learn, the more we tend to want to learn even more. There is so much to know – the names of the stars, how cars work, how to sing or play guitar, how to take amazing photographs, how to plant a garden, what people in other countries do that we don't, how to sail or sew or make jewelry or delicious food. Our options are endless.

If you like reading, of course there is no end to the books you can choose from on any subject to know more. Of course we can find out everything from the internet now, but sometimes a book explains things differently, and you can take it with you to the park, lie under a tree, and get some fresh air at the same time.

Learn and Teach

Have the students each decide on a subject that has interest to them. Give them a week long assignment to learn something about that subject. Have them share with the class the following week what they learned, but give them the choice of a write-up to read to the class, or a show and tell (a musical instrument for example), or a demonstration (how to plant a mini-garden in a pot for example).

Each presentation should be limited to 10 minutes or so. It must be easy to set up and clean up.



Pick a subject that you are curious about. It can be anything from something you want to find information about in a book or the internet, something about a musical instrument, or plants, sharks, hummingbirds, a clothing company, or cooking. Pick anything you are interested in knowing more about. Find out enough about the subject to share for 10 minutes with your class next week. You may read from something you write, you can demonstrate how you learned what the strings on a guitar are called and can do (bring a guitar to demonstrate on if you have one or someone is willing to lend you one for a few minutes), or you can demonstrate how to make cake frosting (very small amount), or how to take a seedling from a plant and re-plant it.



Pick a subject or a thing that you are curious about and want to know more about. Maybe it is playing an instrument, maybe a craft or skill, maybe you want information about the stars or how shoes are made. During the next week find out about your subject, do a little research and try to find out something from other sources than the internet, such as books, magazines, or people who are experts or might know about your subject. Prepare a 10 minute presentation for your class to teach your fellow students what you now know. Speak like an expert, and have some visual references (pictures, charts, models, the real thing (a guitar for example).

Take questions from the class, and see if you can answer them. If not, say it was a good question, write the question down and tell the class you will find out the answer. That way you will keep learning and keep teaching. The best way to learn is to teach what we know.

People are Key

Some of us are more outgoing than others. Some people prefer to be alone a lot. But interacting with other people, even if just a little, is key to being engaged in life and not feeling lonely, isolated, or sad.

There are many ways to do so other than the obvious of hanging out with your friends or talking to your family.

Here are some suggestions for ways to connect with others without much effort:

- Ask people “How are you?” and ask so that it is clear you are interested and expect an answer.
- Listen when people talk to you, and actually hear what they say. Say something back – a comment, something supportive, a question, or just a few words to show that you heard them.
- Start conversations – either tell someone something you have just learned, or ask them a question. People love to be asked their opinion or knowledge, it makes them feel they are someone to you, and it creates a bond.
- Accept others for who they are and what they believe and treat them all equally. You will have new friends in no time.
- Smile a lot – it is contagious and it connects people.



You may not be where you've been, and you may not have arrived at where you're going. But you're definitely on your way there right now.

5th6th

Be Part of Your Community

There are so many ways to get involved with your local community. You can volunteer in many ways, help your elderly neighbor carry groceries, help pick fruit off a tree and sell them, start a karaoke club for your friends, etc.

Fun Times

Way too many people do not take fun seriously. Seriously!

Put having fun on your daily agenda too along with getting that fresh air and a little sunshine.

Here are some ideas:

- Put faces on your food with raisins, orange slices, etc. before you eat it. Then eat the faces too.
- Pretend you are Chris Rock or a singer you like and go crazy imitating him or her.
- Write a story with a friend, or more friends taking turns writing a line each.

- Fly a kite.
- Dance in circles around yourself on the grass or a soft carpet until you fall over laughing.
- Trade clothes with your friends, dress up as each other.
- Play a board game.
- Have an art day. Draw or paint each other. Or take turns telling each other what to draw or paint within 2 minutes. Or draw or paint on the same picture taking turns to make lines or dots or marks or..
- Go for a treasure hunt in nature and pick stones, shells, flowers, or whatever you find. Make a little decoration with your friends at home.
- Make up a treasure hunt for your friends to go on. Take turns.

Come up with your own ideas. Think creatively and have a list in your pocket.

No more:

“What do you want to do?”

“I don’t know, what do you want to do?”



The best six
doctors anywhere

And no one can deny it

Are sunshine, water,
rest, and air

Exercise and diet.

These six will gladly
you attend

If only you are willing
Your mind they’ll ease

Your will they’ll mend

And charge you not a
shilling.

— Nursery rhyme quoted by
Wayne Fields, *What the
River Knows*, 1990

LESSON 7: Nature as a Resource

Nature is one of our finest healers. Nature works perfectly; it flows with the seasons and the constant movement and changes. Trees know when to drop their leaves and when to grow them again. When something is broken, nature heals itself (if left alone). We can embrace nature and its wisdom as our model. Nature can also provide us with the healthiest food, the simplest relief, the best medicine, and the greatest gym.

Sunshine Makes You Happy

Sunlight is responsible for making oxygen and carbon dioxide, the two things that make it possible for us human beings to live and breathe. It also produces vitamin C, the vitamin that we need to keep our bones strong. 15 minutes of sunlight a day is all we need to get the same amount as in a vitamin C pill of 400 units. Best of all is the sun’s capacity to make us happy. Sunlight affects the body’s production of the hormones called endorphins. These hormones play a role in giving us a feeling of well-being and happiness.

Lack of sunlight can make people depressed with symptoms like sadness, fatigue, and hopelessness. There is even a condition called SAD (Seasonal Affective Disorder), that make people who suffer from it get deeply depressed in the winter when there is less sunlight.

Of course we have all heard that too much sun exposure is not good for us, so while it is good for us to get a little sunshine every day, we need to take it in moderation.

Water

The human body consist of 57 - 80 % water (babies are more water than adults), and is in need of constant water replenishment. The human brain is approximately 80% water. It is wise to drink lots of water all through the day.

If we don't get enough water we can become dehydrated. Read the story below and see what happens when someone doesn't get enough water.

Sophie's Disastrous Run

It was a particularly hot day in Washington. The weatherman had warned people who had respiratory problems and the elderly to stay indoors. Sophie heard the warnings but assumed that since she didn't fit either category, she would do fine on her morning run. She loved to get up early before there were many people around so that she could run up into the hills around her family's property. She hoped to run at least two miles before breakfast.

Usually she could run two miles in half an hour and still have energy to spare. This morning, however, after she had run a mile or so, she noticed that her head was beginning to pound, and she was having trouble breathing. Her mouth felt really dry. She made the decision to stop and rest for a bit and reached into her daypack to get her water bottle. Oops! She was in such a hurry to leave that she had forgotten to fill her bottle. When she stood up she felt very lightheaded and a little nauseated.

The sun was fully up by now and it was really getting hot. Sophie started to panic. She realized that she was already getting dehydrated and there was no one around to help her find some water. She remembered what she had learned about dehydration. She found a spot in the shade and let her body cool down. She needed to get back home and get some water as soon as possible, but she knew she would have to go slowly to prevent herself from overheating even more.

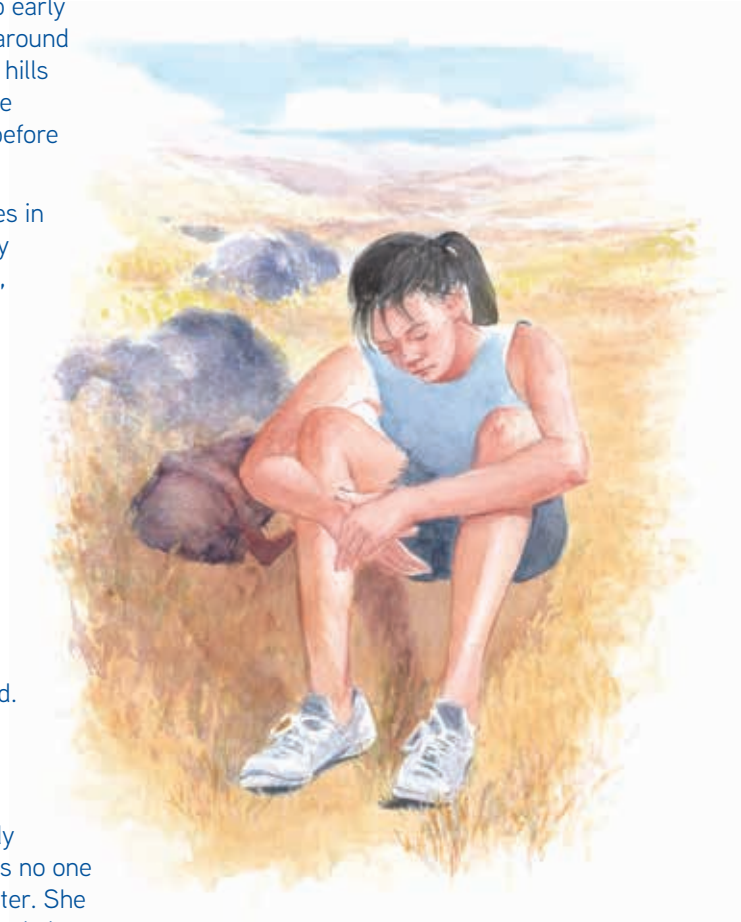
Chloe Isn't Thirsty

It was an unusually hot and muggy day in New Orleans. Chloe was sweating five minutes after she stepped out of the shower. She didn't care. She loved her basketball camp and she was ready to go out and play with her team.

"Be sure to drink lots of water," her coach reminded everyone. But Chloe didn't feel thirsty.

Did you know?

- Your lungs expel between two and four cups of water each day through normal breathing.
- If your feet sweat, you can lose a cup of water.
- If you make half a dozen trips to the bathroom during the day, that's six cups of water.
- If you perspire, you expel about two cups of water.

5th6th

“The heat doesn’t really bother me,” she told her friend, Maria.

She went down to the court and started to shoot some hoops. Then Montana, the best basketball player at the camp came down to practice with her. Chloe picked up her game and got past Montana to make a shot. She was feeling proud.

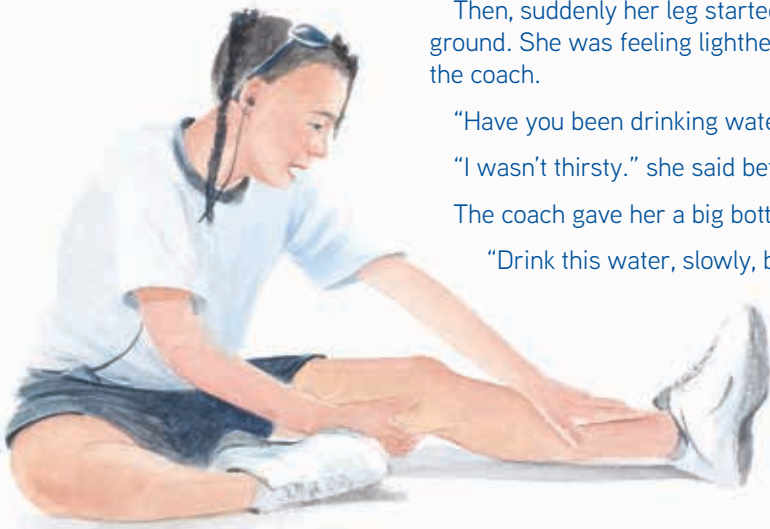
Then, suddenly her leg started to cramp. Chloe screamed and sat down on the ground. She was feeling lightheaded and her head was pounding. Montana ran to get the coach.

“Have you been drinking water?” the coach asked Chloe.

“I wasn’t thirsty.” she said between gasps.

The coach gave her a big bottle of water.

“Drink this water, slowly, but drink all of it, Chloe. You are dehydrated!”

5th6th

What is Dehydration?

Dehydration can be a serious and dangerous condition. In extreme cases people can die from dehydration. This has happened to athletes when they play in hot weather and are so focused on their game that they ignore the messages coming from their body. Never forget to drink water.

Fresh Air

Many people don’t get much fresh air in a day spending their time in closed spaces like home, office, or school, and driving back and forth between these places in closed cars. Fresh air gives us a steady supply of oxygen, which is needed by every single cell of our body and brain. High oxygen levels in the body helps you sleep better at night, it can help the body lose weight, it refreshes the skin, fills the lungs, makes you feel good, and a lot more.

When we stay in closed areas we keep breathing the same air over and over. We share that air with whoever else is in the room, and as we breathe out carbon dioxide, the shared oxygen level in the air in that room will go down. It becomes stale air.

Go outside and play with a Frisbee for half an hour, go for a walk, fly a kite, or sit on a bench and read for a little while. Depending on where you live, it is of course easier to get fresh air in the spring and summer. Yet it can be as simple as opening your window for a while and let the air come in.



How do you get Your Air?

Do you spend time every day outdoors?

What new ways would you like to add to spending time outdoors?

When can you start doing it?

We can only live for a few minutes without air.

LESSON 8: Laughter is Healthy

The Story of Norman Cousins

5th6th

Norman Cousins is an author who wrote about the healing power of laughter. His story began in 1964 when doctors found he had a life threatening illness. The doctors, including one who was a good friend of Dr. Cousins, speculated that his chance of survival was approximately 1 in 500. That is not a good prognosis.

Mr. Cousins wasn't ready to die, so he took the matter into his own hands and he did three things:

1. He looked at his own overall health and made some decisions about his diet.
2. He checked himself into a hotel room and started to take control of his environment. He knew that if he thought negatively, he would get worse. He wanted to get lots of sleep and surround himself with happy things.
3. He got a large supply of funny movies and shows. On his first night in the hotel he found that he laughed so hard at the films that he was able to stimulate chemicals in his body that allowed him to sleep without pain. Every time he started to feel pain, he would turn on the movies and laugh some more.

Mr. Cousins described being in a state of joy over the next week as he continued to laugh himself back to health. Within a few weeks he was able to return to work, and although he still had some minor physical difficulties, his body continued to recover as he continued with his self-directed wellness program. He wrote a book titled *Anatomy of an Illness as Perceived by the Patient: Reflections on Healing and Regeneration*.

Now, it's not true that a good diet and laughter are going to heal everyone and everything. But Mr. Cousins showed that laughter can help the body heal and he helped other people learn to use laughter by writing a book and sharing his experience.

Did you know that laughing is found to lower blood pressure, reduce stress hormones, increase muscle flexion, and boost immune function? Laughter also triggers the release of endorphins, the body's natural painkillers, and produces a general sense of wellbeing. So, let's have some fun and start laughing.

Zip Bang Game – This game is from Jeff Albin

5th

Ask students to come into a circle. The goal of this game is to laugh. Tell the students that you are going to pass a word around the circle. The word zip goes one way, the word bang goes the other. The rules of this game are:

- If they show their teeth they are eliminated
- Zip goes left.
- Bang Goes Right
- Play begins by one player looking at another and saying either zip or bang.
- Play can reverse direction at any time but make sure it does not get trapped in just one part of the circle.
- You can play this until there is a winner or when there are only 3-5 players left.



“There ain’t much fun in medicine, but there’s a heck of a lot of medicine in fun.”

– Josh Billings

(Famous 19th century American humorist)



Page for Laughter

As you’ve learned from Norman Cousins, it’s important to be able to laugh at yourself and at life. In this space write down a few jokes, draw a few funny pictures, or add a photo that makes you laugh. When you start feeling yourself get down, return to this page and add a joke or a funny line.



Snort

- The rules for snort are essentially the same as Zip Bang.
- The difference is that participants must make their best pig “snort.”
- Participants can also make other pig sounds such as squealing.



A Laughing Story

Write down a true story that made you laugh. Share it with a friend.

LESSON 9: Attitude, Meaning, and a Healthy Party



You have now learned about many things and many ways that contribute to your health, and you have also learned a lot about what is not so good for you. In Chapter 4 you learned about stress and anger and how it can be bad for your health. While there is also good stress, anger is never good for us. And bad stress is one of the most dangerous threats to our health.

One of the best things you can do for yourself is to develop and keep a good attitude towards life, others, yourself, what happens, what might happen, and so on. A good attitude is often enough to prevent or clear a problem, and it is often more effective than a little pill or some comfort food.

Life is yours to enjoy, it is not meant to be a difficult or sad experience. So help yourself create a joyful life by trusting that things will work out well, that life supports you in your dreams and wishes, and that you have a purpose. You don’t have to know what that is right now, but then again, you can also just decide what you want it to be, and see what happens. See? It can be fun to create your days and your life.

So Let’s Have a Party to Celebrate Health

Plan a celebration of health. Ask each student to bring in a healthy item to eat. Encourage the students to step out of the box. Maybe they find a local fruit they’ve never eaten, or a bakery that specializes in carrot muffins.

Or maybe they try a new recipe. Ask that the students know where the food item was grown or made, and have them bring in the ingredient list. They can even decorate the food with flowers or leaves if they want to make it beautiful. Have students plan some active games or activities. Provide a variety so that all students can join in, such as dancing, sports, running, walking, or simple classroom games that get the students up and moving. You can end a day with a guided relaxation.

“Why is it that we think the best way to celebrate at a party is to stand around and poison our children’s bodies with sugar?” This was a question asked by a parent

watching 6th graders drinking too much soda and eating only sugar foods during a class party.

The parent who made the statement above had a very good point. Is it true that parties have to be full of pizza, sugar, and just standing around talking to one another? Is it possible to have a healthy party? Could it actually be more fun to have a party that is healthy too? Are you willing to take that challenge?

Plan a Healthy Party

Now that you have more information about wellness, you are ready to be creative, think outside of the box and plan a party that will not only be more fun, but will also make you feel better at the end of it.

Your teacher will divide the class into the following teams:

Team 1: Get Moving

One team will be responsible for planning some games that get everyone moving. You can look up fun class games on the internet or use your imagination. What are the best games you know? What games allow everyone to be involved? Can you take the class outside? Work with your teacher to decide what would be best for your class. The PE teacher can be a good resource too, and might let you borrow some equipment.

Team 2: Party Food

Who are the foodies in your class? If you love to plan meals this would be a good team for you. Look up fun recipes that are healthy and tasty. It can be as simple as fresh mango and a little bit of good dark chocolate. When you prepare the food for the party, make it beautiful. Arrange it on beautiful plates or in baskets with colorful napkins. You can decorate the plates with fresh flowers or leaves. Surprise your class with your food artistry.

Team 3: Make Us Laugh

Who are the comedians in the group? This is the team for you. Your job is to get everyone laughing. Do you have some good video clips that you could show the class? A game that is hilarious? Some good jokes? Remember, it has to be school appropriate.

Team 4: Create the Mood.

Do you love to design space? Do you dream about creating a fun room where your friends would love to hang out? This is the team for you. Your job is to create a mood in the class. You can decorate, change the lighting, and plan the music. Some fake candles are fun and ok to have in school. Transform your class into a new environment.

The last thing to do is:

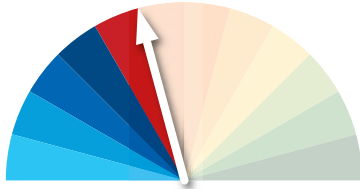
Have some fun. Encourage each other to laugh, play, cooperate with a good attitude, and create. Together you will create a healthy classroom and a healthier world.



CHAPTER REVIEW

In this chapter you have learned:

- That “wellness” not only includes your physical body, but also your mind and emotions.
- That when you invest in your wellness, life will be richer and more fun.
- Several ways to strengthen your commitment to take care of yourself in every way.



CONGRATULATIONS!
You have moved 75° closer to your goal!

CONGRATULATIONS! You have completed Chapter 5 and you have learned about the many ways you can take care of yourself. Now we will move to Chapter 6 where you will learn about emotional intelligence.

Enrichment Activities

The following activities are specifically linked to Common Core Standards for English and Language Arts and support the lessons from Chapter 5. Through the use of informational texts and novels, this material provides additional enrichment activities tied to social-emotional learning and academic curriculum.

INFORMATIONAL TEXTS

Jokelopedia: The Biggest, Best, Silliest, Dumbest Joke Book Ever, 2nd Edition by Lara Weitzman et al, Workman (2006)

This joke book contains over 1500 “jokes, riddles, puns and stories, plus tips from top comedians.” It’s one of the biggest joke books ever, organized by theme.

ACTIVITY: Common Core Standard Grade 6 Speaking and Listening #6

In this activity, students will adapt speech to a variety of contexts and tasks.

Have students work with a partner and select at least 5 jokes from one of the themes in this book. Have the students practice telling the jokes in a polished way, using the hints in the book. Then, have the students “perform” their jokes before the class

Big Wig: A Little History of Hair by Kathleen Krull, Scholastic (2011)

How we wear our hair is one of the most distinctive things about our grooming. In this book about how people wore their hair in history, you will see that hairstyles are influenced by society and what it is saying about what is “attractive” and “acceptable”.

ACTIVITY: Common Core Standard Grade 6 Text #7

Students will integrate information presented in different media or formats (eg, visually, quantitatively) using this text.

Peter Malone is the illustrator of this picture book. His pictures are full of detail. Have students choose 3 illustrations and write a paragraph about each, pointing out details that give additional information the text has not explicitly pointed out.

ACTIVITY: Common Core Standard Grade 6 Speaking and Listening #5

Students will work with multimedia components and visual displays in presentations to clarify information.

Have students work in small groups and discuss what they consider the most important trends in hair styling today. To enhance this activity, locate pictures and articles, in magazines, and on-line to illustrate these trends and discuss them with the class.



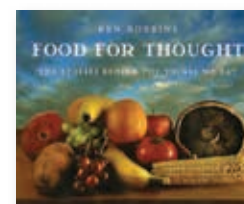
Food For Thought: The Stories Behind the Things We Eat, by Ken Robbins, Roaring Brook Press (2009)

Ken Robbins is a respected photographer who tells us the stories about some foods like apples, pomegranates, and potatoes, accompanied with gorgeous photographs.

ACTIVITY: Common Core Standard Grade 5 & 6 Writing #7

Students will conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

On the very last page of this book is an “Author’s Note” titled “Food for Thought”. In it, Robbins encourages you to “look into the history of at least one of [your] favorite foods – or one of [your] least favorite foods.” Using at least 5 sources, have students write down 10 facts about a food that they are interested in and share their report with a partner.



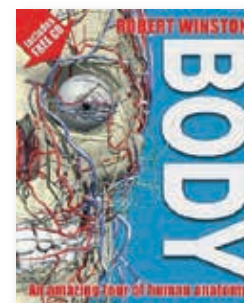
Body: an Amazing Tour of Human Anatomy by Richard Walker, Dorling Kindersley (2005)

This is an overview of the organs and systems of the human body, and it includes a CD and dramatic illustrations with overlays to add details. An excellent resource.

ACTIVITY: Common Core Standards Grade 6 Informational Text #7

In this activity, students will integrate information presented in different media or formats as well as in words to develop a coherent understanding of the topic.

This is a beautifully designed book, packaged to make sure that the reader gets lots of information from many sources, like the accompanying CD and the clear overlays that enhance the detailed illustrations. As a class, discuss how the design and presentation of this book helps or hinders our understanding of the topic. How does the CD add details? How do the illustrations and charts add information? How do all these work together to help us understand our body?



ACTIVITY: Common Core Standard Grade 5 Informational Text #7

Students will explain how specific images (eg, a diagram showing how a machine works) contribute to and clarify a text.

In the Table of Contents, you will see that the first part of the book is all about the systems in the human body. Have students choose one body system and, using what they learned in the class discussion above, write a short observation about how the design of the text works to help them (or hinder them) from understanding what the text is saying.

NOVELS

Mick Harte Was Here by Barbara Park, Knopf (1995)

Mick Harte was one of the greatest kids ever...but he thought his bike helmet made him look like a dork. He was killed when his bike hit a rock in the road. This is his sister’s remembrance of his life and her quest to make that life meaningful to others.

ACTIVITY: Common Core Standard Grade 5 Literature #6

In this activity, students will describe how a narrator’s or speaker’s point of view influences how events are described.

Mick’s sister Phoebe is the first person narrator of this story. We never hear Mick’s voice except through her memories, but we feel like we know him by the end of the book. Have students discuss with a partner how Phoebe’s narration would be different if the narrator had been his mother...or his friend...or his teacher.

ACTIVITY: Common Core Standard Grade 6 Writing #8

Students will gather relevant information from multiple print and digital sources and assess the credibility of each source.

Have students go to at least 3 reference sources, including the Internet, and look up statistics on bike safety, especially when it comes to wearing helmets while riding. In small groups, have students collaborate and share ideas they found and make a poster on bike safety, citing their sources.

