



Are You Smarter than a 5th Grader?

**Lei Dunn, CHES
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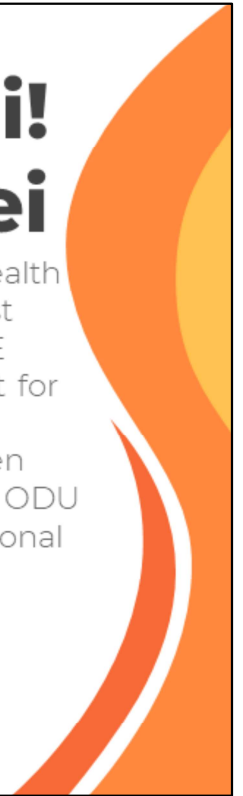
Go Grocery Shopping

- Create a balanced meal that meets $\frac{1}{3}$ of your RDAs for each macronutrient *and* that you would eat.
- Place those cards in your brown shopping bag
- Do not share what you chose yet



Hi! I'm Lei

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Our **Session** Goals

TEST

Your knowledge of 5th and 6th-grade Health Standards of Learning

IDENTIFY

vertical alignment between several of the objectives

DISCOVER

And practice ways to reach this vertical learning growth within elementary PE limitations.



This is an interaction/communication/getting to know you activity. Participants get a brown paper bag and 4-5 nutrition cards (depending on number of people they can get more or less cards. Participants walk up to another person and they give clues back and forth to one of their nutrition cards until they guess the correct food. Possible clue stems: I taste like_____, I feel like_____, I smell like_____, I belong to the _____ food group.

You need the Five For Life nutrition cards to do this activity.



Brown Bag

Who Am I?

- **I taste like...**
- **I feel like...**
- **I smell like...**
- **I belong to ___ food group...**



HEALTH
SERVICES

SPECIAL
EDUCATION

SPORTS
MEDICINE

EARLY
CHILDHOOD

PHYSICAL
EDUCATION

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Share your thoughts:

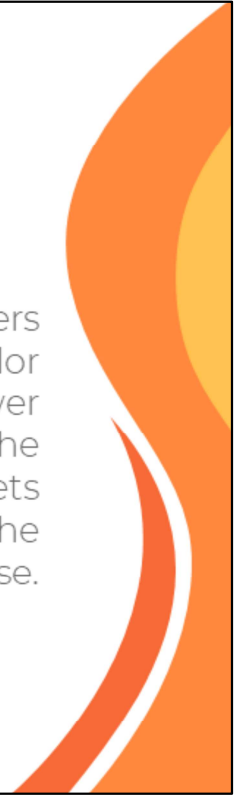
What did you need to know about nutrition and your own body in order to go shopping?

What skills did you employ to find out what was in other people's bags?



Challenge Time!

- 4 corners
- Choose the corner for the color related to the answer
 - Everyone does 10 reps of the exercises, but the corner that gets the answer correct gets to pick the exercise.



Horizontal Alignment

VA Health SOLS
8 topics/strands with 3 repeated categories

	Essential Health Concepts	Healthy Decisions	Advocacy and Health Promotion
BODY SYSTEMS EYES AND EARS	Identify the major structures and functions of the eyes and ears	Identify behaviors and environments that can lead to vision and hearing loss.	Describe ways to prevent vision and hearing loss and the associated healthcare professionals (e.g., optometrist, ophthalmologist, and audiologist).



This is a tag game. Have participants partner-up and stand around the perimeter of the activity space at a cone. When music plays (I use Star Wars theme song) one partner touches their cones with the light saber pool noodle to “POWER UP” and goes into the activity playing area. Participants are tasked to tag as many people as they can with their light saber. If they get tagged, they lost all their Macro Power and must return to their partner. Partner takes the light saber, powers up by touching the cone and go into the playing area. Repeat until music stops or end of game.

Level up: add macronutrient content to this game by having a ‘carbohydrate round’, ‘protein round’ and ‘fats round’. Once the player returns the ‘light saber’ to their partner, they should complete the following activities for each round:

Carbs - 4 rocket blasters

Protein - 4 push ups

Fats - 9 Jumping Jacks

Why are we adding the numbers of 4, 4 & 9?

4 calories/gram of Carbs

4 calories/gram of Protein

9 calories/gram of Fats



Vertical alignment links lessons, skills, and assessments across grades and classes to create a long-term plan for learning.

It helps prepare students for the next level of learning. But it can also help teachers to focus their lessons and assessments on the true learning goals.

Let's look at Healthy Decisions in Mental Wellness

5.2

- l. Identify positive and negative ways to manage stress in a variety of situations.
- m. Recognize the importance of developing and maintaining a positive self-image.
- n. Describe the benefits of healthy relationships with family, friends, and other adult mentors.

6.2

- p. Describe how culture, media, and other external factors influence perceptions about body image.
- q. Explain the importance of understanding the feelings and perspectives of others.
- r. Identify protective and risk factors for mental illnesses and challenges.
- s. Describe strategies to work through adversity and challenges.
- t. Analyze internal factors, such as responses to criticism or stress, which influence emotional and social health.
- u. Identify ways to set and communicate personal boundaries and how to respect the boundaries of others.

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m. Recognize the importance of developing and maintaining a positive self-image.

n. Describe the benefits of healthy relationships with family, friends, and other adult mentors.

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q. Explain the importance of understanding the feelings and perspectives of others.

r. Describe strategies to work through adversity and challenges.

Word pairs can be clues to vertical alignment

In 5th grade you might see:

RECOGNIZE

RECOGNIZE

DEFINE

DEMONSTRATE

RESEARCH

which could connect in 6th grade to

DESCRIBE

ANALYZE

EXPLAIN

PRACTICE

DEVELOP

HEART HEALTH RELAY



Understanding the function of the heart related to blood flow and how physical activity and other health factors

Big Leap:
Analyzing how diabetes can affect heart health



https://drive.google.com/file/d/113HAMFV9j_iXnTCmhd92Z_NbL1W7CrwJ/view?usp=drive_link

Be ready for **play!**



**Know
your
limits**



**Know
your
content**



**Give
serious
content
the
respect
it is
due; say
then do**



**Play
then
repeat**

Cool-Down



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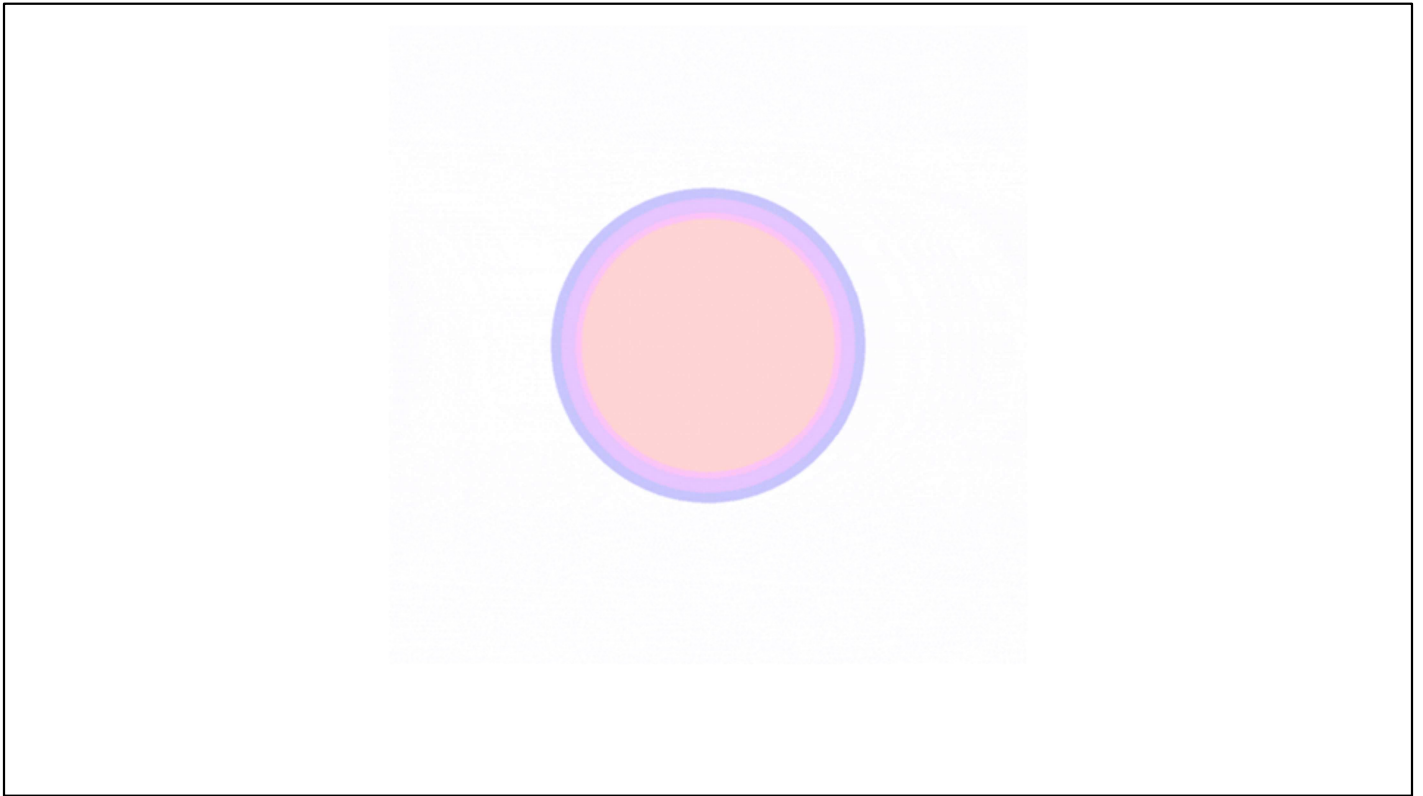
HEALTH SERVICES

SPECIAL EDUCATION

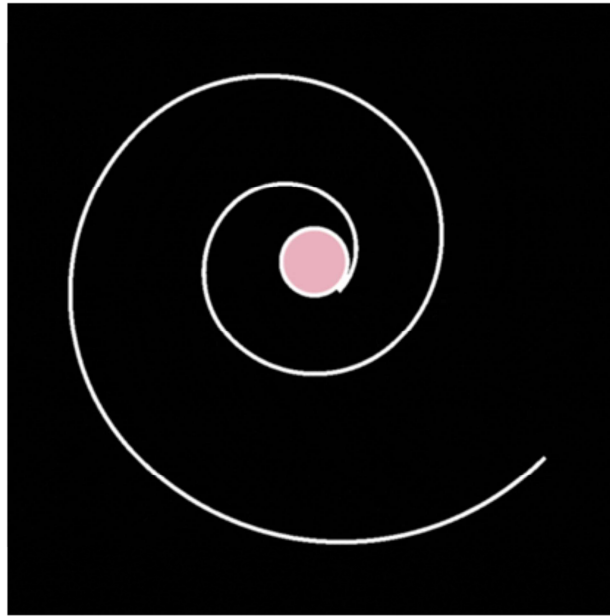
SPORTS MEDICINE

EARLY CHILDHOOD

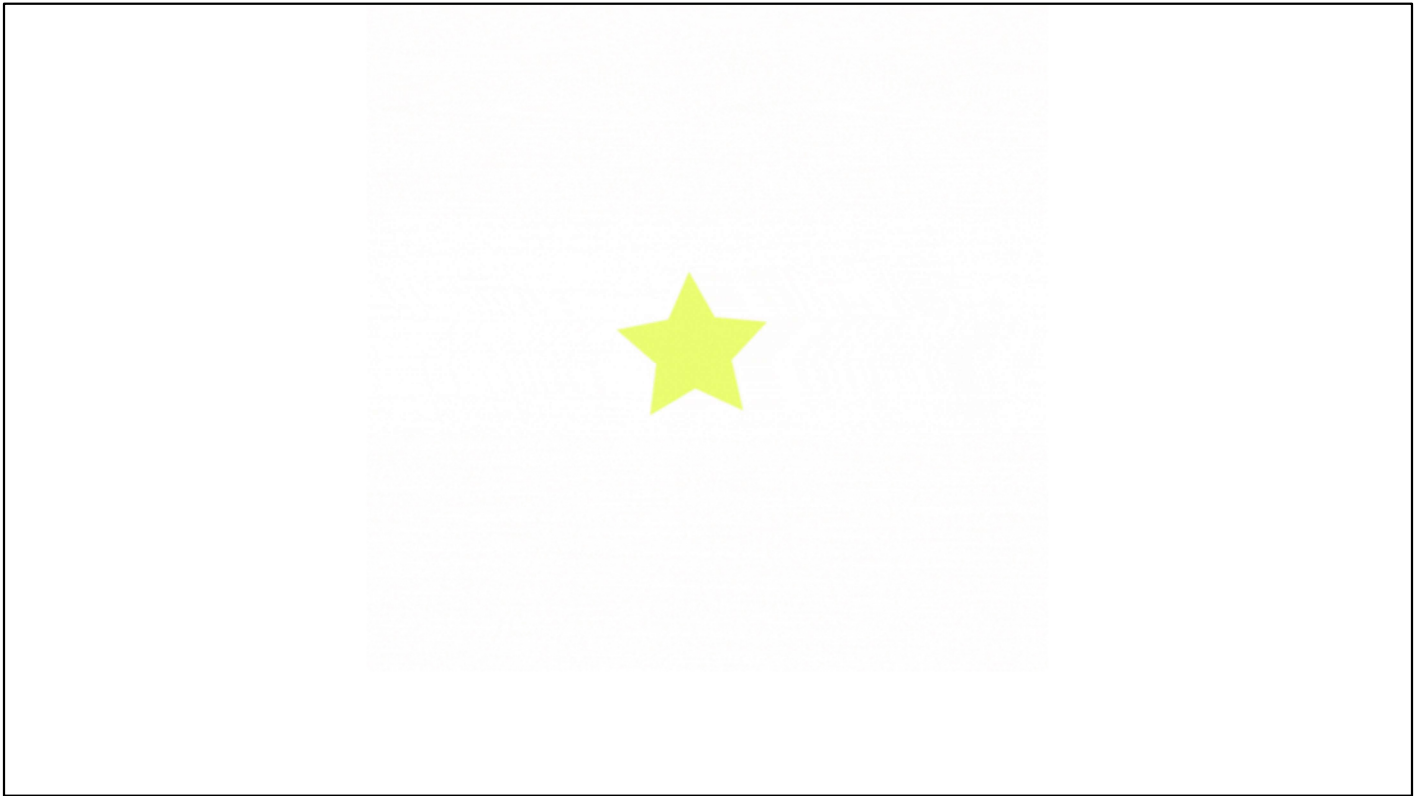
PHYSICAL EDUCATION



- Take a deep breathe in when the circle expands and breathe out when the circle contracts.
- Tell them to reflect on the following connection reflection question while they are deep breathing, "How will the Five for Life curriculum support you on delivering quality physical education?"



- Inhale deeply as the ball completes one forward rotation, then exhale as the ball completes one reverse rotation.
- Tell them to reflect on the following connection reflection question while they are deep breathing, "What equipment and instructional materials do I need to deliver Five for Life lessons?"



- Take a deep breathe in when the star expands and breathe out when the star contracts.
- Tell them to reflect on the following connection reflection question while they are deep breathing, "What are your next steps after this PD to get ready to instruct the Five for Life lessons?"



Thanks for your time, attention and participation!

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