

BIENESTAR/NEEMA

5ui!Fejujpo!
Student Workbook

6th Grade

Health Program



Healthy Minds
Healthy Lifestyles



www.sahrc.org

BIENESTAR/NEEMA

6th Grade Health Program

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Healthy Minds Healthy Lifestyles

www.sahrc.org



6th Grade

Health Program

Purpose:

"The purpose of the Bienestar/NEEMA coordinated school health program is to reduce or prevent obesity, diabetes and heart disease in all youth."

Healthy Minds
Healthy Lifestyles



Bienestar/NEEMA Health Program 6th Grade Student's Workbook

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Identify key concepts from the year's health lessons as well as create a list of activities that he/she has participated in to promote a healthy lifestyle.

Pre/Post Test83



Becoming Familiar with the Bienestar/NEEMA Health Curriculum

I. Background Information - Teacher's Guide

A. Lesson preparation information for the teacher is listed on the first few pages of each lesson under the following headings:

1. **Texas Essential Knowledge and Skills (TEKS)/National Health Education Standards** – The 6th grade TEKS and National Health Education Standards are listed by number for each lesson. These skills are either completely or partially addressed in the health education lesson.
2. **Objectives** — The objectives state what the student should be able to do after learning the concepts of the lesson. The objectives are written in behavioral terms from the six levels of the cognitive domain knowledge, comprehension, application, analysis, synthesis or evaluation.
3. **Materials** — The materials sections list what items you will need to complete this lesson. Most lessons only require the student workbook and pens or pencils. However, some lessons will require other materials such as scissors, glue or magazines. This section also references the workbook pages that will be used in the lesson.
4. **Teaching Time Required** — This section provides the time required to teach the lesson. The teaching time required also accounts for the time needed to complete the lesson activity. Most lessons should take 30-45 minutes to complete. There are some lessons that have detailed activities that may take longer.

II. Making Full Use of the Lesson – Teacher's Guide

A. The lesson starts by reviewing the following four sections:

1. **Directions** — Gives instructions on the sequence in which the lessons and activities should be completed.
2. **Lesson Introduction** — Provides a “sample” statement the teacher can use when “setting up” or introducing the lesson to the students. It will always appear before the lesson begins and is written at a level that 6th grade students can understand regarding the focus of the lesson.
3. **Lesson Content** — Outlines what should be taught in the lesson. It also supplies a list of key words that students should listen for while completing the lesson. These words are either subheadings of the lesson topic or bold in the body of the lesson.
4. **Teaching Concepts** — All concepts are sequentially numbered. Under the heading are the content bullets that should be taught, using age appropriate language.



iii. Completing the Lesson Activity

A. The sections that will describe the activity are below:

1. **Activity Introduction** — Provides a small paragraph describing what the student should learn by completing the activity.
2. **Extension Activity** — Provides an opportunity for students to continue an activity outside of the classroom. The activities are optional and can be used if students need an additional activity for better understanding the concepts of that lesson.
3. **The Physical Activity Contract** — Allows students to create personal goals for increasing physical activity over the course of six weeks. Students complete this contract in Lesson 3 and may refer to it for tracking purposes as often as they wish.
4. **The Dietary Contract** — Allows students to create personal goals for improving healthy eating over the course of six weeks. Students complete this contract in Lesson 3 and may refer to it for tracking purposes as often as they wish.
5. **The Journal Entry Sheet** — This sheet is designed to help the student reach weekly goals. It is completed once a week for the duration of the program. A small take-home booklet can be created with the journal entry sheets and the dietary and physical activity contracts. The students can keep this booklet for their own personal reference. One copy of the Journal Entry Sheet is provided in the teacher's guide only. The facilitator/ teacher should make photocopies of the sheet to distribute to each student once a week for the duration of the lessons.

iv. Pre/Post Exam

A. Before the first lesson and after the last lesson.

1. The pre-exam is administered before the first lesson and post-exam after the last lesson.
2. The master copy of the exam and the answer sheet are located in the teacher's guide.

Pre/Post Test: 6th Grade Health Test



1. What is the disease called when you have too much sugar in your blood?
 - a) glucose
 - b) insulin
 - c) diabetes
 - d) stroke
2. Which of the following nutrients is your body's most important source of energy?
 - a) protein
 - b) fats
 - c) vitamins
 - d) carbohydrates
3. It is healthy for a person to make half their plate fruits and vegetables because they are
 - a) high in fiber
 - b) low in sugar
 - c) low in fat
 - d) all of the above
4. Which of the following helps build strong bones and teeth?
 - a) vitamin A
 - b) vitamin E
 - c) calcium
 - d) iron
5. A _____ is a unit of energy, a way of expressing how much energy you would get by eating a certain food.
 - a) vitamin
 - b) calorie
 - c) serving
 - d) mineral
6. Which of the following is NOT a function of water?
 - a) aids the body in digestion
 - b) carries nutrients to the cells
 - c) cools the body down through sweat
 - d) carries waste into the cells
7. The food label will give you information about ...
 - a) how much the food costs
 - b) what nutrients are in the food
 - c) the company making the food
 - d) who should eat the food

Pre/Post Test: 6th Grade Health Test



22. Bacteria usa azúcar y almidones en los alimentos para hacer _____ que el esmalte del diente se erosione.

- a) fluoruro
- b. saliva
- c. ácido
- d. dentina

23. Que es un ejemplo de un factor de riesgo no-modificable para enfermedad cardiac?

- a) falta de actividad física
- b) predisposición genética
- c) fumar
- d) sobrepeso/obesidad

24. _____ es un bloqueo de las arterias del corazon.

- a) derrame cerebral
- b) enfermedad cardiac congénita
- c) hipertension
- d) enfermedad coronaria del corazon

25. Se recomienda que un individuo tome _____ bazos de agua al dia.

- a) 4
- b) 6
- c) 8
- d) 12

Lesson 1: Your Unique Streak



Directions:

Choose a partner and begin an interview (using the interview script on the next page) about his/her special qualities, strengths and favorite activities such as after school activities, foods, family, pets/animals, subjects in school, what he/she did over summer break, number of family members, family characteristics, what is your best subject in school, what physical activity are you good at, etc. Take notes as you interview your partner.



After you have interviewed your partner, switch roles. Allow your partner to ask you similar questions to learn about your favorites and special qualities. Next, each of you will create a poster for your partner to hand on his/her locker, desk, etc. Begin your poster by writing your partner's name vertically on a sheet of construction paper.

Example: N -
A -
M -
E -

Then using the information given in the interview, create a phrase or sentence that begins with each letter in your partner's first name that describes him/her.

Example: N - ew student at Brown Middle School
A - stros is the name of her soccer team
M - angos are her favorite fruit
E - ats oatmeal for breakfast each day

Lastly, each of you will introduce your partner to the entire class. Describe him/her using your poster as a guide while he/she stands in front of the classroom. Allow for questions at the end of your introductions.

Hoja de Repaso:

1

• Conociendo a la gente y usando buenas habilidades de comunicación son importante para la salud.



2

• Hablando con otros y aprendiendo más de ellos, usted puede tener las amistades y las relaciones más fuertes.

3

• Tener las amistades y las relaciones fuertes con otros aumentan su salud social y emocional.



4

• Cada persona tiene cualidades especiales que son únicas para él o ella.

Lección 1: Tu Única Característica



Instrucciones:

Seleccione una pareja y empiece la entrevista (usando la guía de la entrevista en la siguiente página) hacer preguntas acerca de sus "cosas favoritas," cualidades y puntos fuertes especiales como actividades extra escolares preferidas, comidas, pasatiempos familiares, mascotas/animales, cursos escolares, lo que hizo durante las vacaciones de verano, el número de miembros en la familia, las características de la familia, cuál es tu materia favorita en la escuela, y cuál es la actividad física en la que eres bueno, etc. Tome notas durante la entrevista con su pareja.



Cuando hayas entrevistado a tu compañero, cambia de papel. Permita que su pareja le haga preguntas similares para conocer sus cosas favoritas y cualidades especiales.

A continuación, cada uno de ustedes creará un cartel para que su pareja lo cuelgue en su casillero, escritorio, etc. Empiecen el cartel escribiendo el nombre de su pareja verticalmente en una hoja de papel de construcción.

Ejemplo: N -
O -
M -
B -
R -
E -

Enseguida, utilizando la información que anoto de la entrevista, crear una frase o oración que empieza con cada letra en el primer nombre de tu pareja y que prepresenta a el o ella.

Ejemplo: N - uevo estudiante en la escuela secundaria Brown
O - sos es el nombre de su equipo de fútbol
M - angos son la fruta favorita de ella
B - enedicios resultan de un desayuno con gachas de avena
R - obustos dientes y huesos se crean del calcio
E - lote preparado es su vegetal favorito

Finalmente, cada uno introduce su pareja a la clase entera. Describa el o ella usando el cartel como guía mientras que el o ella esta de pie frente a la clase. Permita unas preguntas de la audiencia cuando termine se introducción.

Review Sheet:

Write the questions that you would like your partner to answer in the interview under the appropriate heading. Use this script to guide your interview discussion.



Favorites:

1. _____
2. _____
3. _____
4. _____

Special or Unique Qualities:

1. _____
2. _____
3. _____
4. _____

Strengths:

1. _____
2. _____
3. _____
4. _____

Additional Items (Optional):

1. _____
2. _____
3. _____
4. _____

Hoja de Repaso:

Escriba las preguntas que quiera dirigir a su pareja durante la entrevista bajo la clasificación apropiada. Utilice este guión para organizar su entrevista y discusión.



Las cosas favoritas:

1. _____
2. _____
3. _____
4. _____

Las especiales o únicas:

1. _____
2. _____
3. _____
4. _____

Las Fortalezas:

1. _____
2. _____
3. _____
4. _____

Elementos Adicionales (Opcional):

1. _____
2. _____
3. _____
4. _____



Review Sheet:

Using the following websites, write down the best definition for each vocabulary word listed below.

www.wordcentral.com

www.kidshealth.org

www.factmonster.com

1. Nutrition _____
2. Exercise _____
3. Carbohydrate _____
4. Fiber _____
5. Fats _____
6. Protein _____
7. Vitamin _____
8. Mineral _____
9. Sedentary _____
10. Aerobic Activity (Aerobics) _____
11. Diabetes Mellitus _____
12. Insulin _____
13. Glucose _____
14. Pancreas _____
15. Dehydration _____
16. Coronary Heart Disease _____
17. Risk Factor _____
18. Dental caries _____
19. Fluoride _____
20. Obesity _____



Hoja de Repaso:

Usando las siguientes páginas del Web, anote la mejor definición para cada palabra del vocabulario que está en la lista de abajo. www.allwords.com (español) • www.spanishdict.com (español)
• http://spanish.about.com/od/onlinedictionaries/Online_Dictionaries.htm (español)
• www.wordcentral.com; www.kidshealth.org; www.factmonster.com

1. Nutrición _____
2. Ejercicio _____
3. Carbohidratos _____
4. Fibra _____
5. Grasas _____
6. Proteína _____
7. Vitamina _____
8. Mineral _____
9. Sedentario _____
10. Aeróbicos _____
11. Diabetes Mellitus _____
12. Insulina _____
13. Glucosa _____
14. Páncreas _____
15. Deshidratación _____
16. Enfermedad Coronaria del Corazón _____
17. Factor de Riesgo _____
18. Caries Dental _____
19. Fluoruro _____
20. Obesidad _____

Review Sheet:

The 2010 Dietary Guidelines:

Recommendations for kids aged 9-13 years that engage in about 30 minutes of physical activity each day.

Grains

9- to 13-year-old girls need about 6 servings (3 cups) each day.

9- to 13-year-old boys need about 6 servings (3 cups) each day.

Make at least half your grains whole grains

Vegetables

9- to 13-year-old girls need about 4 servings (2 cups) of veggies each day.

9- to 13-year-old boys need about 4-5 servings (2 1/2 cups) of veggies each day.

Make half your plate fruits and vegetables. Eat a variety of vegetables each week.

Fruits

9- to 13-year-old girls need about 3 servings (1 1/2 cups) of fruit each day.

9- to 13-year-old boys need about 3 servings (1 1/2 cups) of fruit each day.

Make half your plate fruits and vegetables.

Dairy

9- to 13-year-old girls need 3 servings (3 cups) each day.

9- to 13-year-old boys need 3 servings (3 cups) each day.

Drink fat-free or low-fat (1%) milk.

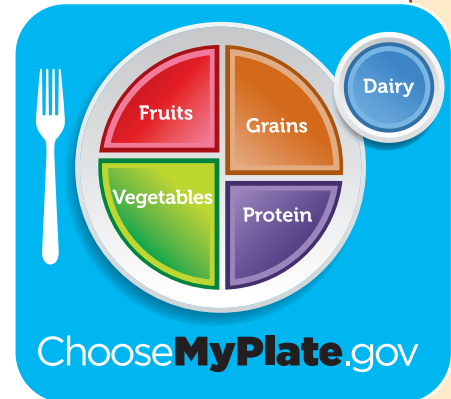
Protein

9- to 13-year-old girls need about 1-2 servings (5 ounces) each day.

9- to 13-year-old boys need about 1-2 servings (5 ounces) each day.

Go lean with protein.

Additionally, fats and oils should be used sparingly. Foods that contain unsaturated fats are better than foods containing saturated fats. Enjoy your food, but eat less. Avoid oversized portions. Drink water instead of sugary drinks. Sweets should be limited as well.



Lección 7: Elige tus Porciones

Hoja de Repaso:

Las Directrices Dietéticas de 2010

Las recomendaciones para jóvenes de 9 a 13 años de edad que participan en 30 minutos de actividad física cada día.

Granos

Niñas de 9 a 13 años de edad necesitan 6 porciones (3 tazas) al día.

Niños de 9 a 13 años de edad necesitan 6 porciones (3 tazas) al día.

Haz que la mitad de tus granos sean integrales

Verduras

Niñas de 9 a 13 años de edad necesitan 4 porciones (2 tazas) de verduras al día.

Niños de 9 a 13 años de edad necesitan 4-5 porciones (2 ½ tazas) de verduras al día.

Haz que la mitad de tu plato sea de frutas y verduras. Come una variedad de verduras cada semana

Frutas

Niñas de 9 a 13 años de edad necesitan 3 porciones (1 ½ tazas) de fruta al día.

Niños de 9 a 13 años de edad necesitan 3 porciones (1 ½ tazas) de fruta al día.

Haz que la mitad de tu plato sea de frutas y verduras.

Productos lácteos

Niñas de 9 a 13 años de edad necesitan 3 porciones (3 tazas) al día.

Niños de 9 a 13 años de edad necesitan 3 porciones (3 tazas) al día.

Tomen leche descremada o baja en grasa (1%)

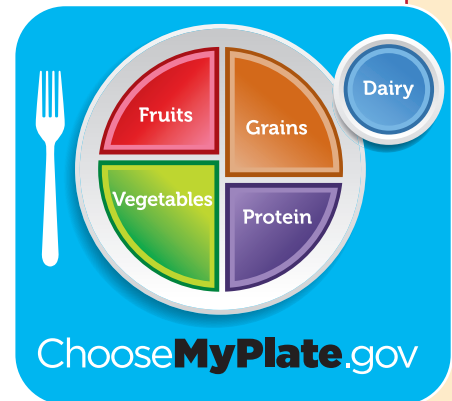
Proteínas

Niñas de 9 a 13 años de edad necesitan 1-2 porciones (5 onzas) al día.

Niños de 9 a 13 años de edad necesitan 1-2 porciones (5 onzas) al día.

Vaya magro con la proteínas.

Adicionalmente, las grasas y aceites deben ser usados escasamente. Los alimentos que contienen grasas insaturadas son mejor que los alimentos que contienen grasas saturadas. Disfruta de tu comida pero come menos. Evita las porciones grandes. Toma agua en lugar de de las bebidas azucaradas. El consumo de dulces debe limitarse también.



Review Sheet:



A portion or serving is the amount of food you eat. MyPlate shows a range of daily servings for each food group. The number of portions or servings that one should eat depends on age, gender, size, and activity level. However, it is important to know just exactly what a single serving or portion of food should look like. When estimating the portion size of the food you are eating follow the guide below. One serving or portion is the suggested amount of food that you should eat in one setting.

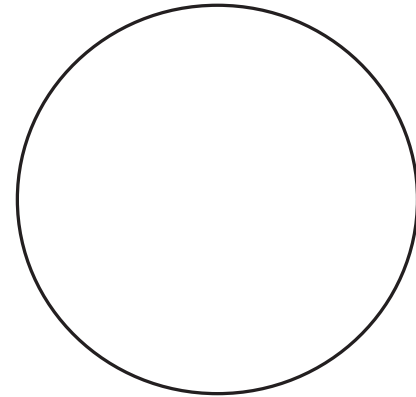
1. A medium potato is the size of a computer mouse.
2. A medium-sized fruit or vegetable is the size of your clenched fist.
3. One serving of rice, pasta, beans, nuts, oatmeal, or chopped vegetables or fruit is a rounded handful (1/2 cup).
4. One serving of cold cereal is equal to 2 rounded handfuls (1 cup).
5. A pancake, waffle, or slice of bread is the size of a CD/DVD.
6. One serving of meat, fish, or chicken is the size of a deck of cards (3 ounces).
7. One serving of cheese is the size of one dice (1 ounce).
8. One serving of butter is the size of a postage stamp (1 teaspoon).
9. One serving of milk, water, or fruit juice will fill a coffee cup (1 cup).

Directions: Using the portion sizes above and the MyPlate recommendations to create a healthy breakfast, lunch, and dinner plate with appropriate portion sizes.

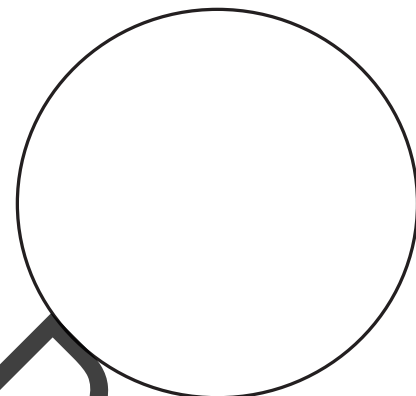
Extension Assignment:

Record your food intake for breakfast, lunch and dinner in the following table:

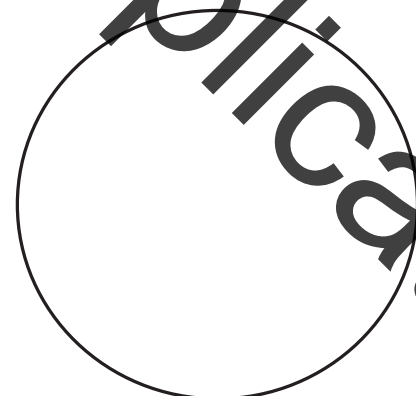
Breakfast	Lunch	Dinner



Breakfast



Lunch



Dinner



Hoja de Repaso:

Una porción es la cantidad de alimento que comes. La gráfica **MiPlato** demuestra la variedad de porciones recomendadas de cada grupo de alimentos. El número de porciones que come debe relacionarse con su edad, género, tamaño corporal, y nivel de actividad física. Sin embargo, es importante poder visualizar una sola porción de comida. Para calcular el tamaño actual de las porciones de alimentos que comes, sigue los pasos abajo. Una porción es la cantidad recomendada de comida que uno debe consumir en una sola sentada.

1. Una papa mediana es el tamaño de un ratón de la computadora.
2. Una fruta o verdura mediana es del tamaño de su puño cerrado.
3. Una porción de arroz, pasta, frijol, nueces, avena, pedazos de frutas o vegetales es lo que cabe en una mano abierta (1/2 taza).
4. Una porción de cereales fríos es equivalente a 2 puños (1 taza).
5. Un panqueque, tortilla, rebanada de pan es el tamaño de un CD/DVD.
6. Una porción de carne, pescado, o pollo es el tamaño de una baraja de cartas.
7. Una porción de queso es el tamaño de un dado (1 onza).
8. Una porción de mantequilla es el tamaño de una estampilla postal.
9. Una porción de leche, agua, o jugo de fruta llena una taza de café (1 taza).

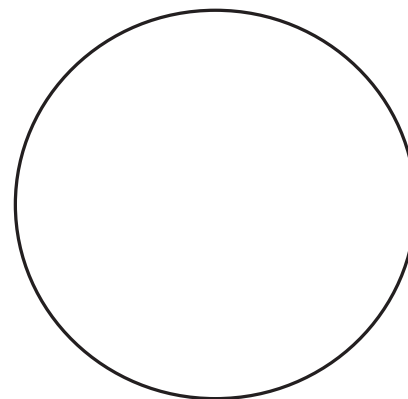
Instrucciones:

Usando las porciones de arriba y las recomendaciones diarias de **MiPlato**, prepare un desayuno, almuerzo y cena saludable con los tamaños de las porciones apropiadas.

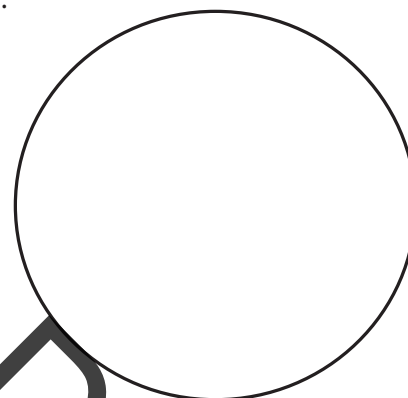
Asignación de Extención:

Registre su **consumo** de alimentos del desayuno, almuerzo y cena en la siguiente tabla:

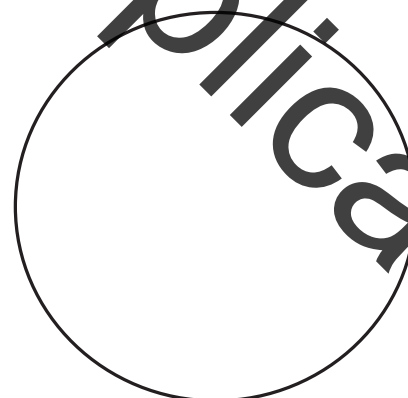
Desayuno	Almuerzo	Cena



Desayuno



Almuerzo



Cena