

Fourth Edition

# Bienestar / NEEMA

## Health Program

5<sup>th</sup> Grade Health Curriculum Teacher's Guide

Sample Do Not Duplicate



# **Bienestar/NEEMA Health Program 5th Grade Health Curriculum Teacher's Guide**

1302 S. St. Mary's Street  
San Antonio, Texas 78210  
(866) 676-7472  
(210) 533-8886

Find us on the World Wide Web at [www.SAHRC.org](http://www.SAHRC.org)

©2020 Presa Publishing L.L.C.

## **Authors**

Roberto P. Treviño, M.D.  
Director  
Social & Health Research Center

Mary Shaw-Ridley, PhD, M.Ed, MCHES  
Robert Stempel College of Public  
Health & Social Work  
Florida International University

Ramon Baez, DDS, MPH, HFADI  
Adjunct Professor, School of Dentistry  
University of Texas Health Science  
Center at San Antonio

## **Acknowledgements**

We acknowledge the Social & Health Research Center staff for their scientific contributions to the Bienestar/NEEMA curriculum's health content.

And we acknowledge the contribution that children, teachers, and parents had in making the Bienestar/NEEMA activities fun and selected the illustrations attractive to children.

Graphic Design / Illustrations / Marie Ferrante / [www.marieferrante.com](http://www.marieferrante.com)

## **Notice of Rights**

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior written permission of the publisher. For more information on getting permission for reprints and excerpts, contact the Social & Health Research Center.

## **Notice of Liability**

The information in this book is distributed on an "As is" basis, without warranty. While every precaution has been taken in the preparation of this book, the author shall not have any liability to any person or entity with respect to any loss or damage caused or alleged to be caused directly or indirectly by the instructions in this book.

Printed and bound in the United States of America.

Printed on recycled paper.

ISBN 978-1-953780-27-0

# Table of Contents

<b>Pre-Test.....</b>	<b>V</b>
<b>Lesson 1: A Healthy Lifestyle.....</b>	<b>1</b>
Introduces the importance of a healthy lifestyle which involves making healthy food choices, being physically active and staying at a healthy weight to achieve good health and prevent chronic diseases.	
<b>Lesson 2: The Daily Path to Good Oral Health.....</b>	<b>11</b>
Explains the presence of both primary and permanent teeth and presents proper oral hygiene habits.	
<b>Lesson 3: Battling Diabetes.....</b>	<b>20</b>
Defines type 1 and type 2 diabetes, provides an explanation of the warning signs of diabetes and what happens in the body when a person has diabetes.	
<b>Lesson 4: A Winning Battle.....</b>	<b>30</b>
Identifies the causes of diabetes and how practicing healthy behaviors can help to prevent or control diabetes and other serious health problems.	
<b>Lesson 5: Food and Digestion.....</b>	<b>41</b>
Describes the digestive system and explains the role of dietary fiber in digestion, nutrition and diabetes. Identifies what foods are high in fiber.	
<b>Lesson 6: MyPlate Power.....</b>	<b>49</b>
Reviews the basics of MyPlate, the name of the food groups and examples of foods found within each MyPlate food section.	
<b>Lesson 7: What Counts As A Serving?.....</b>	<b>61</b>
Discusses the number of suggested servings in each food group for children varying from ages 9-13 and the amount of food in each serving size.	
<b>Lesson 8: Making Wise Food Choices.....</b>	<b>72</b>
Applies information from the MyPlate to encourage children to make healthy food choices by distinguishing between more healthy and less healthy foods.	
<b>Lesson 9: Food and Advertising.....</b>	<b>80</b>
Identifies ways in which media and technology influence decision-making; explains the purpose of advertising and persuasion techniques.	
<b>Lesson 10: Soda Wars: Conquering Caffeine.....</b>	<b>90</b>
Explains the importance of choosing healthy drink options; provides examples of healthy drinks; discusses caffeine and its effects on the body; and discusses artificial sweetener and diet sodas.	
<b>Lesson 11: Build a Healthy Body.....</b>	<b>98</b>
Explains the importance of being physically active and how exercise strengthens the heart, lungs, muscles, bones and joints; describes how exercise can reduce stress and lower the chance of chronic diseases.	
<b>Lesson 12: Halt Salt to Control Hypertension.....</b>	<b>112</b>
Defines high blood pressure or hypertension and explains how too much salt causes hypertension.	
<b>Lesson 13: The Healthy “Weigh”.....</b>	<b>125</b>
Describes the relationship between caloric intake and energy expenditure and excess weight and how body composition influences health.	
<b>Lesson 14: Take the Health Challenge.....</b>	<b>140</b>
Reviews the importance of a healthy lifestyle such as making healthy food choices, being physically active, practicing good oral health, and staying at a healthy weight.	
<b>Lesson 15: What Can YOU Do To Live Healthy?.....</b>	<b>148</b>
Students will apply concepts learned from previous lessons to write an essay stating and elaborating upon healthy habits to promote healthy living.	
<b>Lesson 16: Don't Push Me: Drugs &amp; Alcohol Prevention.....</b>	<b>148</b>
Explains the difference between good drugs (medicine) and bad drugs and describes the affects of alcohol on the body.	
<b>Lesson Review.....</b>	<b>155</b>
<b>Post-Test.....</b>	<b>161</b>

# Becoming Familiar with the Bienestar/Neema Health Curriculum

## I. Background Information – Teacher’s Guide

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

1. **Lesson Topic** – The title of the lesson.
2. **Health TEKS/National Standards** – The Texas Essential Knowledge and Skills and National Health Education Standards that are addressed in the health education lesson.
3. **Objective** – The behavior the student should be able to perform after learning the concepts of the lesson. The objectives are written in behavioral terms from the six levels of the cognitive domain. These include knowledge, comprehension, application, analysis, synthesis and evaluation.
4. **Lesson Summary** – A quick review of the lesson concepts. The information in the summary is also in the Procedures section of the lesson under the Teaching Concepts.
5. **Materials** – A reference to the Student Workbook that will be used in the lesson. Students will also need a pen or pencil and Health Journal notebook for completing the lesson activity.

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

The lesson starts with the word **PROCEDURE**. The Procedure section is divided into three parts:

1. **What do you remember?** – These questions can be used to check for understanding, retention and to clarify confusing concepts.
2. **Lesson Introduction** – A “sample” statement the teacher can use when “setting up” or introducing the lesson to students. It will always appear in italics. It is written in words the student can understand regarding the focus of the lesson.
3. **Lesson Content** – Outlines what should be taught in the lesson.
  - a. **Directions** – Provides the name of the Lesson Review Sheet in the student workbook.
  - b. **Teaching Concepts** – All concepts are sequentially numbered. The teaching concepts are written in appropriate grade level vocabulary.
  - c. **Ask** – Provides a sample question the teacher can ask the students. The questions can be used to reinforce the concept and check for student understanding. The sample questions are in bold face. A sample answer is provided in parentheses following each question.

---

### III. Pre/Post Exam

#### Administer pre/post exam:

1. Administer the pre/post exam before the first lesson is taught and again after the last lesson is taught.

### IV. Related Information

#### Student Workbooks

1. The student workbooks are consumable material and an individual copy is available for each student. An alternative is that instead of writing in the books the students keep a notebook titled, "Health Journal" where they write in the activities.
2. The student workbook includes information the student needs for each lesson.
  - a. A copy of the Lesson Review Sheet(s) for the student to follow along as the lesson is being taught.
  - b. A copy of the Lesson Activity to be completed by each student after a lesson is taught.
3. A copy of the Review Sheet and the Lesson Activity is included in the teacher's guide and all pages are referenced.
4. If a teacher prefers to use an overhead projector to present the material, powerpoints can be made from the Lesson Review Sheet(s) in the student workbook.

### V. Vocabulary Reference Guide

1. As much as possible, all words used in the teaching concepts and activities are written at the appropriate grade level (i.e., the word "exercise", a 4th grade word, was used vs. "physical activity" because "physical" is a 5th grade word and "activity" is a 6th grade word).
2. Some health-related terms could not be changed. In that case, the health-related term is used in the lesson with an explanation of the word written at the appropriate grade level. This is why it is so important for the teacher to review the content bullets under the teaching concepts and use the terminology that is provided. This will enable the student to understand the concept at grade level (i.e., diabetes—when you have too much sugar in your blood.)
3. The following is the reference guide used for determining the appropriate grade level vocabulary. EDL Core Vocabularies in Reading, Mathematics, Science and Social Studies, S. Taylor, H. Frackenpohl, C. White, B. Nieroroad, C. Browning and E. Birsner. EDL Publishers, Columbia, SC, 1989.

# 5th Grade Pre-Test

School Name \_\_\_\_\_

Name of Teacher \_\_\_\_\_ Name of Student \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

## Directions

Read each question and choose the ONE correct answer. Circle the correct answer for that question. If you need to change your answer, completely erase the mistake and mark the new answer.

PLEASE DO NOT FOLD OR TEAR THIS PAPER. USE #2 PENCIL ONLY.

Lea cada pregunta y escoja una respuesta correcta. Luego rellene la burbuja al lado de la respuesta correcta para esa pregunta. Si usted necesita cambiar la respuesta, borre completamente el error y marque la nueva respuesta. POR FAVOR NO DOBLE O DESPEDACE ESTE PAPEL. USE LAPIZ #2 SOLAMENTE.

### 1. What is the disease called when you have too much sugar in your blood?

¿Cómo se llama la enfermedad cuando se tiene demasiada azúcar en la sangre?

- a. glucose  
glucosa
- b. insulin  
insulina
- c. diabetes  
diabetes
- d. stroke  
derrame cerebral

### 2. Which of the following is NOT part of the digestive system?

¿Cuál del siguiente no es parte del sistema digestivo?

- a. stomach  
estómago
- b. kidney  
riñón
- c. pancreas  
páncreas
- d. esophagus  
esófago

### 3. It is healthy for a person to eat 3-4 servings of vegetables each day because vegetables are:

Es saludable que una persona coma 3-4 porciones de verduras cada día porque verduras son:

- a. hard to find.  
difícil de encontrar
- b. low in fiber.  
bajo en fibra
- c. high in sugar.  
altos en azúcar
- d. low in fat.  
bajo en grasa

**20. Jose will increase his chances of gaining weight and getting diabetes and heart disease if he eats too much food from the . . .**

**Jose aumentará las posibilidades de ganar peso y desarrollar diabetes y enfermedad del corazón si come demasiado de que comidas . . .**

- a. fat and sweet group  
del grupo de grasas y dulces
- b. dairy and meat groups  
del grupo de lácteos y carnes
- c. grain and bread group  
grupo de los granos y pan
- d. fruit and vegetable groups  
grupos de frutas y verduras

**21. Christina will decrease her chances of developing cavities if she . . .**

**Cristina disminuye sus posibilidades de desarrollar caries si ella . . .**

- a. avoids sports and other physical activities  
evita deportes y otras actividades físicas
- b. eats her favorite cake and cookies  
come su pastel y galletas favoritas
- c. brushes her teeth and flosses daily  
cepilla los dientes y usa hilo dental a diario
- d. never goes to the dentist for checkups  
nunca va al dentista para chequeos

**22. Brandon visits the dentist each year to . . .**

**Brandon visita al dentista cada año para . . .**

- a. keep a healthy weight  
mantener un peso saludable
- b. get a physical examination  
hacerse un examen físico
- c. have plaque buildup removed from his teeth  
haber eliminado la acumulación de placa de los dientes
- d. have his blood pressure checked  
revisarse su presión arterial

**23. Which of the following helps to prevent heart disease?**

**¿Cual de las siguientes ayuda prevenir enfermedades del corazón?**

- a. eating MyPlate foods and physical activity  
comer alimentos de MiPlato y actividad física
- b. watching a lot of TV and eating favorite desserts  
ver mucha televisión y comer postres favoritos
- c. avoiding physical activity and watching TV a lot  
evitar actividad física y ver mucha televisión
- d. getting high blood pressure and heart palpitations  
conseguir presión arterial alta y palpitaciones cardiacas.

# Answer Key

---

- |       |       |
|-------|-------|
| 1. c  | 13. a |
| 2. b  | 14. d |
| 3. d  | 15. b |
| 4. c  | 16. d |
| 5. a  | 17. d |
| 6. b  | 18. d |
| 7. b  | 19. b |
| 8. d  | 20. a |
| 9. c  | 21. c |
| 10. c | 22. c |
| 11. a | 23. a |
| 12. b |       |

Sample Do Not Duplicate

# Lesson 1 – Healthy Living

## Teaching Concept 2

Making healthy food choices also means you should eat different kinds of healthy foods (i.e., fruit, vegetables and food made with grains, like whole wheat bread or corn bread).

- Fruits, vegetables, beans or frijoles from the pot (not refried) and food with whole grain (corn tortillas) are high in fiber.
- Fiber is very good for you and keeps you healthy.
- Making healthy food choices also means eating less sweet and fatty foods. Food that is high in sugar, like cake or cookies, or food high in fat, like chips or french fries, will cause you to gain weight. They do not have any fiber either.

## Teaching Concept 3

Being physically active and getting exercise is good for your body. It will also help you stay at a healthy weight for your age and height. Children should be physically active for at least 60 minutes each day.

Being physically active makes your heart and other muscles stronger so you can do things you like to do during the day – like walking or jumping rope, playing at home, helping with chores at home, being physically active in PE class, or playing sports.

Children who are not physically active and do not get 60 minutes of exercise everyday will weigh more than they should (being overweight) and have a higher chance of getting diabetes and heart disease.

**Ask:** Why is it important to be physically active and exercise everyday?

**Answer:** When you exercise you wear off the food you eat and you won't gain too much weight. This reduces your chances of being obese and developing diabetes and heart disease. Know that you don't always have to be overweight to develop diabetes and heart disease.

## Teaching Concept 4

The best kind of exercise is the kind that makes your heart beat faster, makes you breathe faster, and makes you sweat a little.

- Jumping rope, walking and playing are good types of exercise.
- Whatever you decide to do for exercise, it needs to be something you like to do and can have fun while you are doing it, or you will not do it as much as you should.
- Start with little things, like going for a walk with your family, and add more time or more exercises each day.
- Find different kinds of things you like to do. Some things you can do alone and some things you can do with friends or family.

**Ask:** What can you do to get exercise at school?

**Answer:** At school you can move around during recess by walking, skipping, jumping rope or running. You should also move around as much as possible in PE class.

**Ask:** How about at home?

**Answer:** At home you should also move around as much as possible by helping around the house, like setting the table, making beds, sweeping or mopping, doing yard work, going for a walk with friends or family, running, biking, skateboarding, jumping rope, in-line skating, playing a game of tag or playing ball. Also, walking up and down stairs is good exercise.

# Lesson 1 – A Healthy Lifestyle

## Teaching Concept 5

The last part of a healthy lifestyle is to stay at a healthy weight. One way to do that is not eating too much food at a meal or too much during the day. This is called overeating.

A good rule to follow – eat when you are hungry and stop eating when you feel full.

**Ask:** How do you feel when you eat too much?

**Answer:** You feel stuffed; you don't feel like doing anything; you feel tired and sleepy.

An unhealthy lifestyle (eating too much and not exercising) can lead to health problems like diabetes and heart disease.

**Remember, one of the causes of diabetes and heart disease is being overweight (weighing too much).**



## C. Check for understanding

1. Have the students turn to the workbook for the Student Activity.
2. Read the directions for the activity out loud. Instruct the students to follow along as you read.
3. Ask if they have any questions.
4. Allow the students time to do the activity as you walk around and assist them.
5. Review the correct answers to the activity with the students before the end of class.

# Lesson 1 – A Healthy Lifestyle

## Activity Sheet – Student Workbook

### Healthy Living Guidelines

Three (3) habits you should do every day.

1

#### Make Healthy Food Choices

- Eat breakfast.
- Eat foods high in fiber like fruits and vegetables and foods made with whole grains.
- Eat less sweet and fatty foods.



2

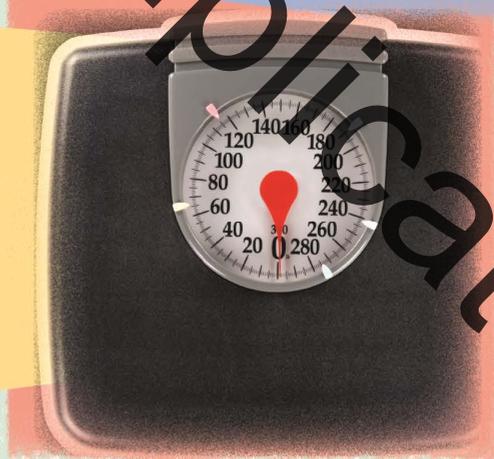
#### Be Physically Active

- Engage in 60 minutes of physical activity each day.
- Be physically active at home and at school.
- Stretch and build strong muscles.
- Make your heart beat faster.
- Move around whenever you can.

3

#### Stay at a Healthy Weight

- Eat only when you are hungry.
- Stop eating when you feel full.
- Don't eat too much at a meal or during the day.
- Exercise to burn off the food you eat.



# Lección 1 – Un Estilo De Vida Saludable

## Hoja de Actividades – Libro de Trabajo del Estudiante

### Guías para una Vida Sana

Tres (3) hábitos que debes hacer cada día.

1

#### Elige alimentos saludables

- Desayuna.
- Consume alimentos ricos en fibra como frutas y verduras y alimentos elaborados con granos integrales.
- Come menos comidas dulces y grasosas.



2

#### Permanece físicamente activo

- Participa en 60 minutos de actividad física cada día.
- Permanece físicamente activo en la casa y en la escuela.
- Estírate y desarrolla músculos fuertes.
- Haz que tu corazón lata más rápido.
- Moverse cada vez que pueda.



3

#### Mantén un peso saludable

- Come sólo cuando tengas hambre.
- Deja de comer cuando te sientas lleno.
- No comas demasiado en una sola comida o durante todo el día.
- Haz ejercicio para quemar las calorías de la comida que consumes.



# Lesson 1 – A Healthy Lifestyle

## Activity Sheet – Student Workbook

### Making Smart Choices

#### Part 1:

#### Directions:

Listen to each story as it is read to you. Answer the question in the story by drawing a circle around the two (2) correct answers in each list.

- 1. Manuel does not eat breakfast. He is so hungry at lunch that he eats until he is stuffed and then eats a candy bar. What are some healthy things Manuel could do instead?**
  - a. He should eat a healthy breakfast.\*
  - b. He should only eat until he feels full.\*
  - c. He should only eat the candy bar for lunch.
  - d. He should drink a glass of chocolate milk instead of eating the candy bar.
- 2. During vacation, Juanita, Becky, James and Jose spend a lot of time sitting and watching TV. What could they do that would help them get some exercise?**
  - a. They could sit in the yard.
  - b. They could go for a walk.\*
  - c. They could play tag.\*
  - d. They could play video games.
- 3. Maria goes to bed late every night and has to get up early for school. What can happen to Maria if she does not get enough sleep?**
  - a. It will be harder for her to pay attention in school.\*
  - b. It will not make a difference in the way she feels.
  - c. She will feel tired and grumpy.\*
  - d. She will feel hungry.



# Lección 1 – Un Estilo De Vida Saludable

## Hoja de Actividades – Libro de Trabajo del Estudiante

# Haciendo Decisiones Inteligentes

## Parte 1

### Instrucciones:

Escucha cada historia que se te va a leer. Contesta la pregunta de la historia y circula las dos (2) respuestas correctas en cada lista.

- 1. Manuel no desayuna. Tiene tanta hambre a la hora de la comida que come hasta que no puede más y luego se come un dulce o barra de chocolate. ¿Cuáles son algunas cosas saludables que Manuel podría hacer en lugar de lo que hace?**
  - a. Debe de comer un desayuno saludable.\*
  - b. Debe comer hasta que se sienta satisfecho/lleño.\*
  - c. Debe de comer solamente la barra de chocolate a la hora de la comida.
  - d. Debe de tomarse un vaso con leche de chocolate en lugar de una barra de chocolate.
- 2. Durante las vacaciones, Juanita, Becky, James y José pasan mucho tiempo sentados y viendo televisión. ¿Qué podrían hacer para que les ayude a hacer ejercicio?**
  - a. Sentarse en el jardín.
  - b. Ir a caminar.\*
  - c. Jugar al gato y al ratón (play tag).\*
  - d. Jugar videojuegos.
- 3. María se va a la cama muy tarde cada noche y tiene que levantarse temprano para la escuela. ¿Qué puede pasarle a María si no duerme lo suficiente?**
  - a. Sera mas difícil para María poner atención en la escuela.\*
  - b. No habrá diferencia en cómo se sentirá.
  - c. Se sentirá cansada y enojada.\*
  - d. Se sentirá hambrienta.



# Lesson 1 – A Healthy Lifestyle

## Activity Sheet – Student Workbook

### Part 2:

### Directions:

Listen to each story as it is read to you. Answer the questions below in your own words.

1. **Jaime has been outside playing after school with friends. Jaime is hungry for a snack before dinner. List three healthy snacks that Jaime could eat.**

Example responses: carrot sticks, an apple, a granola bar.

---

---

---

2. **Julie is going to her friend's house on Saturday. List three healthy activities that Julie and her friend could do.**

Example responses: go swimming, rollerblade, ride bikes.

---

---

---

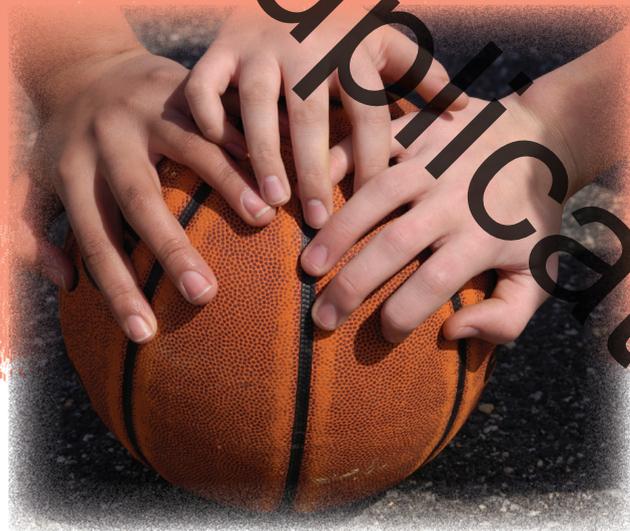
3. **Jack wants to stay up late and watch his favorite TV show. Tomorrow Jack has a math test. What should Jack do? Why?**

Example response: Jack should go to sleep early because not getting enough sleep can interfere with his attention during the exam.

---

---

---



# Lección 1 – Un Estilo De Vida Saludable

## Hoja de Actividades – Libro de Trabajo del Estudiante

### Parte 2

### Instrucciones:

Escucha cada historia que se te va a leer. Contesta las preguntas a continuación en tus propias palabras.

1. **Jaime ha estado fuera jugando después de la escuela con los amigos. Jaime tiene hambre y tiene ganas de una botanita antes de la cena. Da tres ejemplos de botanitas sanas que Jaime podría comer.**

Ejemplos de respuestas: palitos de zanahoria, una manzana, una barra de granola.

---

---

2. **Julia va a la casa de su amigo el sábado. Lista tres actividades sanas que Julia y sus amigos podían hacer**

Ejemplos de respuestas: ir a nadar, patinar, andar en bicicletas.

---

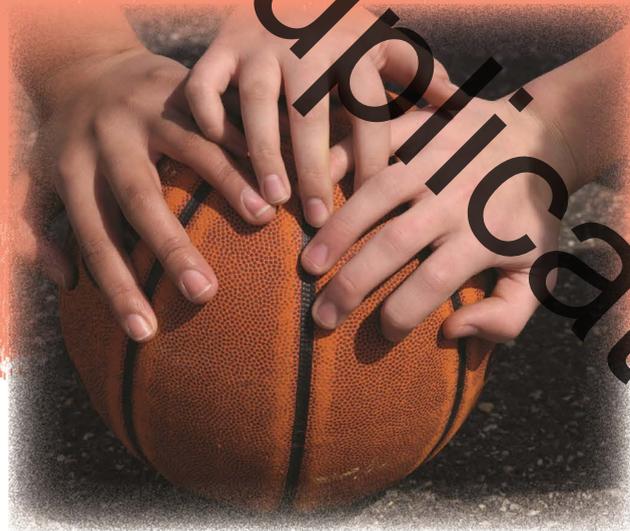
---

3. **Jack desea permanecer despierto y ver su programa favorito de televisión. Mañana Jack tiene una prueba de matemáticas. ¿Qué debe hacer Jack? ¿Y por qué?**

Ejemplo de respuesta: Jack debe de ir a dormirse temprano porque no dormir lo suficiente puede interferir con su atención durante el examen.

---

---



# Lesson 13 – The Healthy “Weigh”

## El “Peso” Saludable

Health TEKS: 1D, 1F

National Standards: 1.5.1, 5.5.5, 5.5.6, 7.5.2, 7.5.3

### Objectives

After the lesson is taught the student should be able to:

1. Define the terms healthy weight and overweight.
2. Describe why exercise is important for staying at a healthy weight.
3. Describe the relationship between caloric intake and energy expenditure.
4. Explain how exercise plays a role in preventing and controlling diabetes and heart disease.

### Lesson Summary

1. Being at a healthy weight means the person does not weigh too much or too little. It means the person's weight will be where it is supposed to be for someone of a certain age and height.
2. If a person is overweight, they weigh too much.
3. If a person is underweight, they weigh too little.
4. A person becomes overweight when they:
  - a. Do not exercise or move around very much.
  - b. Eat too much food at a meal or too much food all day.
  - c. Eat too many sweet and fatty foods.
5. It is important to explain that there is a relationship between the amount of food a person eats (caloric intake) and how much they move around to burn it off (energy expenditure).
6. Getting some exercise everyday lowers your chance of developing type 2 diabetes and heart disease. It helps you wear off the food you eat, so you won't gain too much weight.
7. Being overweight is a cause of type 2 diabetes and heart disease.



### Materials

- Student Workbook
- Pens and Pencils
- Calculator

# Lesson 13 – The Healthy “Weigh”

## Procedures

### A. Lesson Introduction

To start this lesson, say something like:

*“In today’s lesson, you will learn about how eating right and getting exercise will help you stay at a healthy weight. You will also learn about the connection between the amount of food a person eats and how much they move around to wear it off or burn it off. It is important for a person to be at a healthy weight so they won’t develop type 2 diabetes and heart disease.”*

*“En la lección de hoy aprenderán cómo el comer bien y hacer ejercicio les ayudará a mantener un peso saludable. Además aprenderán acerca de la relación entre la cantidad de un alimento que una persona debe comer y la cantidad de ejercicio que debe hacer para quemarla. Es importante mantenernos en un peso saludable para no desarrollar diabetes tipo 2 y enfermedad del corazón.”*

### B. Directions

1. Pass out the student workbooks and pencils.
2. Direct the students to the Lesson Review Sheet(s).
3. Teach the content bullets listed under each Teaching Concept in the Procedure Section of the lesson.
4. The students should use the Lesson Review Sheet in the workbook as a visual aid to follow along with the lesson.



### Teaching Concept 1

Being at a healthy weight means you don't weigh too much or too little for someone your age. It means your weight is at a healthy weight.

- People who exercise and move around for at least 60 minutes a day, everyday and eat high fiber, low fat meals, are generally able to stay at a healthy level.

**Ask:** What does “healthy weight” mean?

**Answer:** Healthy weight means that you don't weigh too much or too little for someone your age.

**Ask:** Who can tell me how to stay at a healthy weight?

**Answer:** Moving around or exercising for at least 60 minutes a day, everyday.

### Teaching Concept 2

To stay at a healthy weight it is important to:

- Eat food with fiber like vegetables, fruit and food made from whole grains like cereals and whole wheat bread or tortillas.
- Don't eat too much food at a meal or all through the day.
- Move around or exercise for at least 60 minutes a day, everyday.

# Lesson 13 – The Healthy “Weigh”

## Teaching Concept 7

Now look at the bottom picture on the review sheet. When a person eats too much food or eats a lot of sweet or fatty food and does not get enough exercise, the “seesaw” will be off balance and the person will gain weight.

- Notice that the “food side” of the seesaw is lower on the bottom picture. It represents a person who ate too much food, especially sweet and fatty food. The “exercise side” of the seesaw is higher because the person did not exercise enough to burn off the amount of food they ate.
- The seesaw is “off balance” when a person eats too much food and does not exercise enough. When this happens, a person will gain weight.

## Teaching Concept 8

Obesity is defined as an accumulation of fat [adipose tissue] beyond what is considered healthy for a persons’ age, sex, and body type.

- Obesity is now considered a disease by the medical community. It develops when a person’s energy intake (food) and expenditure (exercise) are not balanced. An obese person is at great risk for developing significant and potentially fatal health problems.
- These include high blood pressure [hypertension], high cholesterol, heart disease, type 2 diabetes, certain forms of cancer, stroke, gallbladder disease, sleep disturbances, asthma, and osteoarthritis. Obese individuals may also experience social stigmatization, discrimination, and lowered self-esteem.
- Obesity is a result of a complex interaction of social, behavioral, cultural, environmental, physiological, and genetic factors. Efforts to maintain a healthy weight should start early in childhood and continue throughout adulthood. 70% of children who are overweight at age 10-13 will become overweight adults.
- Are you building muscle or growing fat? [Have students refer to the Lesson Review Sheet: Growing Fat]
- Fat takes up more than four times as much space as lean muscle mass. If you want to reduce your size and lose weight, then you need to reduce the percentage of fat in your body and replace it with lean muscle mass.
- When your energy balance is off [you are eating too much food and not exercising enough] extra fat gets stored in the fat cells and you begin to grow fat. When your energy intake [food] and output [exercise] are in balance there is no growth in fat cells.

## C. Check for understanding

1. Have students use the internet or other resource to identify the parts of a human fat cell.
2. Have students use craft and/or other household items to create a model of a human fat cell.
3. Label each cell component and state its function.
4. Allow students time in class and outside of class to complete model.
5. Evaluate for correct labeling and functions of each fat cell component.

# Lesson 13 – The Healthy “Weigh”

## Activity Sheet – Student Workbook

### A Healthy Weigh

#### Healthy Weight:

Not weighing too much or too little for someone your age

#### To Stay at a Healthy Weight:

- Eat healthy foods
- Eat food with fiber
- Don't eat too much
- Exercise

#### Overweight:

Weighing too much

#### Type 2 Diabetes and heart disease attacks when a person:

- Weighs too much
- Does not exercise
- Does not eat food with fiber
- Eats too much sweet and fatty food

#### Weighing too much is caused by:

- Not exercising
- Eating too much food
- Eating too many sweets and fatty foods



# Lección 13 – El “Peso” Saludable

## Hoja de Actividades – Libro de Trabajo del Estudiante

### Un Peso Saluable

#### Peso saludable:

No pesar demasiado o muy poco para alguien de tu edad

#### Para mantener un peso saludable:

- Comer alimentos saludables
- Comer alimentos con fibra
- No comer demasiado
- Ejercicio

#### Sobre peso:

Pesar demasiado

#### La diabetes tipo 2 y enfermedad de corazón ataca a una persona cuando:

- Pesa demasiado
- No hace ejercicio
- No come alimentos con fibra
- Come demasiados alimentos dulces y grasosos

#### El sobre peso se debe a:

- Falta de ejercicio
- Comer demasiado.
- Comer comidas demasiado dulces o grasosas.











# Lesson 13 – The Healthy “Weigh”

## Activity Sheet – Student Workbook

### Are You in Balance?

Balancing food and exercise helps a person stay at a healthy weight.



When food and exercise are off balance a person will gain weight.



**Lección 13 – El “Peso” Saludable**  
**Hoja de Actividades – Libro de Trabajo del Estudiante**

# ¿Estás Balanceado?

**Balancear los alimentos y hacer ejercicios te ayudan a permanecer en un peso saludable.**



**Cuando los alimentos y el ejercicio no son balanceados, ganas peso.**

