

BIENESTAR/NEEMA

4th Edition
Teacher Guide

6th Grade

Health Program



Healthy Minds
Healthy Lifestyles



www.sahrc.org

Bienestar/NEEMA Health Program 6th Grade Teacher's Guide

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Table of Contents

Introduction..... vi

Pre/Post Test..... viii

Lesson 1: Your Unique Streak1

Students will work in pairs to interview each other and gather unique information, then create a name poster using the information gathered within the interview.

Lesson 2: The Search for Good Health 10

Define a set of vocabulary terms related to nutrition, physical activity and diabetes.

Lesson 3: Steps to a Healthy Life18

Establish at least two healthy dietary goals and two healthy physical activity goals to adopt for a six-week period.

Lesson 4: The Healthy Fab Five 28

Students will interview classmates regarding five healthy favorites in fruits, vegetables, and physical activity. Students will create a bar graph and pie chart to depict responses.

Lesson 5: Nutrient News35

The six categories of essential nutrients will be discussed, including the important function(s) of each nutrient and a variety of food sources for each nutrient.

Lesson 6: Pick Your Portions45

Students will use the MyPlate food guide to assist with meal planning making sure all food groups are eaten in appropriate portions or serving sizes.

Lesson 7: Learning the Label Lingo..... 55

Discuss the main sections of a food label. Students will use food labels from foods brought into the classroom to determine the “healthiness” of the food product.

Lesson 8: Snack Attack62

Guide students in assessing unhealthy eating practices. Students will rank order each unhealthy behaviors and then provide a healthy alternative to each unhealthy eating behavior portrayed.

Table of Contents

Lesson 9: Nutrition Bingo71

Students create definitions for each nutrition concept and provide an example of a food marked within the NUTRITION BINGO row, column, or diagonal.

Lesson 10: Diabetes: What You Should Know78

The lesson is designed to inform students about diabetes. Type 1 and Type 2 diabetes are discussed, along with prevention strategies, symptoms, and forms of treatment.

Lesson 11: Kidneys: The Filtering Truth86

Comprehend and list non-communicable and hereditary diseases and respective prevention and treatment techniques.

Lesson 12: Healthy Mind, Healthy Body 95

Inform students about activities appropriate for young people and the benefits of physical activity.

Lesson 13: A Broken Heart104

Students will learn, through a story, the difference between lifestyle and genetic-induced heart disease.

Lesson 14: Good Oral Health = Good Overall Health114

Students will learn normal tooth anatomy and the process of tooth decay.

Lesson 15: Hydrate to a Healthy Weight122

Students will fill out a crossword puzzle to learn about the importance of hydration and the best drinks to quench thirst.

Lesson 16: Don't Push Me: Drug & Alcohol Prevention127

Explains the difference between good drugs (medicine) and bad drugs and describes the effects of alcohol on the body.

Lesson 17: Tobacco Stinks!135

Designed to identify the effects of tobacco on the body and how tobacco products are marketed.

Lesson 18: Healthy Finish Line143

Identify key concepts from the year's health lessons, as well as create a list of activities that they have participated in to promote a healthy lifestyle.

Pre/Post Test147



Pre-Test: 6th Grade Health Test



- 1. Which disease indicates high levels of sugar in the blood?**
 - a) Glucose
 - b) Insulin
 - c) Diabetes
 - d) Stroke
- 2. Which nutrient is the most important source of energy for the body?**
 - a) Proteins
 - b) Fats
 - c) Vitamins
 - d) Carbohydrates
- 3. The reason it is healthy to make half of your plate fruits and vegetables is that they are _____.**
 - a) high in fiber
 - b) low in sugar
 - c) low in fat
 - d) All of the above
- 4. Which helps build strong bones and teeth?**
 - a) Vitamin A
 - b) Vitamin E
 - c) Calcium
 - d) Iron
- 5. A _____ is a unit of energy that expresses how much energy a person would get by eating a certain food.**
 - a) vitamin
 - b) calorie
 - c) serving
 - d) mineral
- 6. Which 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 nutrition label provides 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



- 1. ¿Qué enfermedad indica niveles altos de azúcar en la sangre?**
 - a) Glucosa
 - b) Insulina
 - c) Diabetes
 - d) Derrame cerebral

- 2. ¿Cuál nutrientes es la fuente de energía más importante para el cuerpo?**
 - a) Proteínas
 - b) Grasas
 - c) Vitaminas
 - d) Carbohidratos

- 3. Es saludable que la mitad de un plato de comida consista en frutas y verduras porque éstas son _____.**
 - a) altas en la fibra
 - b) bajas en azúcar
 - c) bajas en grasa
 - d) Todas las anteriores

- 4. ¿Cuál ayuda a formar huesos y dientes fuertes?**
 - a) La Vitamina A
 - b) La Vitamina E
 - c) El calcio
 - d) El hierro

- 5. La _____ es una unidad de energía y una manera de expresar cuánta energía es adquirida al consumir ciertos alimentos.**
 - a) vitamina
 - b) caloría
 - c) porción
 - d) mineral

- 6. ¿Cuál NO es una función del agua?**
 - a) ayuda al cuerpo en la digestión
 - b) lleva los nutrientes a las células
 - c) refresca al cuerpo por medio del sudor
 - d) lleva el desperdicio a las células

- 7. La etiqueta nutricional ofresa información sobre _____.**
 - a) el costo de los alimentos
 - b) el contenido de nutrientes de los alimentos
 - c) la compañía que produce los alimentos
 - d) la persona que debe comer los alimentos

Lesson 1

YOUR UNIQUE STREAK

Health TEKS:



3.D/E Mental Health and Wellness--Social and Emotional Health: The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to describe methods for communicating important issues with and understanding perspectives of parents and peers.^d The student is expected to discuss and demonstrate how to listen and respect others' feelings and perspectives in a variety of scenarios.^e



Objectives:

Upon completion of this lesson, each student will:

- 1 Use effective communication strategies to interview a classmate regarding their healthy favorites and special qualities.
- 2 Use the information gathered in the peer interview to create main points of interest.
- 3 Use effective communication skills to verbally introduce a student to classmates.
- 4 Explain how good communication skills are important to one's health.

English Language Arts and Reading TEKS:



- 1.A Developing and Sustaining Foundational Language Skills:** listening, speaking, discussions, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to listen actively to interpret a message, ask clarifying questions, and respond appropriately.
- 12.A/J Inquiry and Research:** listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to generate student-selected and teacher-guided questions for formal and informal inquiry^a and use an appropriate mode of delivery, whether written, oral, or multi modal, to present results.^l

National Health Education Standards:



- 4.8.1 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.** - Apply effective verbal and nonverbal communication skills to enhance health.

Lesson Summary:

The students will work in pairs to interview each other and gather unique information. Students will then create a name poster using the information gathered within the interview. Lastly, students will introduce each other to the entire class, making note of each student's special characteristics.

Materials:

The class will need:

- Computer/Tablet/Phone
- Construction paper
- Interview script
- Pen or pencil



Teaching Time Required:

45 – 50 minutes



Procedures:



To start this lesson, say:

"This lesson is about getting to know your classmates. Each person in this room brings special qualities and strengths to our class. It is important to learn about each person so that we may gain from their knowledge, likes, and strengths. Today you will partner with a classmate to learn about their healthy favorites, special qualities, and strengths. You will then create a name poster describing your partner's healthy uniqueness, as well as introduce them to the rest of the class."



- Access needed materials through the Bienestar/NEEMA (SAHRC) website.
- Teach the content bullets listed.
- Have students create an interview script.
- Have students choose a partner or randomly assign each student to a partner.

Teaching Concept:

Getting to know people and using good communication skills are important to one's health. By talking with others and learning more about others, you can have stronger friendships and relationships. Having strong friendships and relationships with others enhances your social and emotional health.

Teaching Concept:

Each person has special qualities that are unique to them. By talking with each other you can learn about each person's strengths and healthy likes/dislikes. It is important to know about each other's strengths and likes/dislikes.





Teaching Concept:

Talking with a classmate to gather information is known as interviewing. When interviewing a classmate, you should follow a set of guidelines so that you stay on task. What are some examples of questions that you could ask your classmate to learn about their strengths, special qualities, and healthy favorites?

- A. What is your favorite healthy food?
- B. What is your favorite subject in school?
- C. What subject are you best at in school?
- D. How many siblings do you have?
- E. What did you do this summer?
- F. What is your favorite physical activity?
- G. What physical activity are you best at?

Have the students brainstorm a list of several questions to ask their classmates. Next, have them create at least 4 questions specific to healthy favorites, at least 4 questions specific to special or unique qualities, at least 4 questions specific to strengths, and a few additional questions. The students will then write out the responses to these 12 or more questions on their interview script.

Teaching Concept:

After completing the interview, you will create a name poster for your partner to hang on their 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 describes them.

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 them using your poster as a guide while they stand in front of the classroom. Allow for questions at the end of your introductions.

Assessment/Check for Understanding:

- Read the directions aloud.
- Review the final product.
- Ask if they have any questions.
- Listen to each student's introduction of their partner.
- Review the interview script items for appropriateness and clarity.
- Allow students time to complete the activity as you walk around and help them.



Review Sheet:

See Student Workbook



1 . Getting to know people and using good communication skills are important to one's health.



2 . By talking with others and learning more about others, you can have stronger friendships and relationships.

3 . Having strong friendships and relationships with others enhances your social and emotional health.



4 . Each person has special qualities that are unique to them.

Lesson 1: Your Unique Streak



Directions:

Choose a partner and begin an interview (using the interview script on the next page) about their special qualities, strengths, and favorite activities, such as after school activities, foods, family, pets/animals, subjects in school, what they did over summer break, number of family members, family characteristics, best subject in school, what physical activity they are 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 have on their 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 and describes them.

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 them using your poster as a guide while they stand in the front of the classroom. Allow for questions at the end of your introductions.

Hoja de Repaso:

Vea el Cuaderno del Estudiante página 4.



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 ellos.



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, 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 los describe.

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. Descríbelos usando el cartel como guía mientras están de pie frente a la clase. Permita unas preguntas de la audiencia cuando termine la introducción.

Review Sheet: See Student Workbook



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:

No answer key, responses will vary.

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: Vea el Cuaderno del Estudiante



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:

No hay llave de respuestas, las respuestas pueden variar.

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

Las Cualidades Especiales o Únicas:

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

Las Fortalezas:

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

Elementos Adicionales (Opcional):

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

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