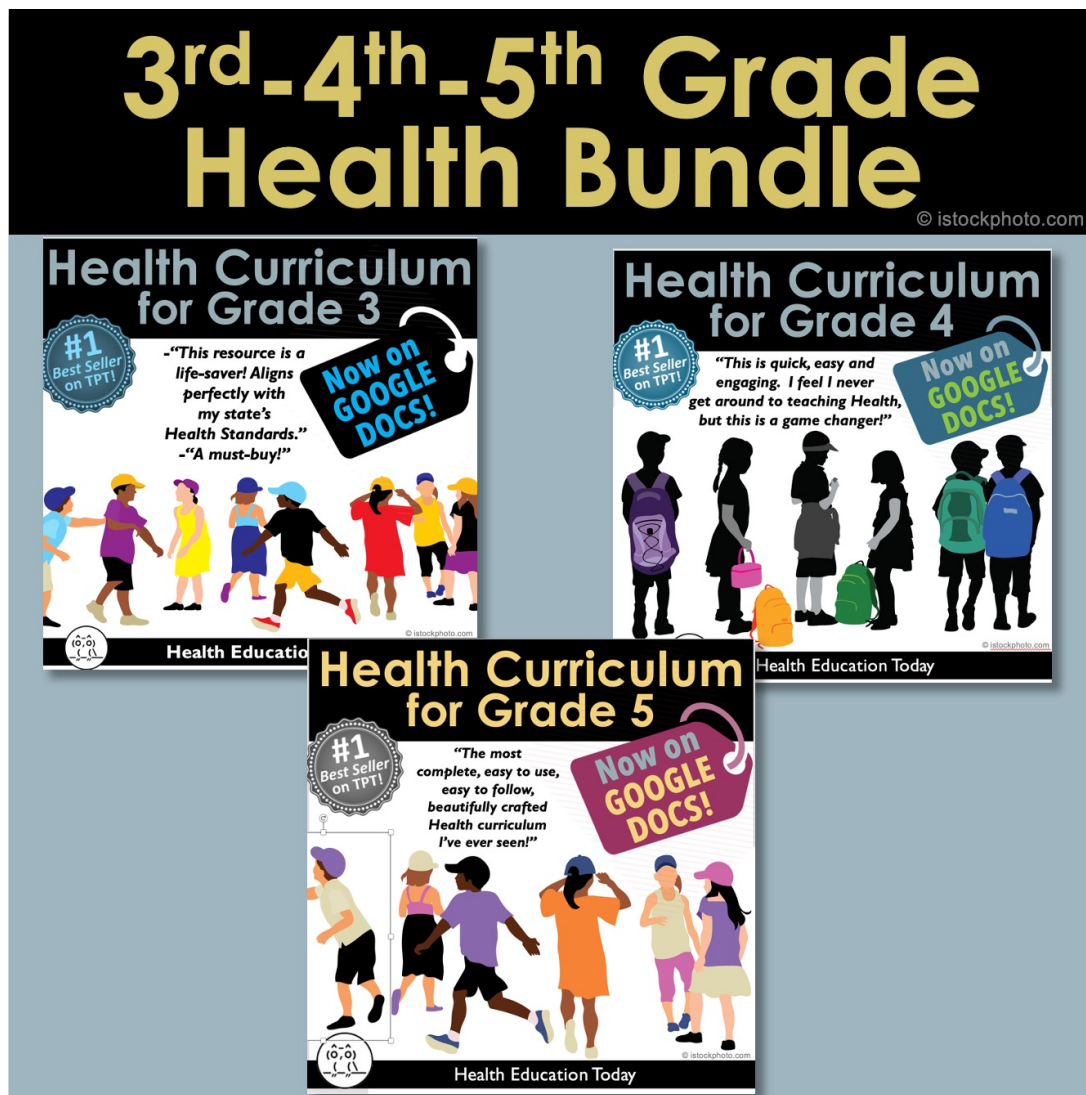


**Please see each
resource in this bundle
for full previews...**

**But here is a glimpse of
each program!**



Ways to Use this Program:

1

Teach in class

2

Teach online

3

Send home as homework

4

A combination of these!



Here is some Samples from the 3 Programs:

Feel free to download
and use this free
“Health Task Card” Lesson!



Get Healthy! Name: _____ #4



"Learning Target: "I will understand that nutrients give us energy."



Did you meet the Learning Target? Yes _____ No _____ Undecided _____

Parent/Guardian Signature: _____ Date: _____

This Week's Tasks:

1. Do you remember a few lessons ago we learned that food is divided into **FOOD GROUPS** to help us make sure we get all the different foods we need to be healthy?

2. You might have noticed that 3 of the food groups listed:

 **Energy!** 

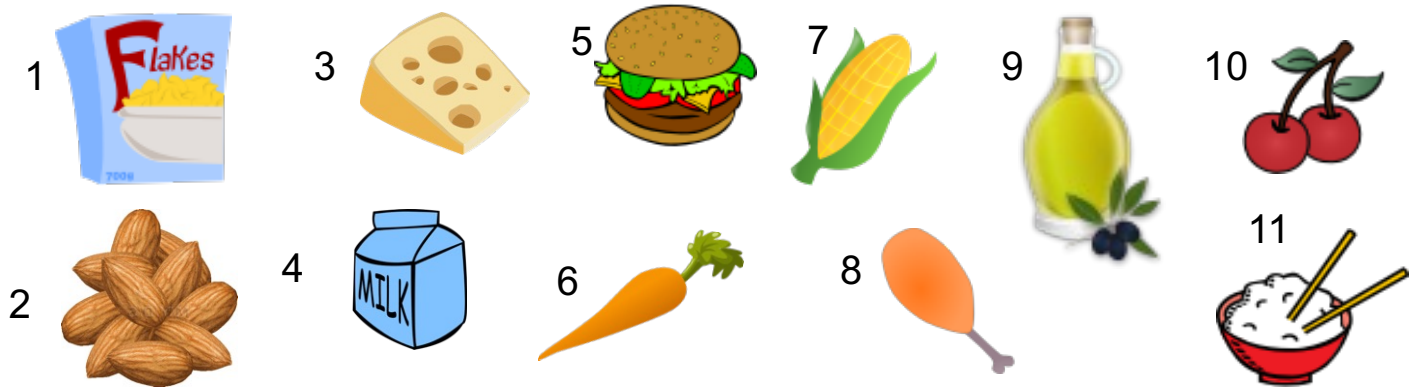
3. For your task this week, you will see more about **3 categories of food that give us the energy** we need to live, grow, play, and be active! They actually include ALL of the ★5 food groups:

1. ★ **Carbohydrates** (breads, cereals, grains, and ★ **fruits** and ★ **vegetables**)
2. ★ **Protein** (meats, nuts, beans, and ★ **Dairy**)
3. ★ **Good Fats**



Your Task: On the "Tennis Shoe" page, either guess outloud (or write down) which category each food belongs to (either Carbohydrates, Protein, or Good Fats.) The answers are on the back, so you can check to see if you got them all right. Then, cut out the two tennis shoes, and glue them back to back. Optional: If you want, you can cut out the small foods and glue them to your shoe! If you can, hole punch the holes for the laces and put real shoe laces, or string or yarn in the holes and tie the shoe! Be sure to put your name on the shoe and turn it in with your signed task card.

Task#4 Page 2: Guess outloud (or write) which category each food belongs to (either Carbohydrates, Protein, or Good Fats) The answers are on the back, so you can check to see if you got them right. Then, cut out the tennis shoes, and glue them back to back. If you can, hole punch the holes for the laces and put real shoe laces, or string or yarn in the holes and tie the shoe! Write your name on it and turn it in.



Task#4 Page 2 Backside: Check your answers here before you cut out the tennis shoe! If you want you can cut out the food icons and glue them onto your tennis shoe.



Carbohydrate



Dairy/Protein



Vegetables

9



Good Fat



Protein

5



Protein, Carbohydrate, Veggies

8



Protein

10



Carbohydrate (Fruit)

3



Dairy/Protein

6



Carbohydrate (Vegetable)

11



Carbohydrate

**There are the
“Step-by-Step
Teacher Directions”
that go with
this free lesson:**



LESSON:		National Standards Met ¹ :	Common Core Standard Met ² :	Washington State Standards Met ³ :	Insert your own State Standards Met:
4	"I will understand that nutrients give us energy."	1, 3, 5, 7	Language 4, 5 Read for Lit. 4	H1.W1.3, H1.N1.3c H1.W1.3, H1.N5.3b H1.N1.3a, H3.N6.3 H1.N1.3b	

Teacher Directions for Teaching in Class:

Lesson #4

Need: scissors, glue, string or yarn, hole-puncher

1. For background information, go to: "Focus on Foods You Need MyPlate"

<https://www.choosemyplate.gov/WhatIsMyPlate>

2. GO OVER TASK #1-3: Talk about carbohydrates (including fruits and vegetables), protein (including dairy), and fat. You can actually go through the above MyPlate link on your front screen if you want and use it to talk about these nutrients with your students. It's a great way for students to visualize the food groups.

3. Next, read the name of the food on the tennis shoe worksheet out loud one at a time and have your students turn to a partner and each guess which food group it is in. If you want, you can have them write down their answer and correct them all at the end by turning over the page and correcting their own.

4. Or, after having students guess the first item, you can read out the correct answer. Then go on to #2 on the task card.

5. OPTIONAL VIDEOS: Next, show either one or both of these videos.

BEST: "What is Energy - Types of Energy"

<https://www.youtube.com/watch?v=NKJifzlOSoQ>

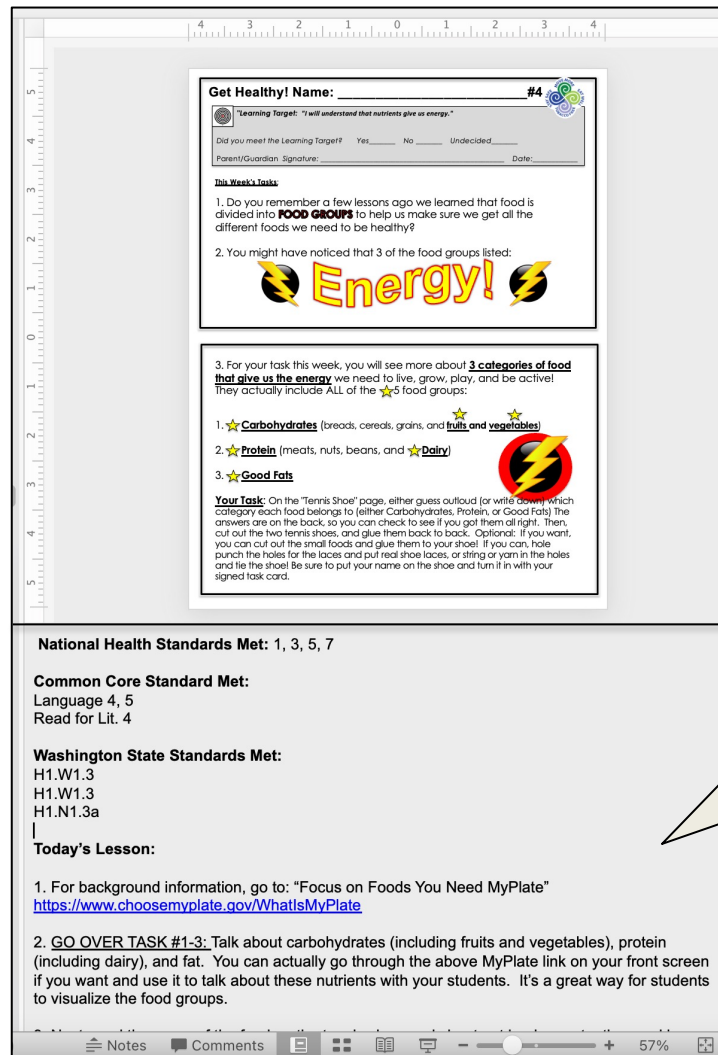
GOOD: "Science Video for Kids: What Is Energy?"

<https://www.youtube.com/watch?v=fjuvatIoSzY>

6. "YOUR TASK": Have students cut out the tennis shoe. Have them put the shoes together and glue them. Use a hole-puncher to make holes so they can lace the shoes with yarn or string. They should put their name on their shoe.

7. EXTRA: If you want, you can have students cut out the food pictures from above tennis shoe quiz and glue it on the shoe, or color the tennis shoe in.

Teacher Directions are also in task cards “Notes”



Get Healthy! Name: _____ #4

Learning Target: "I will understand that nutrients give us energy."

Did you meet the Learning Target? Yes _____ No _____ Undecided _____

Parent/Guardian Signature: _____ Date: _____

This Week's Task:

1. Do you remember a few lessons ago we learned that food is divided into **FOOD GROUPS** to help us make sure we get all the different foods we need to be healthy?

2. You might have noticed that 3 of the food groups listed:

Energy!

3. For your task this week, you will see more about **3 categories of food that give us the energy** we need to live, grow, play, and be active! They actually include ALL of the **5** food groups:

1. **Carbohydrates** (breads, cereals, grains, and **fruits and vegetables**)

2. **Protein** (meats, nuts, beans, and **Dairy**)

3. **Good Fats**

Your Task: On the "Tennis Shoe" page, either guess out loud (or write down) which category each food belongs to (either Carbohydrates, Protein, or Good Fats) The answers are on the back, so you can check to see if you got them all right! Then, cut out the two tennis shoes, and glue them back to back. Optional: If you want, you can cut out the small foods and glue them to your shoe! If you can, hole punch the holes for the laces and put real shoe laces, or string or yarn in the holes and tie the shoe! Be sure to put your name on the shoe and turn it in with your signed task card.

National Health Standards Met: 1, 3, 5, 7

Common Core Standard Met:
Language 4, 5
Read for Lit. 4

Washington State Standards Met:
H1.W1.3
H1.W1.3
H1.N1.3a

Today's Lesson:

1. For background information, go to: "Focus on Foods You Need MyPlate"
<https://www.choosemyplate.gov/WhatsMyPlate>

2. **GO OVER TASK #1-3:** Talk about carbohydrates (including fruits and vegetables), protein (including dairy), and fat. You can actually go through the above MyPlate link on your front screen if you want and use it to talk about these nutrients with your students. It's a great way for students to visualize the food groups.

Notes are
on the
Google
Slides
Version too!

For easy reference and can be used during presentation!

Full student concepts and directions on task cards

Get Healthy! Name: _____ #2



"Learning Target: "I will understand the connection between calories and exercise."



Did you meet the Learning Target? Yes _____ No _____ Undecided _____

Parent/Guardian Signature: _____ Date: _____

This Week's Tasks:

1. Eating healthy foods gives us more energy to work and play!
2. Energy is basically -C-A-L-O-R-I-E-S-! A calorie is a unit of "energy." If a food has 200 calories, that tells how much energy your body could get from eating or drinking that food.
3. Here is an example:

An apple gives us 100 calories of energy!



**so they can be
sent home and
completely done as
homework!**

Task cards and worksheets are **editable!**

Task#21 Backside:

They just dropped their lunch all over the floor and everyone is laughing at them:

THEY FEEL:

I COULD:

They just got a “D” on a math test:

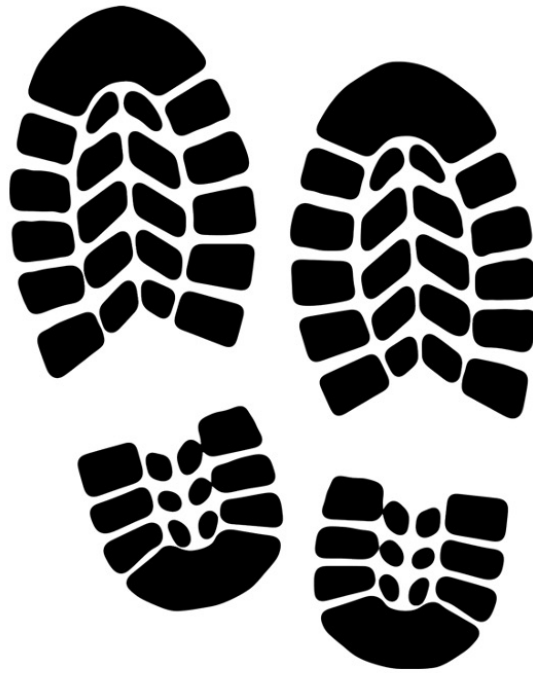
THEY FEEL:

I COULD:

Their mom got sick and had to go to the hospital last night:

THEY FEEL:

I COULD:



They forgot their lunch today:

THEY FEEL:

I COULD:

Another friend just yelled at them and now that person is ignoring them:

THEY FEEL:

I COULD:

They can't find their homework and they know they put it in their backpack last night:

THEY FEEL:

I COULD:

Lessons/Tasks are on Google Slides!



NOTE:

Non-Google users can download this Google Slide as a Microsoft PowerPoint (fill-in textboxes stay editable!) then upload to Microsoft Office 365, Teams or other student password protected platform!

Lessons are editable!

Task#19 Backside: Complete the A – Z sentence as a warning against the harmful affects of tobacco, alcohol, and drugs.

Always _____

Before you _____

Careful. _____

Don't _____

Everyone should know that _____

FOR SAFETY, _____

Gosh, don't you _____

HEY- _____

If you want to be healthy, _____

Just don't _____

Keep _____

Listen- _____

Many _____

Never _____

Oh! You _____

Please _____

Quick- _____

REALLY? _____

Snap! You _____

Try to _____

Unless you _____

Value _____

Whaaat? _____

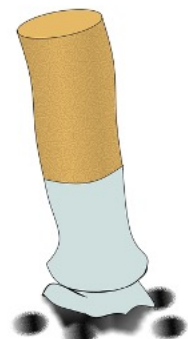
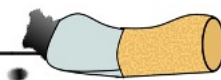
E"X"AMINE YOURSELF! _____

You should never _____

Zero % of _____



Name: _____



The lessons are for print AND on Google Slides!

Task#18 Backside: Answer the questions below. Then see if you can find any magazine ads that are:
1) Trying to make you feel bad so you need their product? 2) Trying to get you to believe something that you know is not true? 3) Have a picture that is not realistic?



1. Do you think Jennifer Aniston's skin is really this perfect and glowing? **Circle:** Yes No
2. This ad claims her hair is "Living Proof" that their product works. do you believe this ad is proof this hair product works? **Circle:** Yes No

NAME: X

LOSE WEIGHT FAST AS YOU WALK

SEE HOW DOCTOR BETZ BURNING SOLES CAN MAKE YOU LOSE UP TO 15 LBS WITHOUT THE LONGEST EFFORT!



5. Do you think if a girl uses "Vive" shampoo her hair will look like this?
Circle: Yes No



Get Healthy! Name: X

#19

Learning Target: "I will recognize important social skills."

Place this "X" on one: X
Did you meet the Learning Target? Yes No Undecided
Parent/Guardian Signature: X Date: X

This Week's Tasks:

1. Social skills are how we should interact with other people! Notice the word "skills" because this shows you that you can improve on social skills...that you can practice, and work on these skills and become better at them!

Why should you want to have social skills? Because if we have good social skills we will be happier and more confident, and we will get along with people better. It's helps us feel better about ourselves if we can be kind to others! We will have better relationships! What a blessing it is to put someone else up!



Your Task: For each of the boxes on the back of this task card choose one phrase below from the "Word Bank" to demonstrate skills for being a kind person! Use each one only once and put it where it makes the most sense in the sentence!

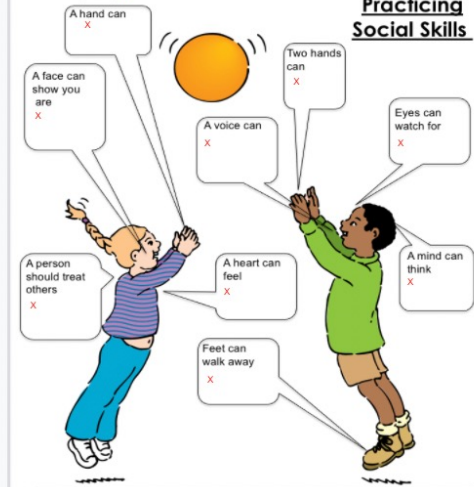
I can do things you cannot,
you can do things I cannot;
together we can do great things.

- Mother Teresa



For more on "Social Skills":
<https://www.youtube.com/watch?v=hkxwBd1Qz4k>

Task#19 Backside: For each of the boxes below choose one phrase from the "Word Bank" to demonstrate skills for being a kind person! Use each one only once and put it where it makes the most sense in the sentence!



Word Bank: Use each phrase only 1 time:
-if angry
-be kind
-share
-about how the other person feels
-happy or sad for someone else
-give a double high five
-happy
-someone needing a friend
-as they want to be treated!

97

98

99

Get Healthy! Name: X

#20

Learning Target: "I will learn how to meet new friends."

Place this "X" on one: X
Did you meet the Learning Target? Yes No Undecided
Parent/Guardian Signature: X Date: X

This Week's Tasks:

1. What are good ways to make friends? Meeting new friends can make some people very nervous. It can be hard to "step out of your comfort zone" and reach out to others, but it's a very good skill to develop!

2. Did you notice I said "develop"? Yep-that's right-reaching out to make new friends is something you can CHOOSE to do, and if you practice it, it gets easier and easier!

3. Your Task: Without looking at the bottom half of this task card, see if you and your parent/guardian can think of as many ways to make a new friend as you can. As you think of each, write them in one of the blank quilt squares. There are 12 squares, so if you can't think of 12 ways to meet a new friend, you can look at the list on the bottom of this task card! Try to think of your own first though, before you look at the task card ideas!

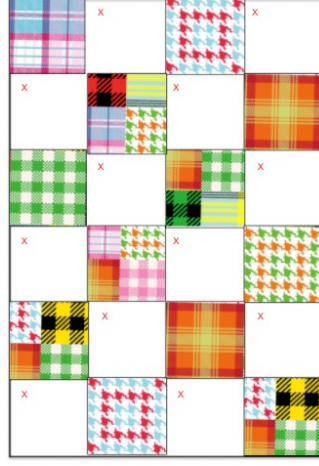
Don't Look at This Until You Have Tried to Think of As Many Ways to Meet a New Friend First

- share something with them
- compliment them
- sit with them at lunch
- be kind
- invite them to something
- help them with homework
- show them one of your pictures
- say "Hi"
- ask them a question



- ask if they need help
- introduce yourself
- play with them at recess
- ask their name
- walk with them
- be partners
- invite them to play with you at recess
- sit by them in class
- laugh with them

Task#20 Backside: Without looking at the bottom half of the task card, see if you and your parent/guardian can think of as many ways to make a new friend as you can. As you think of each, write them in one of the blank quilt squares. You can look at the list on the bottom of the task card if you need ideas!



NAME: X

Get Healthy! Name: X

#21

Learning Target: "I will understand the importance of showing 'Empathy' for others."

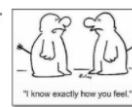
Place this "X" on one: X
Did you meet the Learning Target? Yes No Undecided
Parent/Guardian Signature: X Date: X

This Week's Tasks:

1. Empathy is one of the most important parts of being a good friend and a loving family member-do you know what "empathy" is?

2. Empathy is to be able to "identify with someone's feelings" and then be able to show them you care. It means to be able to guess (or ask) how someone is feeling and then be able to relate to them by feeling however they're feeling and if you can, show them that you care!

For example, if you see your friend and they look sad, and you ARE NOT EMPATHETIC, you might think, "I don't want to be around someone in a bad mood" and walk away.



But, if you have "empathy" you could say to them, "Are you alright?" You seem sad-do you want to come over to my house and watch a movie?"



I can BEE EMPATHETIC by showing others I understand and relate to their feelings.

3. To help you practice "putting yourself in someone else's shoes," Your Task is to write how someone might be feeling in the scenarios on the back of this task card.

Write how they might feel, and then write something YOU COULD DO that might make them feel better or to help them.



Each lesson is based on a Learning Target

Get Healthy! Name: _____ #5



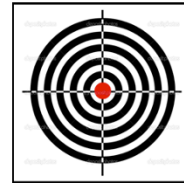
"Learning Target: "I will learn how to be fit for life!"



Did you meet the Learning Target? Yes _____ No _____ Undecided _____

Parent/Guardian Signature: _____ Date: _____

Learning Targets for 3rd Grade Health:



1. "I will learn how to eat healthy from all the food groups."
2. "I will understand the connection between calories and exercise."
3. "I will learn how to read a food label."
4. "I will understand that nutrients give us energy."
5. "I will learn and practice how to be fit for life!"
6. "I will practice taking responsibility for my own health."
7. "I will learn how bones and muscles work together to help us move."
8. "I will practice protecting myself from communicable diseases by washing my hands."
9. "I will learn how to be safe from strangers."
10. "I will learn how to recognize stranger danger."
11. "I will know how to contact my family in an emergency."
12. "I will learn how family members can help each other be healthy."
13. "I will learn the dangers of tobacco."
14. "I will learn how drugs can take over a person's life."
15. "I will learn about stress and how to relieve it."
16. "I will learn how to have positive self-esteem."
17. "I will understand what 'emotional health' is."
18. "I will learn how to analyze media messages."
19. "I will recognize important social skills."
20. "I will learn how to meet new friends."
21. "I will understand the importance of showing 'Empathy' for others."
22. "I will learn how friends can help each other make responsible decisions."
23. "I will learn that bullying hurts people and my words can do good instead!"
24. "I will learn the "WHO" decision-making model."
25. "I will learn how to develop healthy habits for life."
26. "I will review this year's health topics by decoding messages!"
27. "I will show what I learned in Health this year by taking this final assessment."

This program is standards-based:

5th Grade Health Table of Contents

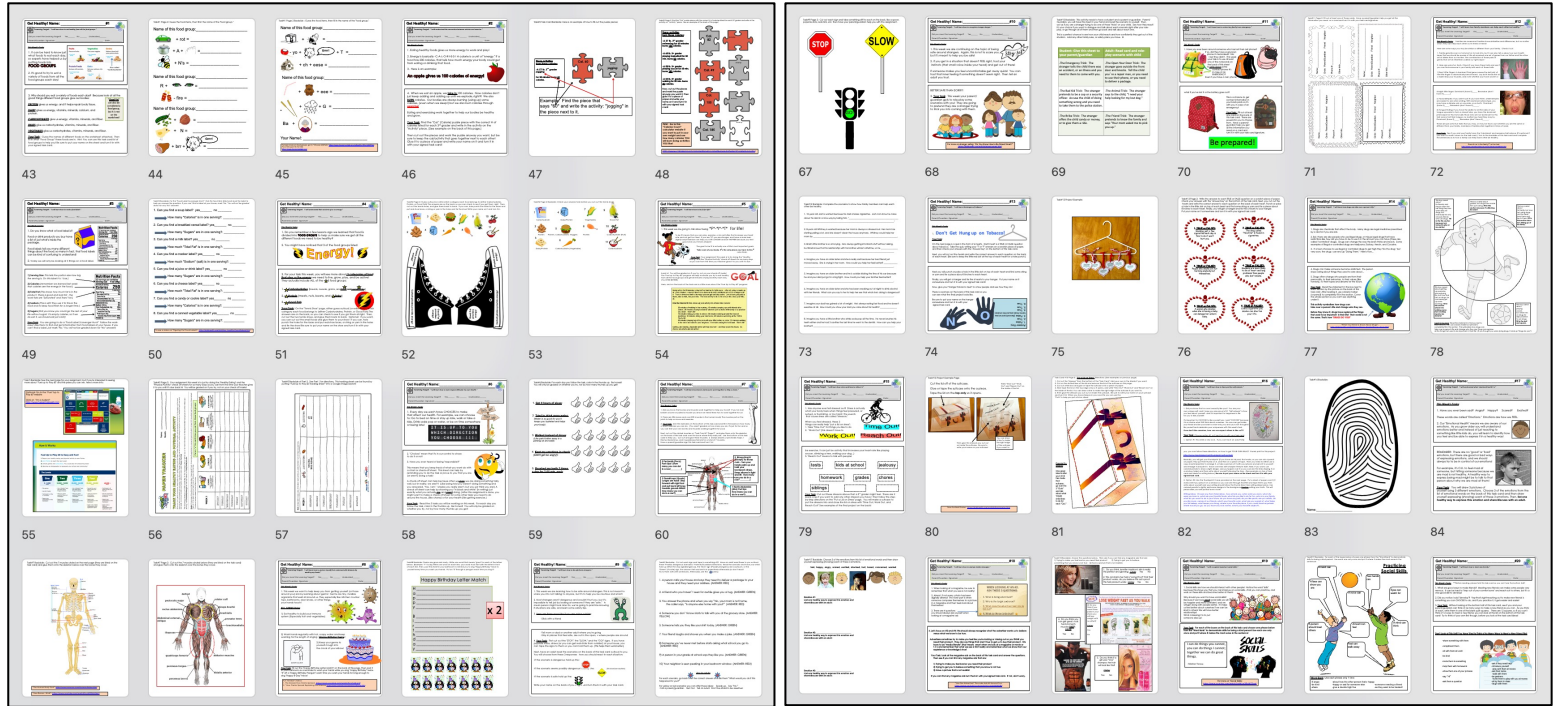
➤ Click lesson title to jump to lesson

Week:	Lesson: (Learning Target Title)	National Standards Met ¹ :	Comm Core Standards Met ² :	State Standards Met ³ :	Your Standards Here:
WELLNESS / Relationships and Being Assertive to Peer Pressures: Students learn the traits in a true friend, what constitutes a healthy versus unhealthy relationship, common peer pressure lines and how to give assertive answers, how to use refusal skills, and how to use "I" statements and compromising to improve relationships.					
 Right-click, or be In full screen mode to jump to lesson! Right-click "Get Healthy!" to jump back to "Table of Contents"					
1	Friendship Recipe	2	W 3	H1.W1.5 H4.W6.5	State
2	Healthy Relationships	2 / 7	RL 4 W 9	H1.W1.5 H4.W6.5 H1.Sa3.5a H1.Sa3.5b H1.Se6.5a H1.So4.5b H1.So5.5a	
3	Top 10 Peer Pressure Lines and Assertive Answers	1 / 4 / 7	L 5	H1.W1.5 H4.W6.5 H1.Sa3.5a H1.Sa3.5b H1.So4.5b H1.So5.5a	
4	Refusal Role-Plays	1 / 4 / 7	RI 9 SL 1	H1.W1.5 H4.W6.5 H4.Su3.5 H5.Su3.5	
5	"I" statements and How to Compromise	2 / 4	RL 4	H1.W1.5 H4.W6.5 H4.Sa3.5 H1.So4.5b	
NUTRITION: In grade five, students learn to read and begin to understand food nutrition labels and to use the information to select healthy food. Students log their eating to see if they ate from the suggested Mayo Clinic food groups. Students learn the importance of Calcium, they survey their own healthy habits, and they set goals to become healthier.					

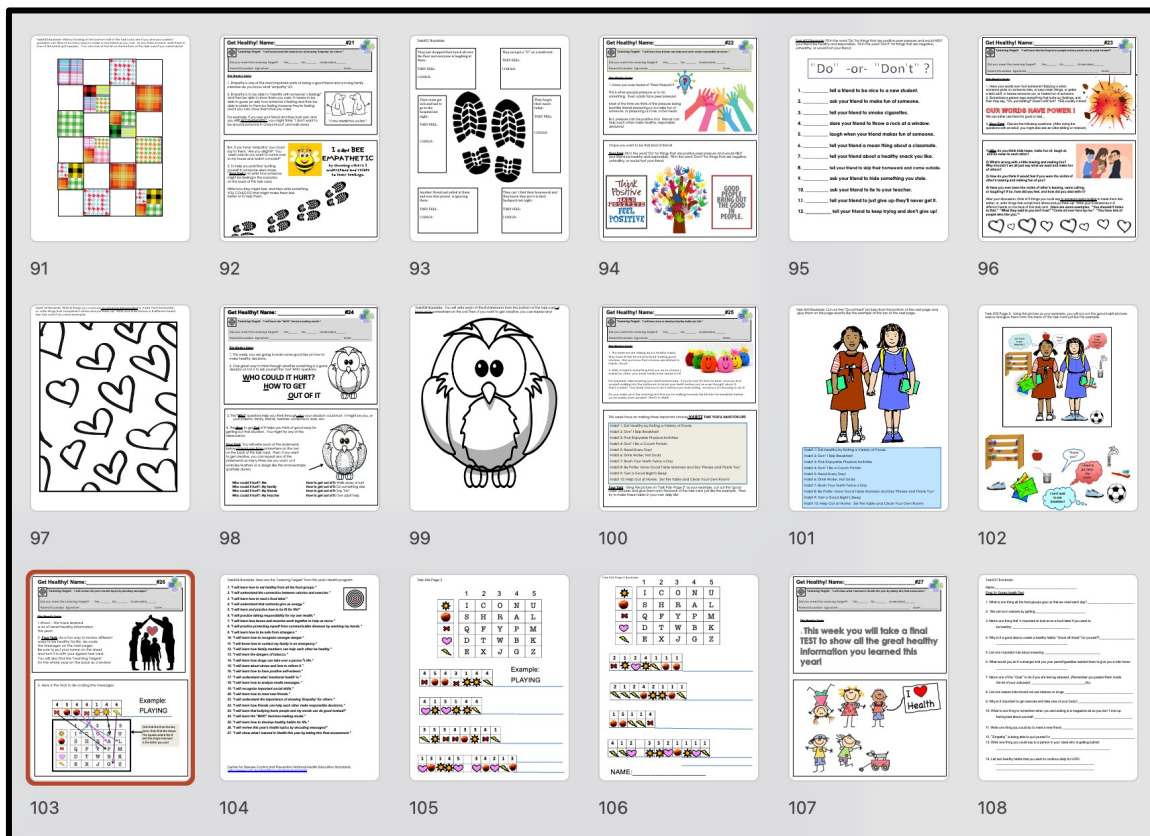
5TH GRADE HEALTH

Low-Prep!

Task Card Lessons:



Perfect for once-a-week lessons!



All New Beautiful Graphics:



Final Assessment Included!

Name: _____

Final 3rd Grade Health Test:

1. What is one thing all the food groups give us that we need each day? _____
2. We can burn calories by getting: _____
3. Name one thing that's important to look at on a food label if you want to be healthy: _____

EXTRA: 25 Cooperative Games!

Cooperative/Team Building Games Spreadsheet: Due to copyright violations, I cannot just copy and paste these games on a document. Thus, I did all the research for you and compiled what I thought were the best cooperative games. Most of the links below have very detailed instructions AND PHOTOS! If a link is no longer working, (since people do change their websites) try putting the title into a Google search. **NOTE:** This same resource of 25 games is included in each of my 3rd Grade, 4th Grade, and 5th Grade Health Task Cards. Otherwise, those three grade levels of lessons are sequential, and lessons do not repeat from grade to grade!

Have fun helping your student learn more about their social and emotional health! -Mrs. S.

#	Name:	Website:	Description:
1	Mission Impossible	Included in "Games to Print" folder	Super fun game where a team of students uses equipment (or carpet squares) only to cross the gym without touching the ground.
2	Beach Towel Flip with a Healthy Message!	https://guidetoguides.com/2014/06/30/team-building-activity-beach-towel-flip/	Using a plastic shower curtain or table cloth, students write on masking tape a healthy and unhealthy habit-one on each side of curtain. Then they must all stand on the curtain and turn it from unhealthy side up to healthy without stepping off!
3	Team Building Activity: Balloon Tower	https://guidetoguides.com/2014/08/25/team-building-activity-balloon-tower/	Give each team a bag of balloons and a roll of tape. Challenge the teams to make the tallest freestanding tower they can using only the balloons and tape.
4	Perimeter Pass	https://literacyandlatitudes.com/2016/08/17/team-builders-for-the-classroom/	Students lay on their backs with their feet against the wall. The first student holds a large physio exercise ball against the

Thank you for previewing:

This Program's Creator is a
Qualified Teacher

◆ I am a National Board Certified Teacher
with a Masters of Education Degree and I
have experience teaching Elementary, Jr. High,
and High School P.E.; and High School Health.

Experience
is the best
teacher!



Works Cited:



Standards:

<https://www.k12.wa.us/sites/default/files/public/healthfitness/standards/healtheducationk-12learningstandards.pdf>

<http://www.cdc.gov/healthyyouth/sher/standards/>

<http://www.corestandards.org>

Graphics:

<https://pixabay.com/>

<https://openclipart.org>

<http://www.clker.com>

Stay Safe Move More symbol:

<https://content.govdelivery.com/accounts/AKDHSS/bulletins/261df70>