

Name of Activity: Farmland Stroll

This is a way to get your class active but also learn about hydration and grains. You can incorporate other nutritional storylines as you determine the lesson topic.

Rules/Directions:

1. Teacher reads story to class and class identifies each verb or “action” word.
2. Teacher pauses during reading while class acts out each verb in place for 15 - 20 seconds.
3. Continue until end of story:

Hello, my name is Ryan and I live on a farm in Utah. On my farm I grow my own crops, I have a garden, and am trying to find a way to help with many diseases such as cancer, diabetes, and obesity. Today, I will lead you on a tour through my farm and ask that you help me on my journey.

First, we need to **put on** our working boots. They will allow us to **walk** through the farm without injuring our feet. The first stop will be the rose garden, the closest area to my house. The rose garden has many thorns . . . so, OUCH, be careful and **step quickly** so your feet do not get hurt. The rose garden also has many other flowers in which I have planted. On the count of 3, let’s **jump** over the flowers and **see** what we find. 1 – 2 – 3, **JUMP!**

Look, there is a ladder leading up to the barn, let’s **Climb** up the ladder! Now that we climbed the ladder, you can see the grains that I store up here. Can anyone tell me why grains are important? (Reduce blood cholesterol, lower risk of heart disease, obesity, and type 2 diabetes. Children should know they help the HEART!). Next lets **Climb** back down the ladder. Look over there; it’s a cornfield. Let’s **Run** as fast as we can to reach the corn field! This cornfield has very strong winds. See if you can **walk** through the wind without **blowing over**. A lot of the surface of the cornfield is covered with dirt and water running in between the crop, and here comes some . . . **RUN** from the irrigation water!

The next stop is water hole, where we use the water for our crops, flowers, and animal’s drinking water. Do any of you have any baby brothers or sisters? Do you know how much water is in your brother or sisters body? Around 78%. As you get older, your body contains less water than when you were a baby. Also, people who have more fatty tissue, have less water in them. Alright, we have reached the water hole so **hop** in and start swimming. See if you can do the **front crawl** and the **backstroke**. Don’t forget to drink some water on your way out of the water hole to help replenish the water we lose from sweating.

Our next stop is the sugar canes. Watch out for the all the holes in the ground on your way. Let’s **Hop** over all the holes created by my cows. Now that we made it to the sugar canes, can anyone tell me what foods contain sugar? Did you know the average teenager eats 34 teaspoons of sugar a day. That is the same thing as filling a mold of me with sugar and eating me throughout the year! Can everyone **tiptoe** across the sugar cane and not eat any of it please. Sugar is bad for you!

Well thanks for coming and seeing my farm, remember we need to drink a lot of water, and stop eating sugar so that we live longer and can play longer! Everyone **Run** in place back to your seat!

Name of Activity: GO, SLOW, WHOA!!!! Activity

Rules/Directions:

Instructor will play the song “Cool Kids” by Echosmith while the activity takes place.

1. Everyone is provided a card that will be placed face down in front of him or her.
2. You are not allowed to look at your card.
3. When the teacher says go, take the card and place it on your forehead without looking at the card.
4. Each card will have a picture of a healthy activity or food, moderately healthy activity or food, or non-healthy activity or food.
5. You will then be asked to walk around the room and socialize or treat everyone according to their picture.
 - a. Healthy activities or foods are the students you really want to be friends with, so you will treat them much better than the others.
 - b. Moderately healthy activities or foods are the in-between students who you may treat okay or may have something in common with. You will give them little attention but not a lot.
 - c. The unhealthy activities or foods are the students who you may want to reconsider talking to and you will give them hardly any attention at all.
6. After allowing the students to walk around and talk to each other and get to know one another, ask them to then go stand in the group they think they belong with. They can then look at their cards to see if they are in the right group.
 - a. Have them discuss in their groups how their activities represent their lifestyle and the positives and negatives of the activity or food represented on the cards.

The point of the game is to not only differentiate between healthy activities and lifestyles, but to also to bring up bullying and how the students feel when they are treated differently. Lead with the following questions and topics with the entire group:

- Can you tell me the difference in your lifestyles according to your group?
 - Have someone from each group discuss the positives and negatives of their lifestyle?
- Is there a way where we can all work together to become healthier and more knowledgeable of better lifestyle choices?
 - Ask for mutually beneficial answers. How will these strategies help everyone from each group rather than just the unhealthy lifestyle?
- In their groups, have them discuss with each other how they felt during the social activity where they were treated a specific way.
 - Then as a group have them discuss with the class how they felt.
 - What strategies can we pursue to make everyone feel as though they are just as important despite their lifestyle or food intake?

Finish with everyone shaking each others hand from the other groups and say: “You are cool!”

Name of Activity: Role Change

This activity can relate to stress in students lives and how they can change and balance out hormonal levels with their body language. Can incorporate this activity during a stress unit.

URL:

http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en

High power pose versus low power pose activity. This activity is based on the brain-based research conducted by Amy Cuddy.

Name of Activity: Mouse Party

Drug Abuse website published by the University of Utah Health Sciences.

Website: <http://learn.genetics.utah.edu/content/addiction/mouse/>