

# **2015 SHAPE America National Convention & Expo**

March 17-21 • Seattle, WA

## **“HOOK, LINE, AND THINKER”**

### **SUPER STARTERS FOR HEALTH CLASSROOMS**

**Presented by:**

**Patricia McDiarmid**

**Ryan Zimmerman**

**Christie Gonzalez**

# ANIMAL GREETINGS AROUND THE WORLD



# Overview of the Activity

- This opening activity is an interactive learner-centered way to pair students together randomly and serves as a “get to know you” for the first day of a session
- Participants are attempting to find partners using both animal sounds and “hello” greetings using different languages represented by the flags from various countries
- On the teacher’s “go” signal following the random distribution of the cards everyone stands up and begins to move around the room making animals sounds/movements OR verbalizing the “hello” from different countries

# WHAT?

- What P.E./Health standards does the previous activity relate to?
  - SHAPE AMERICA P.E.
    - **Standard 4** - The physically literate individual exhibits responsible personal and social behavior that respects self and others.
    - **Standard 5** - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
  - National Health Standards:
    - **Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

# SO WHAT?

- Activity is designed to promote success for ALL participants
- Enjoyable way to interact and begin to establish relationships inside the classroom of learners
- Cultural diversity as follows:
  - Interdisciplinary with recognition of flags from various countries
  - Also introduces ways to say “hello” in different languages

# NOW WHAT?

- Could be used in future class sessions to group students in a variety of ways:
    - Find your animal partner from Day 1
    - Find your country partner from Day 1
    - All countries located in North America get together
    - All countries using Spanish as the native language
    - Increase cultural awareness and sensitivity as students begin talking about various countries and cultures
-

# Farmland Stroll



# Farmland Stroll

- 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.
-



# Farmland Stroll

- 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!

# Farmland Stroll

- 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?

# Farmland Stroll

- 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!

# Farmland Stroll

- 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?
- 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.
- Let's SKIP over to the water hole!

# Farmland Stroll

- Alright, we have reached the water hole so HOP in.
- 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.

# Farmland Stroll

- 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!

# Farmland Stroll

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

# Overview of the Activity

- In this activity students interact and respond to a story the teachers is reading a story executing the actions described by the verb.
- The reading pace can be varied to align with identified needs of the learners.
- A student could also be chosen to read the story.
- Prompts could also be posted as a visual aid with students asked to verbalized the words when they surface in the story.
- Is an interactive **learner-centered** activity that **embeds literacy** through the recognition of verbs in sentence requiring the participants to **listen carefully** and mimic the movements associated with each verb that is read. Hence the activity is **interdisciplinary** which certainly makes school administrator happy!



# WHAT?

- What P.E./Health standards does the previous activity relate to?
  - SHAPE AMERICA P.E.
    - **Standard 4** - The physically literate individual exhibits responsible personal and social behavior that respects self and others.
    - **Standard 5** - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
- National Health Standards:
  - **Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
  - **Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

# SO WHAT?

- Facts related to nutrition can be reinforced
  - Story line can be altered to relate to almost any health topic (stress, importance of sleep, conflict resolution, etc.).
  - Story can be manipulated while using a wide variety of action verbs to increase cognitive function by getting up and out of their seats!
  - Parts of speech recognition evident during prompts within the story which is interdisciplinary.
-

# NOW WHAT?

- Let's take a look at a solar system lesson plan with REAL learners



GO...SLOW...WHOA



# GO, SLOW, WHOA!

## Rules/Directions:

- Everyone is provided a card that will be placed face down in front of him or her.
- You are not allowed to look at your card.
- When the teacher says go, take the card and place it on your forehead without looking at the card.
- Each card will have a picture of a healthy activity or food, moderately healthy activity or food, or non-healthy activity or food.
- You will then be asked to walk around the room and socialize or treat everyone according to their picture.

# WHAT?

- Mixer during which the learners socialize with the “go”, “slow”, and “whoa” foods identified in the C.A.T.C.H. program which is a tool to guide children and families to make healthy food choices.
  - Learners mingle among each other while identifying suitable food choices that contribute to nutritious dietary patterns.
-

# SO WHAT?

- The CDC has stated that 75 percent of healthcare spending goes to treating preventable chronic diseases, most of which are diet-related.
- Sugar stimulates the brain's reward centers similar to other addictive drugs...like heroin, opium, and morphine in the brain so as Health Educators we **NEED** to emphasize early in instruction the importance of sugary/junk foods consumed in moderation or “whoa” thought patterns

# NOW WHAT?

- Activity can be adjusted to focus on many Health topics where making an informed decision is paramount to attaining and promoting overall health and well-being:
    - Prescription versus OTC considerations
    - Choices related to exercise regimens
    - Financial responsible choices over lifetime
    - Sleep beneficial practices
    - Technology/Internet use and effective communication
-



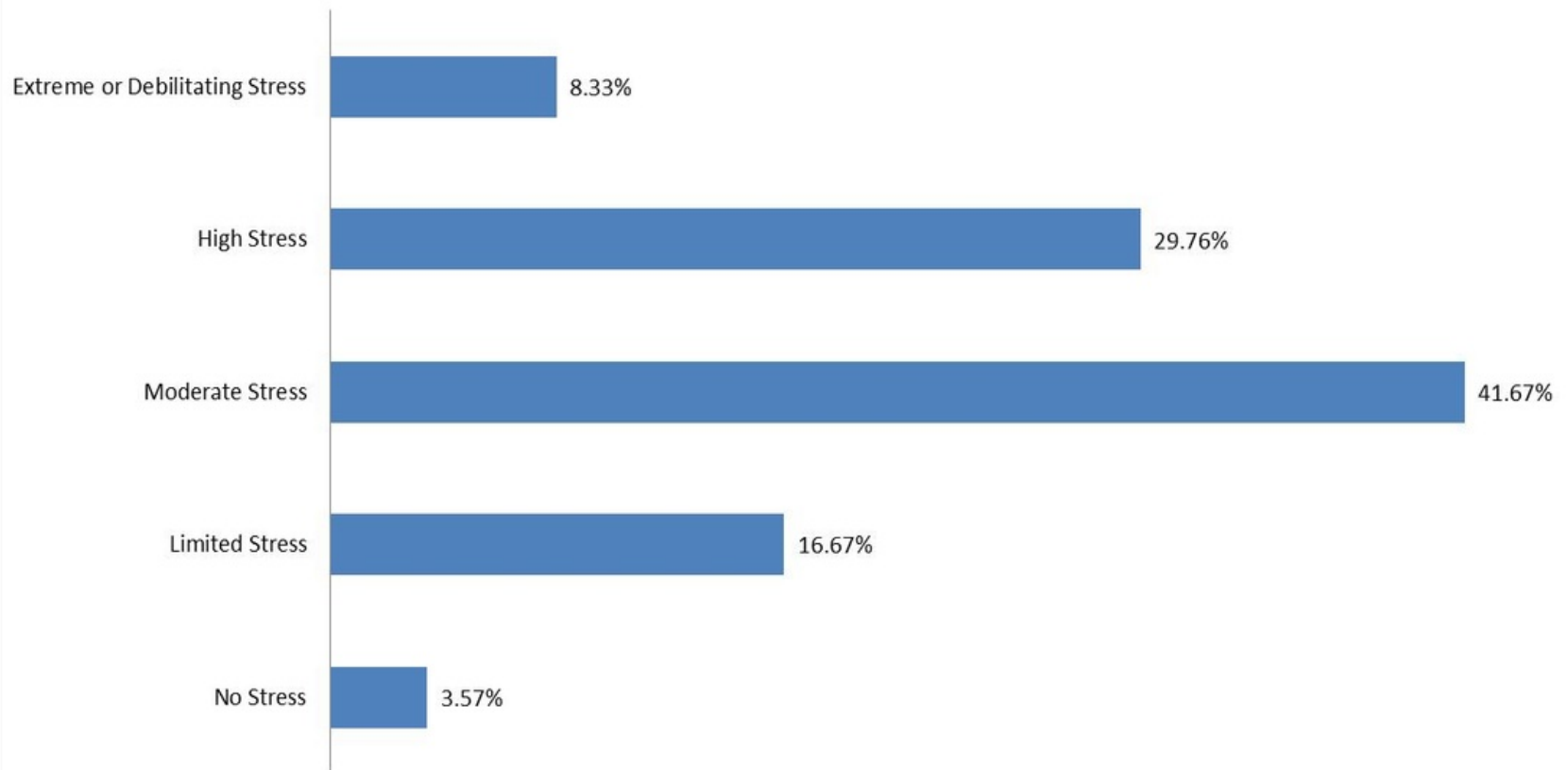


# C'MON SIX!

- Each group needs:
    1. One dice
    2. One piece of Paper
    3. One writing utensil
-

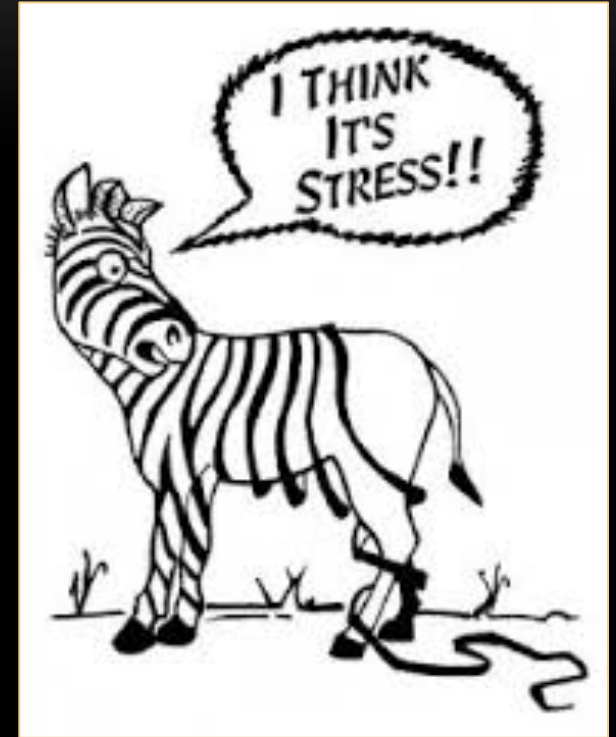
# Standardized Tests

## Self-Reported Stress Level Prior to Standardized Test Administration



(Madisetti, 2013)

# What happens in our body?



“Our minds change our bodies...but  
...is it true that...our bodies change our minds?”

-Amy Cuddy-

# ROLE CHANGE ACTIVITY

Split the Class in Half and Partner Up

HIGH POWER POSE GROUP



LOW POWER POSE GROUP



# Did you change your mind?



*Stressed out my ASS!  
I am going to KILL the next Son of a  
GUN who says I look STRESSED!*

WE CAN CHANGE OUR MINDS THROUGH BODY LANGUAGE!!!!

# WHAT?

- Fun and energetic way to differentiate between high power poses and low power poses with different students.
  - Students will learn that the BODY can change the MIND (and vice versa).
  - Discuss the importance of being confident and increasing testosterone and decreasing cortisol.
-

# SO WHAT?

Young children may experience stress from (Witkin, 1999; p. 2):

- disrupted homes, blended families, both parents working outside the home
  - increased exposure to violence, both real and on the screen
  - excessive screen time
  - being over scheduled
  - feeling pressured to perform or behave beyond their ability
-



# SO WHAT?

Common stress producers for teens (Feinstein, 2004; p.94):

- failing an exam
- physical appearance
- judgment or evaluation by others
- unrealistic classroom demands
- the future
- problems with peers
- problems with a boyfriend or girlfriend
- any situation that threatens self-esteem
- disagreements with teachers, parents or other adults

# NOW WHAT?

- Humans show power the same way animals do! GET BIG!!!
- Body language is related to how much students participate, it's related to how students sit.
  - Men are more likely to sprawl out, participate, and adopt higher power.
- 86% of high power posed would gamble, versus 60% for low.
- 8% increase in testosterone (high power pose), or 10% decrease (low power pose).
- Similar but reversed pattern for cortisol (STRESS).
- “FAKE IT TILL YOU BECOME IT.”

# Cover Up



# Overview of the Activity

- Fill a container with six to eight inches of water. Begin the activity by placing a quarter on the bottom of the container right in the middle.
- Give the first person ten pennies. Explain that their challenge is to cover up the quarter with the pennies.
- The pennies must be dropped one at a time from a height of two inches above the water. After they have dropped all ten pennies, count how many pennies landed and stayed on the quarter.
- Estimate what percentage of the quarter they covered. Retrieve the pennies and let the next person have their turn. When everyone has taken a turn, repeat the process again to see if they can improve.

# WHAT?

- How well did you do covering the quarter?
- How many pennies did you get to land on the quarter?
- How easy was it to get the pennies to land on the quarter?

# SO WHAT?

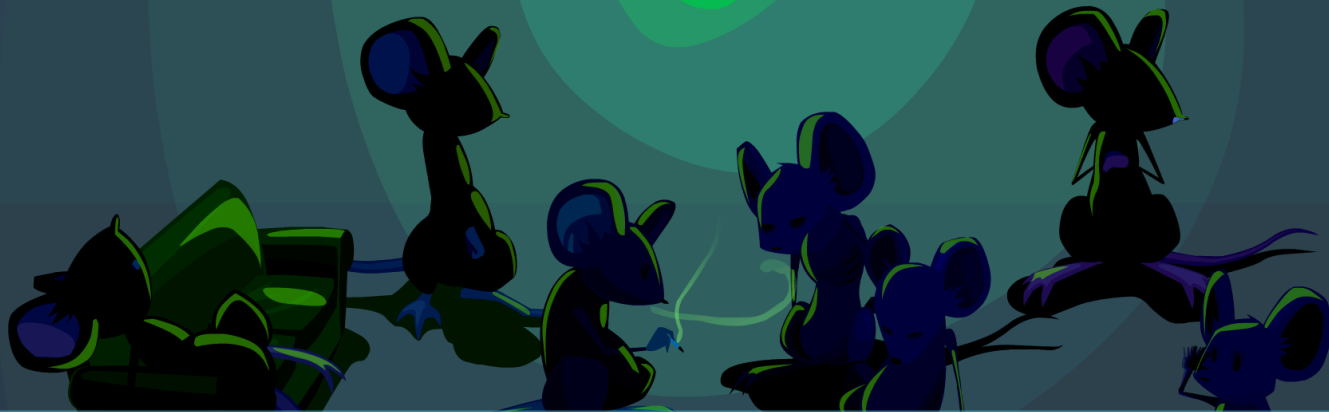
- What happens when someone catches you in a lie?
  - How easy is it to convince someone you are telling the truth after they have caught you lying?
  - How can you get that person to trust you again?
-

# NOW WHAT?

- Why is telling the truth easier than lying even if the truth may get us in trouble?
  - How does being honest help people trust us?
-

# Drug Abuse

# Mouse Party



Take a look inside the brains of mice on drugs! Every drug of abuse has its own unique molecular mechanism. You'll learn how these various drugs disrupt the synapse to make the user feel "high".





# References

- Cuddy, A. (2012, June 1). Your body language shapes who you are.  
[http://www.ted.com/talks/amy\\_cuddy\\_your\\_body\\_language\\_shapes\\_who\\_you\\_are?language=en](http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en)
- Feinstein, S. (2004). *Secrets of the Teenage Brain*. The Brain Store.
- Madisetti, I. (2013). Fastfacts about standardized testing and test anxiety.  
<http://www.indiamadisetti.com/home/fast-facts-about-standardized-testing-and-test-anxiety>
- Mahar, M., Kenny, R., Shield, A., Scales, D., Collins, G. Energizers: Classroom-based Physical Activities. East Carolina University. Retrieved from  
[https://www.ecu.edu/cs-hhp/exss/upload/Energizers\\_for\\_Grades\\_K\\_2.pdf](https://www.ecu.edu/cs-hhp/exss/upload/Energizers_for_Grades_K_2.pdf)
- Mouse Party (2006). Retrieved February 26, 2015 from  
<http://learn.genetics.utah.edu/content/addiction/mouse/>
- Tennant, V. (2005). The powerful impact of stress. Retrieved February 26, 2015, from  
<http://education.jhu.edu/PD/newhorizons/strategies/topics/KeepingFitforLearning/stress.html>
- Witkin, G. (1999). *KidStress: What It Is, How It Feels, How To Help*. Viking Penguin.