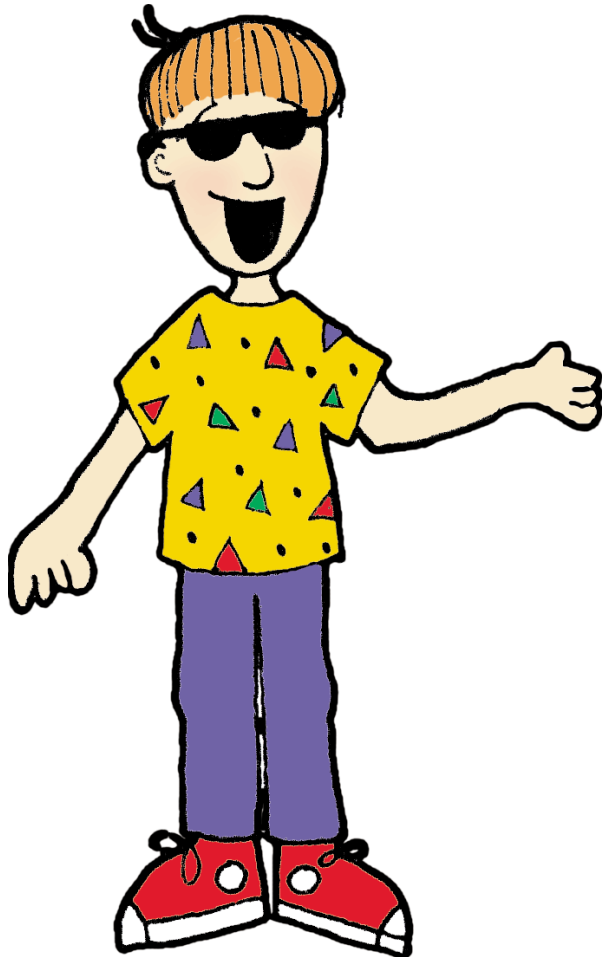


Welcome!

Comprehensive
Health
Education
meets
Common Core



The Children's Health Market

Training Outcomes

- Explore common health threats to youth
- Identify the comprehensive health strategies and link with CCSS
- Review tools for assessment



THE GREAT BODY SHOP

MISSION:

To equip **children** and their **families** with the knowledge and skills needed to make healthy choices throughout their lives.



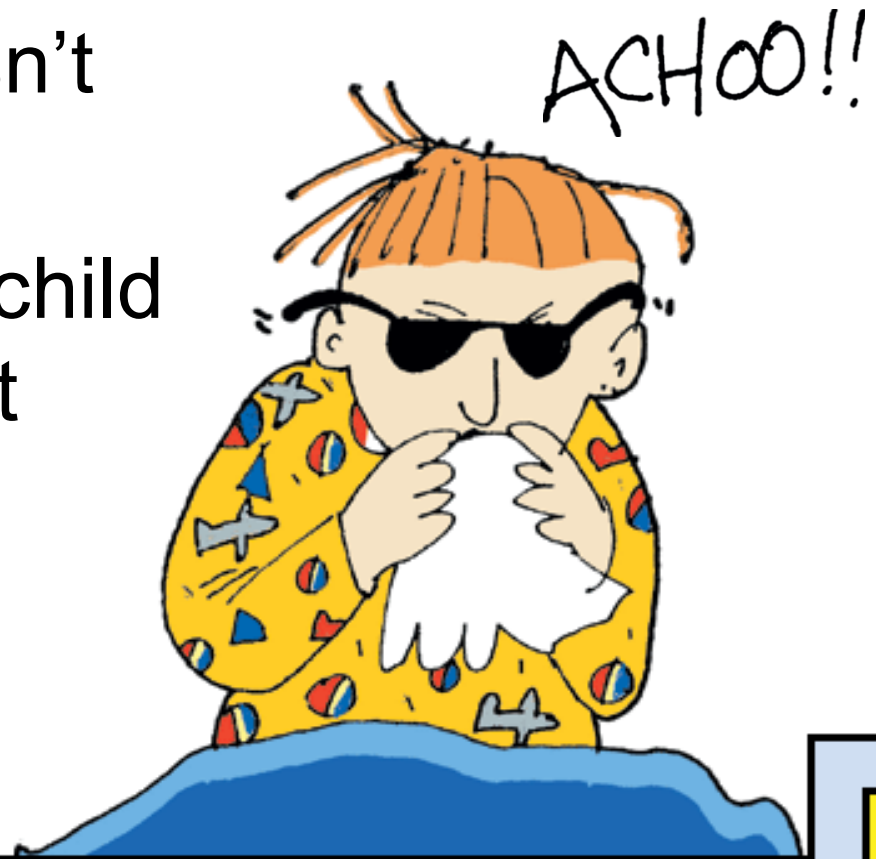
Published by

The Children's Health Market, Inc.

C. Everett Koop, M.D.

You can't keep a child
educated that isn't
healthy and

You can't keep a child
healthy that isn't
educated!



Leading Causes of Death

All Americans

1. Heart Disease
2. Cancer
3. Chronic Respiratory Disease
4. Stroke
5. Accidents
6. Alzheimer's
7. Diabetes
8. Influenza and Pneumonia
9. Kidney Disease
10. Intentional Self-harm (suicide)

Leading Causes of Death

National Center for Health Statistics, 2009

All Americans

1. Heart disease
2. Cancer
3. Ch. Resp. Disease
4. Stroke
5. Accidents
6. Alzheimer's
7. Diabetes
8. Influenza/pneumonia
9. Kidney disease
10. Suicide

5- 14 year olds

1. **Accidents**
2. Cancer
3. Congenital conditions
4. **Assault/Homicide**
5. **Suicide**
6. Influenza/pneumonia
7. Heart disease
8. Chron. Resp. Disease
9. Benign neoplasms
10. Stroke

15-24 year olds

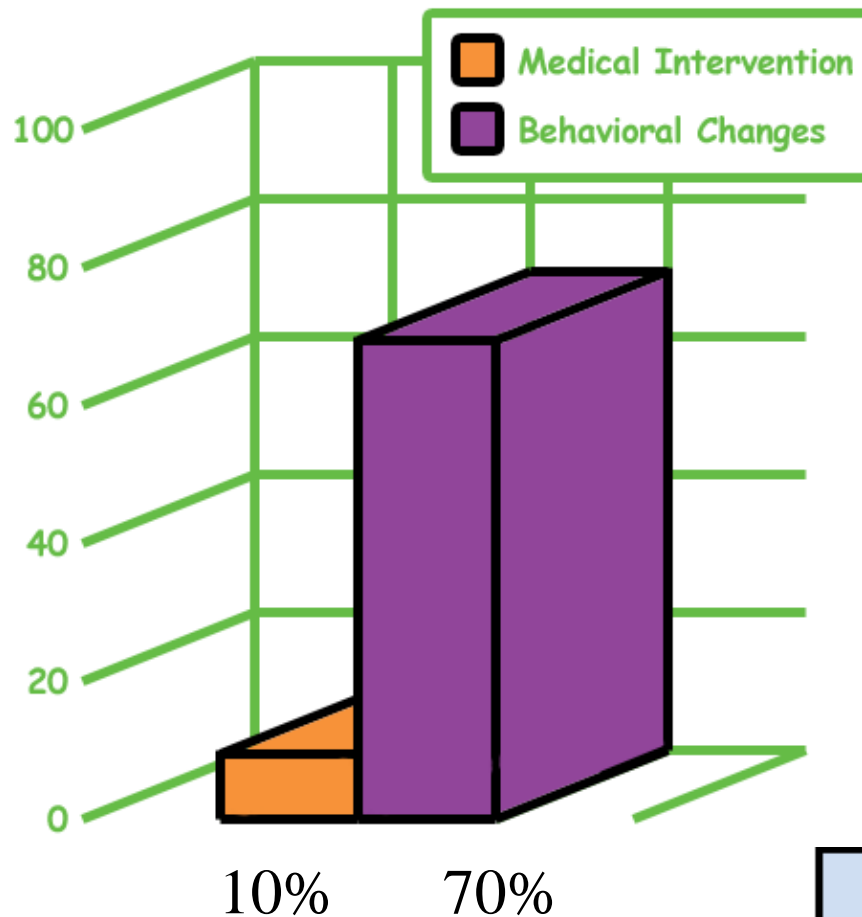
1. **Accidents**
2. **Assault/Homicide**
3. **Suicide**
4. Cancer
5. Heart disease
6. Congenital conditions
7. Influenza/pneumonia
8. Pregnancy/child birth
9. Stroke
10. Chron. Resp. Disease

Preventing Premature Death

US Public Health Service, Department of Health and Human Services, Healthy People 2020

Leading Health Indicators

- Diet
- Physical Activity
- Tobacco
- Substance Abuse
- Injury and Violence
- Sexual Behaviors
- Mental Health
- Environmental Quality
- Immunization



2013
OREGON HEALTHY TEENS
SURVEY



2013 OHT State Report
October, 2013

Health

Why THE GREAT BODY SHOP?

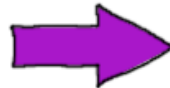
- ✓ Comprehensive Health Education
- ✓ Nationally Recognized & Research-based
- ✓ Supports Common Core
- ✓ Easy Implementation into PE

It's Easy! It's Fun! It Works!

A Unique Approach



School



Families



4 Lessons



Research-Based Prevention That Works!

- Significantly **lowers use** of alcohol, cigarettes, and marijuana
- Results in **fewer violent acts** and conduct problems
- Produces **higher scores** on health knowledge, health attitude and health self-efficacy
- Results in **parents reading** the materials, **using** them and **changing** something at home
- Significant **improvement** in the **CDC risk areas**
- Significant **improvement** in **20/24 risk** and **protective behaviors**








Reducing
Risk
Behaviors



Students and Families

Program Guide

THE GREAT BODY SHOP TOPIC SCOPE AND SEQUENCE

GRADE	Injury Prevention and Personal Safety	Nutrition	Functions of the Body	Growth & Development/ The Cycle of Family Life	MVARS and Illness Prevention	Substance Abuse Prevention	Community Health & Safety (Web Violence Prevention)	Self Worth, Mental and Emotional Health	Environmental and Consumer Health	Physical Fitness	GRADE	
K	<ul style="list-style-type: none"> Safety rules and helpers Effect of no rules, where injuries happen Safety awards Routines for fire, storms, floods, decision-making, emergencies Safe and unsafe play Personal safety Relief skills Who to trust Safe and unsafe touches 	<ul style="list-style-type: none"> Healthy food choices Safe food handling Cultural, familial and individual preferences Goals for healthy eating Decision-making for healthy diet Food needs of living Healthful vs. unhealthful Variety Meal plans Healthful breakfast 		<ul style="list-style-type: none"> How food turns into energy Food handling methods Food pyramid rules Influence of culture on food 	<ul style="list-style-type: none"> How food turns into energy Food handling methods Food pyramid rules Influence of culture on food 	<ul style="list-style-type: none"> How food turns into energy Food handling methods Food pyramid rules Influence of culture on food 	<ul style="list-style-type: none"> How food turns into energy Food handling methods Food pyramid rules Influence of culture on food 	<ul style="list-style-type: none"> How food turns into energy Food handling methods Food pyramid rules Influence of culture on food 	<ul style="list-style-type: none"> How food turns into energy Food handling methods Food pyramid rules Influence of culture on food 	<ul style="list-style-type: none"> How food turns into energy Food handling methods Food pyramid rules Influence of culture on food 	<ul style="list-style-type: none"> How food turns into energy Food handling methods Food pyramid rules Influence of culture on food 	K
1	<ul style="list-style-type: none"> Careless and careful behavior Predicting consequences of actions Being responsible Rules of safe play Safe and unsafe fire prevention routines Keeping your body safe Routines for body care Private body parts Types of touches How to get and not get help Relief skills 	<ul style="list-style-type: none"> Role of food Effects of healthful vs. unhealthful foods Setting goals Decision-making steps How food turns into energy through the body Food handling methods Food pyramid rules Influence of culture on food 		<ul style="list-style-type: none"> Role of food Effects of healthful vs. unhealthful foods Setting goals Decision-making steps How food turns into energy through the body Food handling methods Food pyramid rules Influence of culture on food 	<ul style="list-style-type: none"> Role of food Effects of healthful vs. unhealthful foods Setting goals Decision-making steps How food turns into energy through the body Food handling methods Food pyramid rules Influence of culture on food 	<ul style="list-style-type: none"> Role of food Effects of healthful vs. unhealthful foods Setting goals Decision-making steps How food turns into energy through the body Food handling methods Food pyramid rules Influence of culture on food 	<ul style="list-style-type: none"> Role of food Effects of healthful vs. unhealthful foods Setting goals Decision-making steps How food turns into energy through the body Food handling methods Food pyramid rules Influence of culture on food 	<ul style="list-style-type: none"> Role of food Effects of healthful vs. unhealthful foods Setting goals Decision-making steps How food turns into energy through the body Food handling methods Food pyramid rules Influence of culture on food 	<ul style="list-style-type: none"> Role of food Effects of healthful vs. unhealthful foods Setting goals Decision-making steps How food turns into energy through the body Food handling methods Food pyramid rules Influence of culture on food 	<ul style="list-style-type: none"> Role of food Effects of healthful vs. unhealthful foods Setting goals Decision-making steps How food turns into energy through the body Food handling methods Food pyramid rules Influence of culture on food 	1	
2	<ul style="list-style-type: none"> Safe vs. unsafe Safety rules and laws Common hazards Emergencies getting help, acting quickly Protecting the brain Acting responsibly Relief skills Predicting consequences of safe and unsafe actions Practicing personal safety routines Types of touches 	<ul style="list-style-type: none"> Role of nutrients Number of daily servings food pyramids Role of good breakfast Classifying and evaluating Making responsible food choices Nutrition and self-worth Implementing goals Choosing healthful vs. unhealthful influence choices 		<ul style="list-style-type: none"> Role of nutrients Number of daily servings food pyramids Role of good breakfast Classifying and evaluating Making responsible food choices Nutrition and self-worth Implementing goals Choosing healthful vs. unhealthful influence choices 	<ul style="list-style-type: none"> Role of nutrients Number of daily servings food pyramids Role of good breakfast Classifying and evaluating Making responsible food choices Nutrition and self-worth Implementing goals Choosing healthful vs. unhealthful influence choices 	<ul style="list-style-type: none"> Role of nutrients Number of daily servings food pyramids Role of good breakfast Classifying and evaluating Making responsible food choices Nutrition and self-worth Implementing goals Choosing healthful vs. unhealthful influence choices 	<ul style="list-style-type: none"> Role of nutrients Number of daily servings food pyramids Role of good breakfast Classifying and evaluating Making responsible food choices Nutrition and self-worth Implementing goals Choosing healthful vs. unhealthful influence choices 	<ul style="list-style-type: none"> Role of nutrients Number of daily servings food pyramids Role of good breakfast Classifying and evaluating Making responsible food choices Nutrition and self-worth Implementing goals Choosing healthful vs. unhealthful influence choices 	<ul style="list-style-type: none"> Role of nutrients Number of daily servings food pyramids Role of good breakfast Classifying and evaluating Making responsible food choices Nutrition and self-worth Implementing goals Choosing healthful vs. unhealthful influence choices 	<ul style="list-style-type: none"> Role of nutrients Number of daily servings food pyramids Role of good breakfast Classifying and evaluating Making responsible food choices Nutrition and self-worth Implementing goals Choosing healthful vs. unhealthful influence choices 	2	
3	<ul style="list-style-type: none"> Safe at home and away Responsible safety strategies Safe environments Turning unsafe into safe Identifying emergencies Concept of risk Setting personal goals Defining child abuse and violence Practicing personal safety Using relief skills How to be assertive 	<ul style="list-style-type: none"> All about nutrition Reading food labels Responsible food use Nutritional guidelines Food handling and labeling Thinking patterns that affect eating Ranking foods for energy and nutrients Testing recipes Food pyramids Setting nutritional goals Identifying influences 		<ul style="list-style-type: none"> All about nutrition Reading food labels Responsible food use Nutritional guidelines Food handling and labeling Thinking patterns that affect eating Ranking foods for energy and nutrients Testing recipes Food pyramids Setting nutritional goals Identifying influences 	<ul style="list-style-type: none"> All about nutrition Reading food labels Responsible food use Nutritional guidelines Food handling and labeling Thinking patterns that affect eating Ranking foods for energy and nutrients Testing recipes Food pyramids Setting nutritional goals Identifying influences 	<ul style="list-style-type: none"> All about nutrition Reading food labels Responsible food use Nutritional guidelines Food handling and labeling Thinking patterns that affect eating Ranking foods for energy and nutrients Testing recipes Food pyramids Setting nutritional goals Identifying influences 	<ul style="list-style-type: none"> All about nutrition Reading food labels Responsible food use Nutritional guidelines Food handling and labeling Thinking patterns that affect eating Ranking foods for energy and nutrients Testing recipes Food pyramids Setting nutritional goals Identifying influences 	<ul style="list-style-type: none"> All about nutrition Reading food labels Responsible food use Nutritional guidelines Food handling and labeling Thinking patterns that affect eating Ranking foods for energy and nutrients Testing recipes Food pyramids Setting nutritional goals Identifying influences 	<ul style="list-style-type: none"> All about nutrition Reading food labels Responsible food use Nutritional guidelines Food handling and labeling Thinking patterns that affect eating Ranking foods for energy and nutrients Testing recipes Food pyramids Setting nutritional goals Identifying influences 	<ul style="list-style-type: none"> All about nutrition Reading food labels Responsible food use Nutritional guidelines Food handling and labeling Thinking patterns that affect eating Ranking foods for energy and nutrients Testing recipes Food pyramids Setting nutritional goals Identifying influences 	3	
4	<ul style="list-style-type: none"> Safety hazards Things that hurt your body Caution signs Taking responsibility Designing vs. harnessing Making safe decisions Types of abuse Right to privacy Dealing with a trusted adult Predicting consequences of not willing Practicing refusal and communication skills 	<ul style="list-style-type: none"> Digestive process Carotids Energy and nutrients Responsible eating and exercise Meal planning Autistic and sensory preferences Eating disorders Food groups Influences on food choices Healthful gut action 		<ul style="list-style-type: none"> Digestive process Carotids Energy and nutrients Responsible eating and exercise Meal planning Autistic and sensory preferences Eating disorders Food groups Influences on food choices Healthful gut action 	<ul style="list-style-type: none"> Digestive process Carotids Energy and nutrients Responsible eating and exercise Meal planning Autistic and sensory preferences Eating disorders Food groups Influences on food choices Healthful gut action 	<ul style="list-style-type: none"> Digestive process Carotids Energy and nutrients Responsible eating and exercise Meal planning Autistic and sensory preferences Eating disorders Food groups Influences on food choices Healthful gut action 	<ul style="list-style-type: none"> Digestive process Carotids Energy and nutrients Responsible eating and exercise Meal planning Autistic and sensory preferences Eating disorders Food groups Influences on food choices Healthful gut action 	<ul style="list-style-type: none"> Digestive process Carotids Energy and nutrients Responsible eating and exercise Meal planning Autistic and sensory preferences Eating disorders Food groups Influences on food choices Healthful gut action 	<ul style="list-style-type: none"> Digestive process Carotids Energy and nutrients Responsible eating and exercise Meal planning Autistic and sensory preferences Eating disorders Food groups Influences on food choices Healthful gut action 	<ul style="list-style-type: none"> Digestive process Carotids Energy and nutrients Responsible eating and exercise Meal planning Autistic and sensory preferences Eating disorders Food groups Influences on food choices Healthful gut action 	4	
5	<ul style="list-style-type: none"> Defining First Aid Helping others Rules for emergencies Decision-making steps First Aid skills Major vs. minor emergencies Avoiding risk Sequel to treatment Assertiveness Relief skills Locating resources for help 	<ul style="list-style-type: none"> Nutrition in the core Good food handling practices Responsible appetizer choices Individual, family and community food choices Life cycle and change Setting personal goals Understanding healthful eating Setting dietary guidelines Influences on food choices Shopping and budgeting 		<ul style="list-style-type: none"> Nutrition in the core Good food handling practices Responsible appetizer choices Individual, family and community food choices Life cycle and change Setting personal goals Understanding healthful eating Setting dietary guidelines Influences on food choices Shopping and budgeting 	<ul style="list-style-type: none"> Nutrition in the core Good food handling practices Responsible appetizer choices Individual, family and community food choices Life cycle and change Setting personal goals Understanding healthful eating Setting dietary guidelines Influences on food choices Shopping and budgeting 	<ul style="list-style-type: none"> Nutrition in the core Good food handling practices Responsible appetizer choices Individual, family and community food choices Life cycle and change Setting personal goals Understanding healthful eating Setting dietary guidelines Influences on food choices Shopping and budgeting 	<ul style="list-style-type: none"> Nutrition in the core Good food handling practices Responsible appetizer choices Individual, family and community food choices Life cycle and change Setting personal goals Understanding healthful eating Setting dietary guidelines Influences on food choices Shopping and budgeting 	<ul style="list-style-type: none"> Nutrition in the core Good food handling practices Responsible appetizer choices Individual, family and community food choices Life cycle and change Setting personal goals Understanding healthful eating Setting dietary guidelines Influences on food choices Shopping and budgeting 	<ul style="list-style-type: none"> Nutrition in the core Good food handling practices Responsible appetizer choices Individual, family and community food choices Life cycle and change Setting personal goals Understanding healthful eating Setting dietary guidelines Influences on food choices Shopping and budgeting 	<ul style="list-style-type: none"> Nutrition in the core Good food handling practices Responsible appetizer choices Individual, family and community food choices Life cycle and change Setting personal goals Understanding healthful eating Setting dietary guidelines Influences on food choices Shopping and budgeting 	5	
6	<ul style="list-style-type: none"> First Aid skills Sports injury prevention Dealing emergencies Safety and personal safety; hazards and routines Healthful Hug and other emergency skills Relief skills Gang pressures Importance of communication Predicting consequences of violence Sequel harassment Respect for self and others Resources for getting help 	<ul style="list-style-type: none"> Responsible patterns Meal planning Shopping methods, needs, and distinct products Setting personal nutrition Community nutrition Reading food labels Comparing unit prices Healthfulness reasons for eating Eating disorders Dietary guidelines Analyzing influences 		<ul style="list-style-type: none"> Responsible patterns Meal planning Shopping methods, needs, and distinct products Setting personal nutrition Community nutrition Reading food labels Comparing unit prices Healthfulness reasons for eating Eating disorders Dietary guidelines Analyzing influences 	<ul style="list-style-type: none"> Responsible patterns Meal planning Shopping methods, needs, and distinct products Setting personal nutrition Community nutrition Reading food labels Comparing unit prices Healthfulness reasons for eating Eating disorders Dietary guidelines Analyzing influences 	<ul style="list-style-type: none"> Responsible patterns Meal planning Shopping methods, needs, and distinct products Setting personal nutrition Community nutrition Reading food labels Comparing unit prices Healthfulness reasons for eating Eating disorders Dietary guidelines Analyzing influences 	<ul style="list-style-type: none"> Responsible patterns Meal planning Shopping methods, needs, and distinct products Setting personal nutrition Community nutrition Reading food labels Comparing unit prices Healthfulness reasons for eating Eating disorders Dietary guidelines Analyzing influences 	<ul style="list-style-type: none"> Responsible patterns Meal planning Shopping methods, needs, and distinct products Setting personal nutrition Community nutrition Reading food labels Comparing unit prices Healthfulness reasons for eating Eating disorders Dietary guidelines Analyzing influences 	<ul style="list-style-type: none"> Responsible patterns Meal planning Shopping methods, needs, and distinct products Setting personal nutrition Community nutrition Reading food labels Comparing unit prices Healthfulness reasons for eating Eating disorders Dietary guidelines Analyzing influences 	<ul style="list-style-type: none"> Responsible patterns Meal planning Shopping methods, needs, and distinct products Setting personal nutrition Community nutrition Reading food labels Comparing unit prices Healthfulness reasons for eating Eating disorders Dietary guidelines Analyzing influences 	<ul style="list-style-type: none"> Responsible patterns Meal planning Shopping methods, needs, and distinct products Setting personal nutrition Community nutrition Reading food labels Comparing unit prices Healthfulness reasons for eating Eating disorders Dietary guidelines Analyzing influences 	6

THE GREAT BODY SHOP

Monthly Schedule of Units Of Study
(Student Issues are mailed monthly in the month prior to use.)

<p>MONTH ONE</p> <p>K. How To Stay Safe L. Let's Stay Safe 2. Safe At Home, Safe Away 4. Community Safety 5. First Aid Facts 6. Allergic And Asthma</p>	<p>MONTH SIX</p> <p>K. Learning To Handle And I Care L. Handle, Deal, And In Control 2. Handle - And How You Care 3. Handle - My Family, My Army 4. Be Cool, Keep Clean, Cleaning Up 6. The Reproductive System</p>
<p>MONTH TWO</p> <p>K. The Five Senses 1. Hear It, I Do 2. How You Think 3. The Better To See You 4. Let's Talk, To-oh 5. Reunite Your Central Nervous System 6. Goals</p>	<p>MONTH SEVEN</p> <p>K. No Drugs, No Way! 1. Drugs And You 2. Drugs And You 3. Drugs And You 4. Stay Drug Free! Build Your Assets 5. Danger Ahead: The Truth About Drugs 6. Addictions</p>
<p>MONTH THREE</p> <p>K. Adventure In Food 1. Hear It, I Do 2. The Wild World Of Food 3. Let's Eat 4. The Digestive System 5. You Ask, What You Eat 6. Eat Right, Eat Right</p>	<p>MONTH EIGHT</p> <p>K. Learning To L. Let's Deal 2. Learning - How Much You Know 3. Learning - How Much You Know 4. HIV And The Immune System 5. About Blood And HIV 6. Addictions</p>
<p>MONTH FOUR</p> <p>K. The Family Team 1. All About Me 2. Your Team, I'm Not Having 3. Learning To Team 4. No Smoking 5. Low Your Voice 6. Keep It In Your Lane</p>	<p>MONTH NINE</p> <p>K. Keeping Clean And Healthy 1. How I Eat 2. My Skin And Me 3. When Bacteria Goes Bad 4. Your Incredible Hearing Machine 5. All The Parts Of 6. A Healthy Environment</p>
<p>MONTH FIVE</p> <p>K. My Body Is Special 1. How I Feel 2. When I Feel Alright 3. I Love Your Attitude 4. It's My Body 5. I Love Your Attitude 6. What Is Stress?</p>	<p>MONTH TEN</p> <p>K. Every Day Play 1. How I Feel 2. My Skin And Me 3. Learning To Team 4. Learning To Team 5. Learning To Team 6. The Reproductive System</p>

Name: _____

Copyright © _____

In Summary...

- Meets State and National Standards
- Sequential
- Monthly Themes-10
- Once a week!
- Student Issue-annually updated

Customize

THE GREAT BODY SHOP
TOPIC SCOPE AND SEQUENCE

THE GREAT BODY SHOP
WELCOME

GREAT THE BODY SHOP
Come in and learn about your body!

Your Heart—Small but Strong
Can you guess which is the real heart? Put an X next to the picture.
Our hearts are very important.
They work hard all day and all night. They work faster when we run around. They slow down when we sleep. They keep working every single second as long as you are alive. The heart is like a machine that is always working. This is why the heart is called the hardest working machine.
Do you want to find out more about the heart? Then look inside!

Will the real heart please stand up?

Name: _____

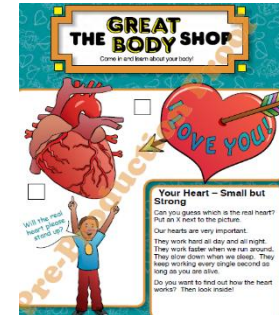
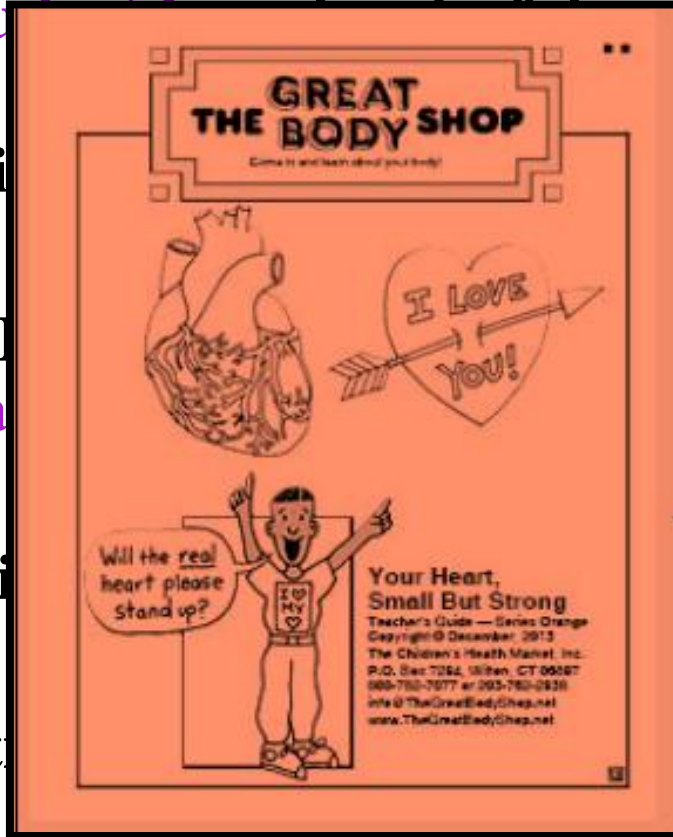
Copyright © 2014 The Children's Health Market, Inc. P.O. Box 7294, Wino, CT 06897 www.TheGreatBodyShop.net SIGDA

Any Questions?



The Common Core

- ❑ The 8 page **Student** **Activity** **Book** contains contemporary **Family Bulletin**
- ❑ Each Student **Activity** **Book** contains **academic vocabulary**
- ❑ **Text Complexity**
- ❑ **Reading, Writing**



Additional focus on **comprehension**.

Used in evidence

Aligned to The Common Core

Reading

- Informational text
- Strategies
- Text complexity

Language

- Academic vocabulary

Speaking/Listening

- Collaboration
- Group work

Writing

- Summary
- Argument/persuasion
- Explanatory

Let's Take a Look . . .

Can you find examples:

Anchor Standards

- Reading:
 - Key Ideas and details
 - Craft and structure
 - Integration of knowledge and ideas
 - Text Complexity
- Writing
- Language
- Speaking and Listening
- Decision Making Skills
- Social Emotional Learning
- Refusal Skills
- Bully Prevention
- Critical Thinking skills

Middle School



Classroom



Families



Students

Body Systems

Level 1-Lesson 1

Cooperative Learning

Informational Text

THE GREAT BODY SHOP

The Children's Health Market, Inc.

Level 1

Body Systems

Many Systems, One Body... Working Together to Keep You Going!

Have you ever wondered why some people compare the body to a machine... or a city... or even a football team? That's because the body is made up of lots of different parts and team members, each with a different job. When all of the parts work together the way they should, the machine is high functioning, the city becomes a nice place to live and the football team wins the championship game! As weird as it sounds, this is exactly how the body works.

Let's take a look at your body systems. They're incredible! They have systems inside of systems. Each system has a particular job to do and has many sub-systems to help it do its job. Check out the gastrointestinal system. It is made up of smaller parts, like the stomach, the small intestine and the large intestine - they are all part of the team.

The immune system is much like the football team. The coach calls the plays for both offense and defense, while the players are different types of white blood cells, lymph nodes and the spleen. When a germ enters the body, the coach (a certain type of white blood cell called the T-lymphocytes) starts barking orders to the players for a defensive play. The B-lymphocytes act like a defensive line and start making antibodies that block the germ. Then the macrophages (which have been sitting

on the bench in the spleen) get moving onto the field to destroy the germs (actually they eat them)!

Just the way coaches and players enjoy working together to secure a team win, the gastrointestinal and immune systems like to work together. But if something goes wrong with one system, it affects another system. Let's say you ate some food with bad germs on it (or worse yet - you forgot to wash your hands before you ate), the gastrointestinal system would break down the food (germ and all) for the body to use. But, by the time the germs reach the intestines, the immune system better have destroyed those germs.

Otherwise, Montezuma's Revenge might hit - big time! The immune system goes into overdrive to try and rid the body of bad germs, while the gastrointestinal system moans and groans in discomfort.

When body systems need each other to work properly, we call this "interdependence." When everything is working well, the body is healthy. When something goes wrong with one system, it usually means trouble for another. The following information explains the name, function and some major parts of the body systems you will be studying. Think about how they might affect one another. What would you compare your body to?



In this issue:

- Body systems (what's inside me and how it works)
- Interrelationships between systems (in other words, how everything works together)

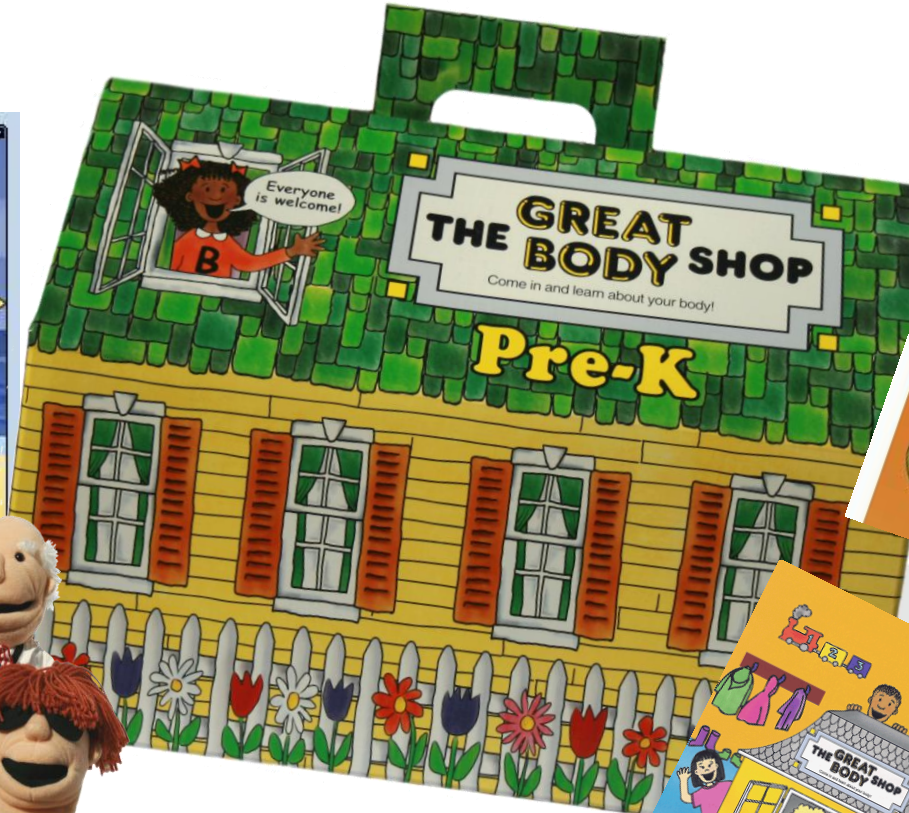
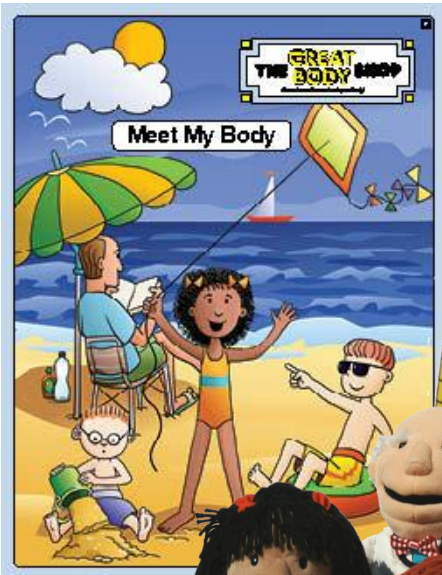
Presentations

Research

Any Questions?



Pre-K



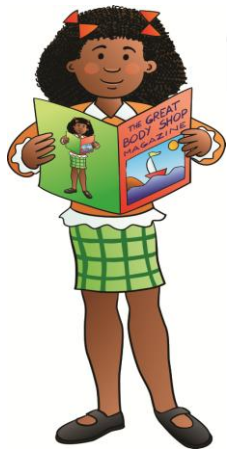
Units

THE GREAT BODY SHOP

Month 1 <i>We Stay Safe</i>	Month 2 <i>This is My Body</i>	Month 3 <i>I Like Good Food</i>	Month 4 <i>This is My Family</i>	Month 5 <i>Special Me</i>	Month 6 <i>I Stay Healthy</i>	Month 7 <i>Good Things In, Bad Things Out</i>	Month 8 <i>Clean and Dirty</i>	Month 9 <i>My Healthy World</i>	Month 10 <i>Fit and Fun</i>
<ul style="list-style-type: none"> * Define safe * Safe and unsafe * Define rules * Follow rules for dances, home community * Hazards including lightning, poison, matches, fire safety * Safety helpers, parents, teachers * Transportation safety, seatbelts, helmets, car seats * Emergency response * Safety words * Respect for laws * Playground safety * Stop, look, listen * How to get help * Self care * Responsibility * Stop, drop and roll * Police officers, firefighters * Bus safety * Guns * Problem solving 	<ul style="list-style-type: none"> * Identify and name body parts * Location of the body parts * Five senses * Movement, locomotor, gross motor * Individual differences * Uniqueness * Respect for others * Special traits * Growth, change and development * Similarities and differences in bodies * Self-care * Fine motor skills * Abilities and disabilities * Life changes * Family chores * Personal responsibilities * It call name * Compare humans to other living things * Compare and contrast * Appreciation of differences 	<ul style="list-style-type: none"> * Define food * Types of food * Using things * Define healthy * Healthy vs. unhealthy food * Wash hands and food * Mirrors * Foods around the world (culture) * Similarities and differences in foods * Try new foods * Media awareness * Special diets * Safety of foods * Foods for people * Foods for animals * Food pyramid for young children * Food safety * Identify preferences * Sources of food * Dairy * Predicting consequences * Hygiene 	<ul style="list-style-type: none"> * Define family * Identify family members * Share my family and your family * Artist families * People families around the world * Jobs in the family * Responsibilities * Family list * Physical activity * Cultural celebrations * Respect for others * Cooperation * Communication * Compare and contrast * Family stories * Types of families * Respect for diversity * Family chores * Helping others * Teamwork 	<ul style="list-style-type: none"> * Personalities * Uniqueness and differences * Feeling words * Feeling pictures * Appropriate ways to show feelings * How to stress * Love and trust * Communication * Expressing needs, wants and feelings * Personal safety * Types of teachers * Where to go for help * Imagination and creativity * Anger management * Talents, hobbies * Personal strengths * Self-esteem * Respect for self/other * Appreciation of diversity * Empathy * Trained adults * Refusal skills * No, go and tell 	<ul style="list-style-type: none"> * Define sick and well * Doctors, dentists, nurse/health professionals * Remoticians * Self-care * Health and hygiene routines * Brush teeth, bathe * Hygiene, wash hands, sneeze into sleeve * Medicine rules * Describe how you feel and who to tell * Identify common health problems of children * Alcohol, tobacco * Drugs * Mr. YUK * Unsafe things * Responsibility * Making decisions * Safe food and drinks * Dangerous foods, drinks * Respect for laws 	<ul style="list-style-type: none"> * Things that can hurt the body * Poison safety: cleaning solutions, dry things, soap, needles, gas, disinfectant, old food, paints, etc. * Define medicine * Medicine rules * Candy lock, allergies, food vs. drugs * Refusal skills * Getting help * Things that are for adults but not for children * Alcohol, tobacco * Drugs * Mr. YUK * Unsafe things * Responsibility * Making decisions * Safe food and drinks * Dangerous foods, drinks * Respect for laws 	<ul style="list-style-type: none"> * Define clean and dirty * Identify things that need to be cleaned * What to share * Don't share personal items * Self-care routines * Hygiene routines * Hand washing, tooth brushing, toilet hygiene, bathing * Responsibility * Service to family * Cleaning up the classroom * Germs that can spread * Predict consequences * Use decision making skills * Daily routines * Helping others * Prevention 	<ul style="list-style-type: none"> * Keeping the home safe and healthy * Safe community * Helping others * City rules and laws * Products and services * Define pollution * Types of pollutants * Responsibilities for our world * Define career * Types of careers * Goal setting * Health and safety professionals * Second-hand smoke * Weather hazards * Sock-in-the-eye * Handicap facilities * Doctors, dentists, nurses * Check ups * Making homes healthy and safe * Jobs and chores * Healthy outside cities * Recycle, reduce, reuse 	<ul style="list-style-type: none"> * Define fitness * Bending for flexibility * Play and exercise * Lo cometers and gross motor movement * Walk, run, gallop * Large muscle movements * Sports safety * Equipment * Environmental hazards * Citizenship * Sportsmanship * Conflict resolution * Fair play * Family fitness * Eye-hand coordination * Safe play * Rules for play * Physical activities



Diverse, Multi-Sensory, and Skill-Based



Teacher's Tool Chest



Tools For Teachers

- **Annually updated Student Issues**
- **Reinforcement Activities**
- **Assessments-Authentic and Performance-based**
- **Skill-based scripted lessons**
- **Critical Thinking Skills**
- **Differentiated Materials**



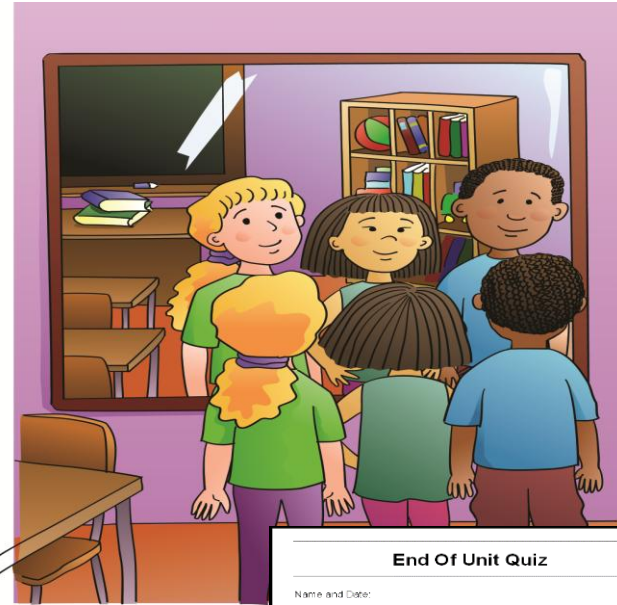
Tools for Children/Families

- **Family Bulletin**
- **Parent-Child Activities**
- **Kindergarten Music**
- **Student Issues**
- **Multi-lingual Materials**



Assessments

- Traditional
- Alternative
- Authentic
- Performance-based
- Customization



End Of Unit Quiz

Name and Date: _____

Instructions: Fill in the circle next to the yes if you agree with the sentence. Fill in the circle next to the no if you don't agree. Try to color the circle, without going out of the lines.

Your heart stops to rest at night.	Yes <input type="radio"/>	No <input type="radio"/>
Your heart pumps blood by changing directions.	Yes <input type="radio"/>	No <input type="radio"/>
You can count how fast your heart is beating by feeling the pulse in your neck.	Yes <input type="radio"/>	No <input type="radio"/>
Eating foods high in salt, fat and sugar are good for your heart.	Yes <input type="radio"/>	No <input type="radio"/>
Aerobic exercise moves the heart slowly.	Yes <input type="radio"/>	No <input type="radio"/>
Bright red blood is full of oxygen.	Yes <input type="radio"/>	No <input type="radio"/>
You can catch a heart attack, like the flu.	Yes <input type="radio"/>	No <input type="radio"/>
It is important to treat people with heart problems with respect.	Yes <input type="radio"/>	No <input type="radio"/>
You can take responsibility for keeping your heart healthy.	Yes <input type="radio"/>	No <input type="radio"/>
The heart is a symbol for love and is real body part.	Yes <input type="radio"/>	No <input type="radio"/>

Universal Access

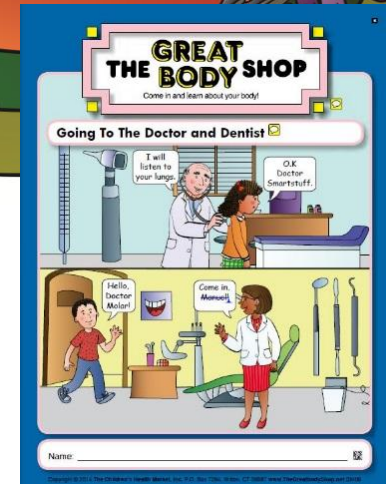
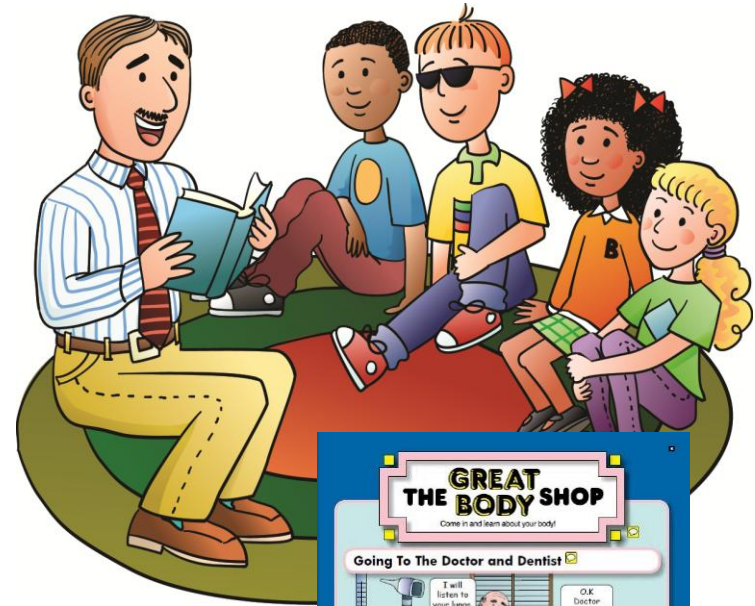
1. NIMAS Standards
2. Spanish Materials
3. Inclusive
4. Multicultural
5. Diverse Learners

Best Practice Tips

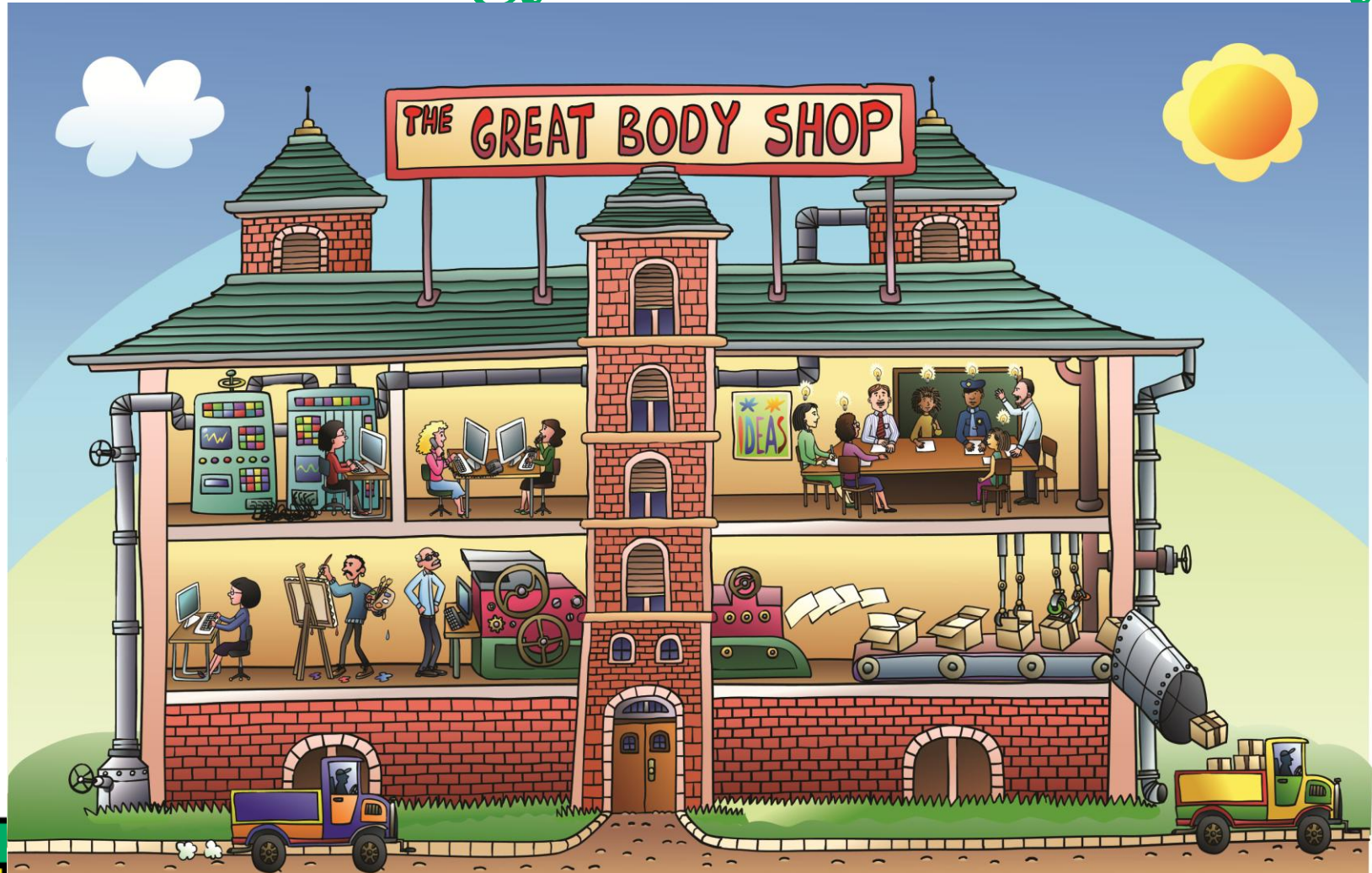
Reinforcement Activities

Alternative Assessments

Reading



Technology and Accountability



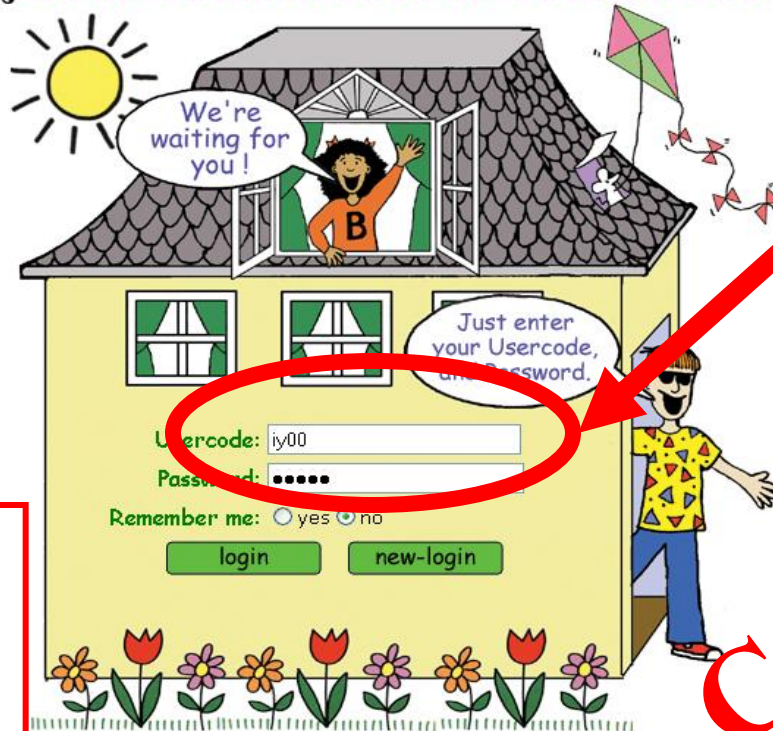
www.TheGreatBodyShop.net

Progress Monitoring



Current Customers

- Featured Schools
- The Pre-K Program
- The K-6 Program
- The Middle School Program
- Coordinated School Health
- Getting The Program
- Current Customers



View TG
Upload BLM
Standards Explorer
~~Log Instruction~~

Customize

Professional Development



Customize

- Consultation Services
- **Technical Assistance**
- Staff Development
- **Demonstration Lessons/Site Visits**

- **Basic Teacher Orientation**
- **Train the Trainer Model**
- **Technology**
- **Sensitive Topics**
- **Common Core**
- **Social and Emotional Learning**

Thank you!



Web Site: www.TheGreatBodyShop.net

E-Mail: Info@TheGreatBodyShop.net

Susan@TheGreatBodyShop.net

Phone: (800) 782-7077