

# healthy NEWZ 4U

Brought to you by Wellmark Blue Cross and Blue Shield and the Iowa Newspaper Foundation

## In this Issue For Teachers:

In this issue of *Healthy Newz 4U*, you'll find tips and hints for staying healthy and feeling great...everyday.

- Mastering the Challenge of Being Organized
- Good Bye Pyramid; Hello MyPlate
- Stepping Out of the Shyness Shell

To get reliable and timely information, check out your local newspaper to learn about issues that matter to you.

*Healthy Newz 4U* provides you with activities and information to help your students stay healthy — inside and out. It will also help you and your students use the local newspaper as a virtual textbook for health and wellness curriculum, build literacy, critical thinking, writing skills and more.

Follow these icons for simple interactive classroom activities.



Objective



Start the discussion



Classroom activity



Extra information to supplement discussion or classroom activities

### Healthy Kids Act

The content in *Healthy Newz 4U* supports the goals and mission of the Healthy Kids Act of Iowa. Incorporate this curriculum into your lesson plans today and teach students about the importance of health and wellness that will last a lifetime.

## Mastering the Challenge of Being Organized

Whether it's writing a book report or rearranging a bedroom, the keys to successfully getting the job done include getting organized and staying focused. Yet, it can be challenging for young and old alike to do what it takes to get the job done, from homework to chores. Your students' version of *Healthy Newz 4U* includes an article on ways to be more organized and focused.



### Objective

The following activity will help students understand the role distractions play on staying focused.



### Start the discussion: Mastering the Challenge of Being Organized

- Ask students what chores they have at home. List these on the board.
- Ask what homework they have. List these on the board.
- Ask what a barrier is. Explain to the students that a barrier keeps them from doing something. Barriers can be physical such as a fence, or inanimate like a preoccupied mind.
- Ask what barriers have prevented them from completing a school or home project.



### Classroom activity: Mastering the Challenge of Being Organized

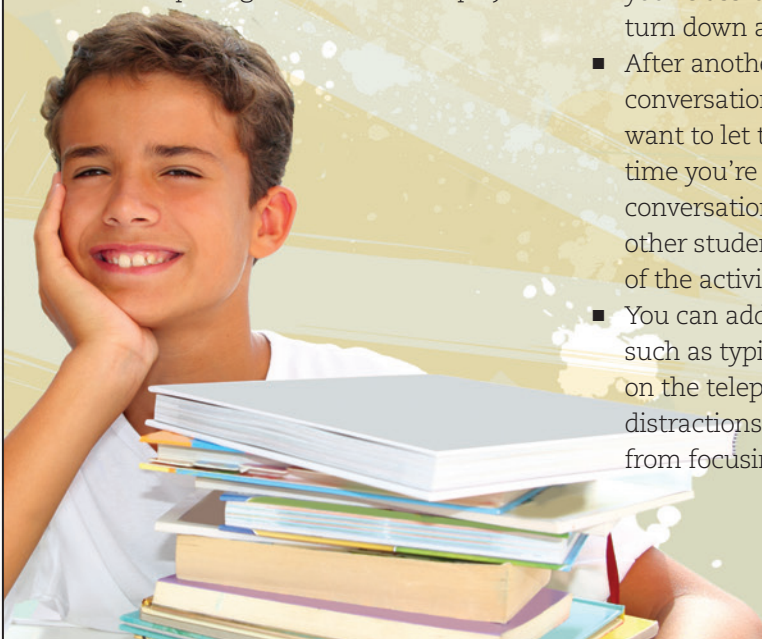
**Goal:** Help students understand how distractions become barriers to getting work done.

**Materials:** Copies of local newspaper, pencil and paper or computer

**Class Time:** 30 minutes

**Activity:** Have students choose a section of the newspaper — news, features, sports, comics, etc. Tell students they have 10 minutes to read their section and then they will discuss what they've read. Set a timer for 10 minutes.

- After one minute, turn up the volume on your classroom computer, radio or TV; turn down after 30-60 seconds.
- After another minute or so, start up a conversation with a student. (You may want to let the student know ahead of time you're going to do this.) Keep the conversation going for a minute or so. If other students join in, that's fine. It's part of the activity.
- You can add other distractions as well, such as typing on your computer, talking on the telephone, etc. These are all distractions which can keep students from focusing.



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## Mastering the Challenge of Being Organized

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- After five minutes, take a look at what students are doing. Write these down on a piece of paper. Some students may still be busy reading the paper, while others may be engaged in the conversation that was started. Others may be fidgeting or daydreaming.
- Stop the activity at any point. Ask students to spend the next five minutes writing down what they recall from the articles they read. They can use bullet points or write summaries.
- When time is up, ask the students if there were any distractions or barriers that got in the way of their assignments. Note what you observed of their behavior at five minutes. Discuss with students that conversations and noise are all distractions that can prevent them from focusing.
- Discuss tips on ways to stay focused when doing a project or homework, using their newsletter as a resource.



## Goodbye Pyramid: Hello MyPlate

The U.S. Department of Agriculture has replaced the Food Guide Pyramid with a plate to make it easier for people to see how much of each food group they should have at a meal. MyPlate illustrates the five food groups using a familiar mealtime visual, a place setting.



### Objective

The following exercise will help students understand what they should eat each day from the five food groups: fruits, vegetables, grains, protein and dairy.



### Start the discussion: Goodbye Pyramid; Hello MyPlate

- Ask students what they know about the Food Guide Pyramid. Write answers on the board.
- Explain to students the U.S. Department of Agriculture, the agency that oversees nutritional standards, is making it easier for consumers to eat healthier. They have developed the new MyPlate icon to illustrate the five food groups using a familiar mealtime visual, a place setting.
- Explain MyPlate is part of a larger government project to help citizens make better food choices.
- Explain the new MyPlate icon emphasizes the fruit, vegetable, grains, protein and dairy food groups.

- Go through what each food group is and why it's important for good health (definitions included in student newsletter).
- On the board, draw a dinner plate as shown in the MyPlate icon with four sections on the plate and a smaller circle outside of the plate. Next to this, write "Foods to Eat in Moderation." Ask students for examples of foods that should go into each section.
- Discuss food choices as a group.



### Classroom activity: Goodbye Pyramid; Hello MyPlate

**Goal:** Help students transition from the Food Guide Pyramid to MyPlate, and learn how to use the new model.

**Materials:** Copies of local newspaper with grocery store inserts, MyPlate coloring sheet, crayons, markers or colored pencils, scissors and glue. The MyPlate coloring sheet is available to download at: [www.choosemyplate.gov/downloads/MyPlate/ColoringSheet.pdf](http://www.choosemyplate.gov/downloads/MyPlate/ColoringSheet.pdf).

**Class Time:** 30 minutes.

**Activity:** Using the newspaper as a foundation, have students create their own MyPlate.

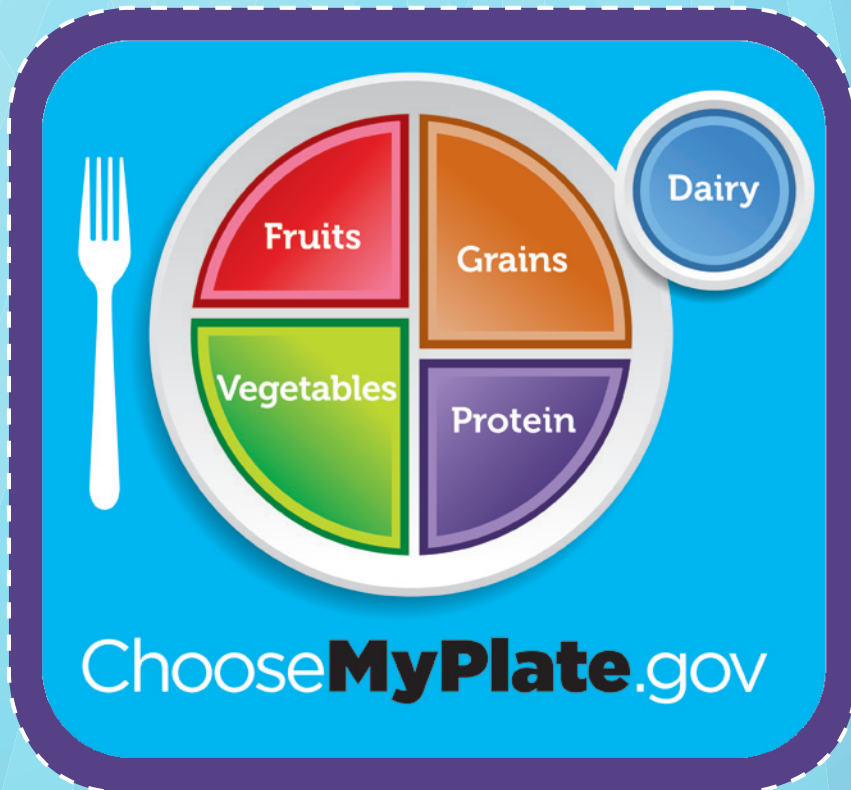
- If time permits, students can personalize their MyPlate coloring sheet.
- As individuals or in small groups, have students cut out pictures of their favorite foods from each food group from the grocery store inserts and glue them to the correct section of their MyPlate coloring sheet. If food items aren't available in the inserts, have them go through the newspaper and find other healthy food items they can write down in the correct section of the plate.
- When completed, have students share the foods they selected. Ask if they had difficulty choosing the different foods. Ask how they will use MyPlate at home.
- Encourage them to post either the MyPlate coloring sheet they completed or the MyPlate graphic from their newsletter on their refrigerators at home to act as a visual reminder of eating healthy.



### Out-of-Class Activity

As part of this new initiative, the USDA wants to see how consumers are putting MyPlate into action by encouraging consumers to take a photo of their plates and share on Twitter with the hash-tag #MyPlate. The USDA also wants to see where and

when consumers think about healthy eating. Take the downloadable plate image at: [www.cnpp.usda.gov/Publications/MyPlate/GraphicsSlick.pdf](http://www.cnpp.usda.gov/Publications/MyPlate/GraphicsSlick.pdf) and snap a photograph with MyPlate to share with the USDA Flickr Photo Group: [www.flickr.com/people/usdagov](http://www.flickr.com/people/usdagov).



*Source: U.S. Department of Agriculture (USDA).  
USDA does not endorse any products, services, or organizations.*

# Stepping out of the Shyness Shell

Very few people are outgoing all the time. Most are a little shy in new situations and some people are extremely shy until they feel comfortable in their surroundings.

As a teacher, you understand how shyness can affect a student both academically and socially. Your students' *Healthy Newz 4U* newsletter includes an article on tips for overcoming shyness.



## Objective

The following exercise will help students — both shy and outgoing — gain a better understanding of what shyness is and how to overcome it.



## Start the discussion: Stepping Out of the Shyness Shell

- Ask students how they define shyness. Write their answers on the board.
- Have a student read the definition of shyness from his or her issue of *Healthy Newz 4U*.
- Ask students to give examples of when they have experienced any of these emotions or physical sensations.



## Classroom activity: Stepping Out of the Shyness Shell

**Goal:** Share with all students a fun technique for overcoming shy situations.

**Materials:** Copies of local newspaper, pencil or pen and paper.

**Class Time:** 30 minutes.

**Activity:** Pretending to be a reporter is a good way for somebody who is shy to learn to feel more comfortable. Asking questions is a great way to start conversations.

- Ask students what a reporter is. Explain to them reporters ask questions to get the information needed to write their stories for the newspaper, website, radio or TV. The people they interview are called “sources.”

- Ask each student to find a news or feature story in the local newspaper and determine what questions the reporter asked the source of the interview.
- Divide students into groups of two. Tell them they are going to role-play being a reporter and being a source.
- The reporter has two minutes to prepare a list of five questions. A reporter always comes prepared with questions for an interview. These are very similar to the “conversation starters” mentioned in the article in the students’ issue.
- The students can use a story in the newspaper as a subject for the interview. For example, if there is a story about a local school board decision, the reporter can ask follow up questions to the source. For this exercise, the source doesn’t have to know the answers. They can make up an answer.
- Have students spend five minutes asking and answering questions; then reverse the role play.
- Encourage both the reporter and the source to focus on eye contact, introductions and small talk when conducting the interview.
- When everybody has had the chance to be both a reporter and a source, ask what they thought of the assignment. Did it make it easier to talk to the other person when they had a list of questions prepared? Is this technique something they can use when they find themselves feeling a little shy in new situations or with new people?

This program is brought to you by Wellmark Blue Cross and Blue Shield of Iowa and the Iowa Newspaper Foundation. We are proud to offer *Healthy Newz 4U* as a resource to help increase knowledge about health and wellness.



Find additional information online at [www.HealthyNewz4U.com](http://www.HealthyNewz4U.com).

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