

# healthy NEWZ 4U

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## In this Issue For Teachers:

- Help Students Develop a Healthy Self-Esteem
  - Playing Sports and Staying Safe
  - Food Portion Control
- To get reliable and timely information, check out your local newspaper to get the news about these and other 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 to 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

## Help Students Develop a Healthy Self-Esteem

Middle school is an important time for a student's development of self-esteem. It's about how much they feel valued, loved, accepted and thought of by others — and how much they value, love and accept themselves. And it plays a role in almost everything they do.



### Objective

The following exercise will help students understand the importance of a healthy self-esteem and how it can affect their overall health and wellness.



### Start the Discussion: Self-Esteem

We have all heard the term self-esteem, but sometimes it's difficult to define.

- What do you think self-esteem means?
- How do you think a low self-esteem can affect a person in their day-to-day activities?
- Do the things you say or do affect another person's self-esteem? How?
- Does it make you feel better when you say or do something nice for someone else? Why do you think that is?
- What are some other ways we can feel better about ourselves?



### Classroom ACTIVITY: Self-Esteem

**Goal:** Help students think about self-esteem as it relates to them and understand ways to improve their self-esteem.

**Materials:** Copies of local newspapers

**Class Time:** 30 minutes

### Activity:

Based on the discussion, identify ways the media influences self-esteem.

- Ask students to identify images in the newspaper and determine if those people project a positive or negative self-esteem; and determine how it might affect their own self-esteem.
- Ask students to identify stories or community involvement opportunities to help other people (walk-a-thon, fundraisers, etc.).
- Ask students to identify a story or picture and write a few sentences about how they relate a positive self-image to it.



## Self-Esteem,

continued



### Three Ways Teachers Can Foster Healthy Self-Esteem

#### 1. Think about words.

Students can be sensitive to what you say, especially when in front of their peers. Remember to give honest praise not only for a job well done, but also for effort.

**2. Be supportive.** Your support can boost your students' self-esteem. Give praise frequently and honestly, without overdoing it — students can tell whether something comes from the heart.

**3. Help students get involved.** Activities that encourage cooperation in addition to competition are especially helpful in fostering self-esteem. For example, mentoring programs in which an older student helps a younger one learn to read can do wonders for both kids.

Source: <http://kidshealth.org/>

## Playing Sports and Staying Safe

Many students are staying active with sports. But if students end up on the bench because of an injury, they could find themselves sidelined for an extended period of time.



### Objective

The following exercise will help students understand the importance of staying safe while playing sports.



### Start the Discussion: Sports Safety

Whether you're involved with an organized sport or just get together with your friends, many of you play sports.

- What are some of the sports that you play that require you to wear protective gear?
- Do you wear suggested protective gear every time you play that sport? Why or why not?
- Why do you think it's important for you to wear helmets, protective pads, proper shoes, etc.?
- Has anyone ever had a sports-related injury? What did you do to heal from that injury?
- How does following the rules of the game protect you from injuries?



### Classroom ACTIVITY: Sports Safety

**Goal:** Help students understand the importance of sports safety and how to avoid injuries.

**Materials:** Copies of local newspaper, sports section

**Class Time:** 30 minutes

#### Activity:

Based on the discussion today, identify information about sports safety in the local newspaper.

- Ask students to identify a sports story and write down the protective gear those athletes wear during games; explain why it's important to that sport.
- Ask students to locate news stories about sports related injuries and ask students to share their ideas about how the injury could've been prevented.
- Ask students to find stories or information about sports-related protective gear.



### Four Tips for Student Sport Safety

**1. Warm up and cool down.** Before students jump into the game or activity, start them with some moderate walking or stretching to get warmed up. The same goes for after the game. Walking slowly for a couple of minutes will give them the chance to cool down and lower their heart rate safely.

**2. Wear the right gear.** Protective gear, such as helmets, protective pads, and eye protection can help prevent major injuries. It's also important to make sure students are wearing appropriate shoes and clothing for the sport.

**3. Obey the rules of the game.** Many of the rules of the game are there for safety reasons. Make sure all team members understand the rules so no one gets hurt.

**4. Don't play when you're injured.** If someone is injured, sometimes the best way to heal is to rest. Playing with an injury will only make it worse and could extend recovery time. Encourage students to be patient and allow time to heal before jumping back into sports.

# Food Portion Control

Good nutrition is the key to being healthy. Knowing the right portion size is just as important, but sometimes it's difficult for students to figure out what a serving size actually looks like.



## Objective

The following exercise will help students understand healthy portion sizes.



## Start the Discussion: Portion Control

Understanding good nutrition is important, but it's also important to know what a portion size actually looks like.

- How many of you are familiar with the food pyramid nutrition guidelines? Do you apply those to your food choices every day?
- Do you think you could accurately identify a food portion size of each of the food groups?



## Classroom ACTIVITY: Portion Control

**Goal:** Help students understand what proper portions sizes look like and how to accurately estimate for good portion control.








**Materials:** Tennis ball, deck of cards, computer mouse, dice, baseball, copies of local newspaper

**Class Time:** 30 minutes

### Activity:

To help students better understand what a portion looks like, test their food portion knowledge compared to some familiar items.

**Hold up the following items and ask students to identify the food portion to which it applies.**

Item							
Correct Food Portion	3 oz. poultry or fish	2 Tbsp. peanut butter	1½ oz. cheese	small baked potato	serving of fruits or vegetables	small pancake or waffle	½ cup cooked rice or pasta

- Ask students to look through the local newspaper for food advertisements or recipes and identify the number of servings described.
- Ask students to describe challenges keeping food portion sizes under control when eating out and discuss possible solutions.
- Ask students to find information in the newspaper about tips for healthy nutrition and food portion sizes.

This program is brought to you by Wellmark Blue Cross and Blue Shield 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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