

# healthy NEWZ 4U

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

*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

## 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.

## For Teachers:

- In this issue of *Healthy Newz 4U*, you'll find tips and hints for staying healthy and feeling great... everyday.
- Technology brings new generation of bullies
  - Shake up your summer with a healthy lifestyle challenge
  - Ouch! That hurts — insect bites and stings
- To get reliable and timely information, check out your local newspaper to learn about these and other issues that matter to you.

# TECHNOLOGY Brings New Generation of Bullies

Bullying has hit the 21st century with new technology as the tool of choice. Cyberbullying uses technology such as social networking sites, texts and cell phones to harass, threaten, embarrass or hurt its victims. The student version of *Healthy Newz 4U* offers students tips for dealing with cyberbullies. Your version provides classroom activities to help students understand the ramifications of being a bully and the effects bullying can have on others.



## Objective

The following exercise will help students become aware of the damaging effects of cyberbullying and ways to deal with a cyberbully.



## Start the discussion: Technology Brings New Generation of Bullies

- Ask students what a cyberbully is. Explain that a cyberbully uses technology to pick on, embarrass or threaten its victims.
- Ask students how they would feel if they were the target of a cyberbully. List feelings on board.
- Ask students what they can do if they are being cyberbullied.
- Explain that cell phones and the Internet make it very easy to send a message or post a comment or picture you will regret.
- If your school district has a bullying policy, share it with the students. Ask students to explain the policy in their own words.

Sources: [www.stopbullyingnow.hrsa.gov/kids/do-you-bully.aspx](http://www.stopbullyingnow.hrsa.gov/kids/do-you-bully.aspx); [www.kidshealth.org](http://www.kidshealth.org)



## Classroom activity: Technology Brings New Generation of Bullies

**Goal:** Help students understand the ramifications of being a bully and the effects bullying can have on others.

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

**Class Time:** 30 minutes

**Activity:** Start the activity by finding the *Letters to the Editor* section of the newspaper. Explain that Americans often express their views by writing a letter to the editor of the local newspaper.

- Have students read the letters published in the newspaper and determine the format and tone of the letters. Discuss the different letters published. For example, many letters begin by referring to an article or letter previously published in the paper.
- As a class, in small groups or individually, have students write a letter to the editor of their local newspaper explaining the effects of cyberbullying.
- Post letters on bulletin board for students to read.

# Shake Up Your SUMMER ROUTINE

## with a Healthy Lifestyle Challenge

Summer vacation is almost here. This is a great time for students to have a little structure and improve their health at the same time with the *Healthy Lifestyle Challenge*. Not only does this challenge give students something to do, it will help improve their health by doing new and fun activities.



### Objective

The following exercise will help students maintain or improve their health during the summer months by focusing on new and fun activities to do and try.



### Start the discussion: *Shake Up Your Summer*

- Ask students what they like best about summer vacation. Answers will vary from hanging out with friends to relaxing at home.
- Ask students if they ever get bored during summer vacation. They may deny this or admit that after a while, summer gets a little long.
- Introduce the *Summer Lifestyle Challenge* to them by going

through the chart in their issue of *Healthy Newz* 4U.

- Go through the three different areas:
  - **MOVE MORE.** The goal of this challenge is to do a physical activity for at least 30 minutes five days a week. Try a new activity each week.
  - **EAT RIGHT.** This challenge involves trying foods students have never tried before. Each week, the student goes with their parent to the grocery store. In the produce department, they select a different item to try. They then prepare the fruit or vegetable for a snack or make a meal for their family using the new food. They can find healthy kid-friendly recipes at: [www.kidshealth.org](http://www.kidshealth.org) or [www.bam.gov/sub\\_foodnutrition/cooltreats.html#](http://www.bam.gov/sub_foodnutrition/cooltreats.html#). Your local newspaper may also publish healthy recipes.

Take the Healthy Lifestyle Challenge this Summer!	Move More	Eat Right	
	List some new activities you would like to try: _____ _____ _____ _____	List some new fruits and vegetables you would like to try: _____ _____ _____	
	Activity	Day Completed	New Foods Tried
Week 1		S M T W T F S	
Week 2		S M T W T F S	
Week 3		S M T W T F S	
Week 4		S M T W T F S	

- **FEEL BETTER.** Sometimes kids get a bad rap for chilling out, but relaxing is an important part of a healthy lifestyle (the key being one part, not all the time). Working with their parents, students should try a new way to relax and reduce stress each week. For example, read a different genre of book each week – mystery, biography, science fiction, etc. Explore new interests or hobbies. Enjoy the outdoors.

- Ask students for ideas for rewards and incentives. Focus on healthy rewards and inexpensive incentives. Write these on the board and have students write ideas on their charts.

### Classroom activity: Shake Up Your Summer

**Goal:** Help students plan fun, healthy options to *move more*, *eat right* and *feel better* during summer vacation.

**Materials:** Copies of local newspapers, pencil and paper or computer and *Healthy Lifestyle Challenge* chart.

**Class Time:** 30 minutes.

**Activity:** Using the newspaper to build on the discussion, ask students for their ideas for each of the three categories of the challenge.

- Draw three columns on the board and label the columns: *Move More*. *Eat Right*. *Feel Better*.
- Ask students to go through the newspapers and identify activities that would fall into the *Move More* and *Feel Better* columns.

- Using grocery store inserts, have students identify foods they can try. Write these down in the *Eat Right* column.
- Invite students to share their thoughts on other ways to get physical exercise, eat healthy and reduce stress during the summer.
- Discuss the challenge and ways to implement at home.
- Review the community calendar to see what’s going on in their community. Have them write down activities and events that interest them. Write these on the board.

### Here’s how the challenge works.

The challenge includes three different focuses: *Move More*, *Eat Right* and *Feel Better*. At the beginning of each week, students select a new challenge to do in each category. Then keep track of their progress on the attached chart. Students should make sure to include their parents in their plans. Together, they should come up with a reward for meeting their challenges.

At the end of each week, students should evaluate their progress. Did they meet their goals? What got in their way? How did they feel? What did they learn? Students should discuss these questions with their parents and set new goals for the next week.

When the four weeks are up, students should evaluate how the challenge went. Did they have fun and most importantly, do they feel better? Whether there are rewards at the end or not, the ultimate goal of the Summer Healthy Lifestyle Challenge is to: *Move more*. *Eat right*. *Feel better!*

and vegetables you would like to try: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Feel Better

List some ways to chill you would like to try: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Liked	Disliked	Activity	Day Completed
			S M T W T F S
			S M T W T F S
			S M T W T F S
			S M T W T F S

# OUCH! That Hurts!



## Objective

The following exercise will help students understand the dynamics of a newspaper feature story.



## Start the discussion: *Ouch! That Hurts!*

- Ask students how many have been stung by a bee, wasp or hornet.
- Have them use adjectives or adjective phrases to explain the sensation of the sting or bite. Write these on the board.
- Ask how they treated the sting or bite.
- Ask how many have found a tick on them. Have students use adverbs or adverbial phrases to explain how it made them feel. Write these on the board.



## Classroom activity: *Ouch! That Hurts!*

**Goal:** Improve students' understanding of adjectives and adverbs in a fun, entertaining way.

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

**Class Time:** 30-45 minutes.

**Activity:** Using the newspaper as a foundation, write a feature story on a classmate's experience with insect bites and stings.

- Have students identify feature stories from the newspaper. Feature stories are usually in sections identified as *Life*, *Entertainment*, *People*, etc.

A feature story includes facts like a news story, but it also includes a human interest element. Features tell a story. They incorporate descriptions, quotes and anecdotes or stories unlike a news story that just includes the basic facts.

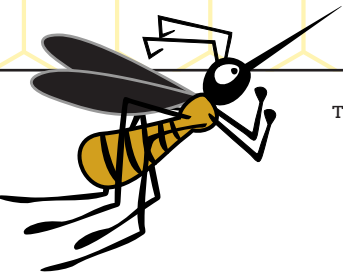
- Break students into groups of two.

Each student takes turn interviewing the other student about an experience he or she had with a bug bite or bee sting. If the student can't recall an experience, he or she can talk about an experience of somebody else. Students may start the interview with:

*Tell me about a time you were stung or bitten.*

They can ask more questions using the "five Ws and H" of journalism: who, what, where, when, why and how. In a feature story, they will want to use adjectives and adverbs to tell their stories. Students can use the list from the board to help them in their interviews.

- Once the interviews are complete, have students use their notes to write a feature story.
- You can determine the expectations of the assignment such as length, use of adjectives and adverbs, proper punctuation, etc.
- If desired, have students read their feature stories in class or post on a bulletin board for students to read on their own.



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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