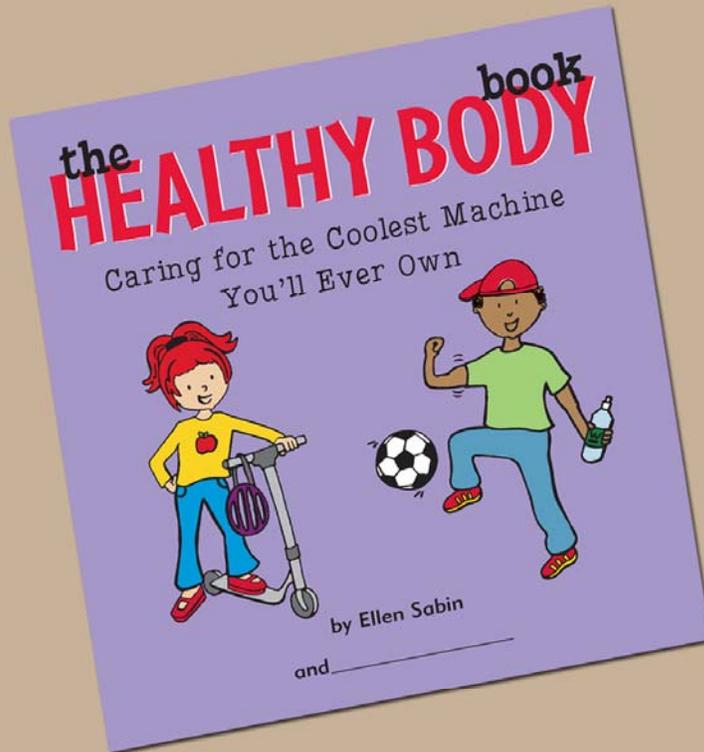


*The Healthy Body Book:
Caring for the Coolest Machine
You'll Ever Own*

TEACHER'S GUIDE



For more information or to order copies of *The Healthy Body Book* for your classroom, go to www.wateringcanpress.com.





A Guide for Teachers

The Healthy Body Book: Caring for the Coolest Machine You'll Ever Own
by Ellen Sabin

Lessons written by: **Rebecca E. Starr**

Introduction

The Healthy Body Book: Caring for the Coolest Machine You'll Ever Own lends itself to teaching many lessons and fulfilling numerous National and State Content Standards.

Each lesson plan provides creative ideas for using *The Healthy Body Book* in classrooms and other group settings. The lessons can serve as a basis for accomplishing various curricular and school goals; both formal and informal. Just as the book is geared towards children aged 7-12, some of the lessons are more advanced, and others are for a younger population. The lessons can be easily adapted or modified as needed based on student age, ability, and goals.

The standards referenced are drawn from the Mid-Continent Research for Education and Learning's National Standards (which can be viewed at www.mcrel.org.)

Several of the lesson plans focus on teaching character development issues. In states with character education requirements, these lessons fulfill many additional standards (which are not all noted in this document as these vary state to state). These lessons guide children to think beyond themselves, treat other living things with respect, and/or practice leadership and team work.

We hope that these lesson plan ideas encourage and empower educators to invite students to delve into their *Healthy Body Book* journey while learning academic lessons in science, health, language arts, character education, math, history, arts, and life skills. We also hope that *The Healthy Body Book* encourages students to discover more about the beauty and wonder of the human body.

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SUBJECTS: Character Education, History, Language Arts and Communication

TITLE: **Heroes for Health**

Grade Level: 2-5

OBJECTIVE: Students will learn about past and present leaders who care about the health of individuals and communities. They will also discover that they can be health heroes too.

MATERIALS: *The Healthy Body Book*, research materials and resources, thin strips of construction paper to make paper chains, and glue or tape.

ACTIVITY:

Part 1:

- Turn to page 54 of *The Healthy Body Book* and lead a discussion about health heroes that the students listed. Ask them to share some of the things that their health heroes do to help keep them healthy.
- Ask students to discuss the greatest advice they received or heard about health from a health hero that they admire. Ask students to write the advice on a piece of paper. After each student in the class offers at least one idea, link the pieces of paper together to create a chain. Hang the chain in the classroom and label it, "*Our Health Heroes: Advice from People who Care about our Health.*"

Part 2:

- Make a list on the board of another type of health heroes—ones from history whose work led to discoveries or ideas that improved the health of populations. Some examples might include: Jonas Salk, Albert Sabin, Florence Nightingale, Mary Todd Lincoln, Hippocrates, Christiaan Neethling Barnard.
- Break the students into small groups and assign each group one of the famous health heroes listed above. Ask the students to research that person and prepare a skit or presentation about the person's life or what they did to help promote health in other people. You may wish to invite parents or other classes to view the skits and presentations that the students prepare (in which case, you may need to help proofread their scripts and provide additional props).

Part 3:

- Ask the students to think of a third category of health heroes – the people, organizations, or groups that give good advice and/or work to promote health. In this section, lead a discussion about famous athletes, organizations, leaders, politicians, or local people who have established campaigns for health or done other valuable work to promote health. The teacher will need to assist students with this activity and do some advanced research in order to share local health heroes' accomplishments with the class. Ask students to find local health heroes on the internet if possible as well. In addition, the teacher may consider inviting one of the local leaders to speak with the students about their efforts in the area of health.
- Conclude the lesson by asking students to think about everything they have learned in *The Healthy Body Book*. Ask them to pick one thing that they would like to try to do in their own lives and homes to help improve their health or the health of those they love. Use pages 55 and 56 of *The Healthy Body Book* for these activities and remind students that they can be health heroes too!



Heroes for Health - *CONTINUED*

STANDARDS:

Language Arts and Communication:

- Gathers and uses information for research purposes
- Uses reading skills and strategies to understand and interpret a variety of informational texts

History:

- Understand major discoveries in science and technology, some of their social and economic effects, and the major scientist and inventors responsible for them

Character Education:

- Sets and manages personal goals
- Contributes to the overall effort of the group
- Demonstrates leadership skills



SUBJECTS: Physical Education, Life Skills, Language Arts

TITLE: **Let's Get Physical: Fitness Fun**

Grade Level: 3-6

OBJECTIVE: Students will explain the importance of physical activity in maintaining a healthy body and create ways to help others take part in fitness activities.

MATERIALS: *The Healthy Body Book*, art supplies, blank paper.

ACTIVITY:

- Read pages 46-48 of *The Healthy Body Book*. Ask students to complete the questions on page 48.
- Ask students to share one physical activity that they like to do.
- Lead a discussion with the students about physical activity and the health benefits associated with it. Direct students to page 46 of *The Healthy Body Book* and ask students to identify the health benefits that they receive when they participate in the physical activities they mentioned. For example, if someone said basketball, you can lead a class discussion noting that this sport requires players to run and therefore increases the heart rate and makes the heart muscle stronger, it's fun, it helps them feel good, etc. Ask them to think of other health benefits for the activities mentioned and write them on the board.
- Next, ask students to identify some of the major motor skills involved in their favorite activities. If they like to play basketball, they might say dribbling. If they like to play football, they may mention kicking or throwing a ball.
- Explain that not everyone understands how to engage in these motor skills and that other people might need some instruction on how to accomplish them.
- Ask students to write and illustrate a booklet which teaches others how to master a physical motor skill. The booklets should also explain the health benefits one receives when participating in the activity. Students may share their booklets with others in a younger classroom to see if they enjoy the activity too.
- Ask students to break up into groups and to brainstorm a new game that requires use of each of the major motor skills they wrote about in their booklets. They can create the rules for the game and need to make sure that the written directions can be understood by others. Pair one group with another and ask each group to teach the other their newly developed game.

STANDARDS:

Physical Education:

- Uses a variety of basic and advanced movement forms
- Uses movement concepts and principles in the development of motor skills
- Understands the benefits associated with participation in physical activity
- Understands the social and personal responsibility associated with participation in physical activity

Life Skills:

- Contributes to the overall effort of a group
- Displays effective interpersonal communication skills
- Demonstrates leadership skills

Language Arts:

- Uses the general skills and strategies of the writing process
- Uses grammatical and mechanical conventions in written compositions

(Note: Lesson adapted from www.kidshealth.org/classroom)



SUBJECTS: Science, Thinking and Reasoning, Art
TITLE: **Your Body is an Amazing Sense Machine**
Grade Level: 1-3

OBJECTIVE: Students will explain the function of each of their five senses and express why each sense is important.

MATERIALS: *The Healthy Body Book*, note cards, kaleidoscopes, cotton balls, salt shakers, scented oils, 3 boxes, 3 textured items, music player, pre-recorded sounds, sugar cubes, tart candies, art supplies, blank poster paper.

ACTIVITY:

- Write "My body is an amazing sense machine because. . ." on the board. Read pages 11-13 and complete activities on pages 12 and 13 in *The Healthy Body Book*.
- Read pages 14 and 15 of *The Healthy Body Book* to the students. Ask each student to share their drawings of themselves with the class and tell the class one amazing thing that their body can do. They might list running, eating, or talking as examples.
- Explain that the class is going to explore some of the amazing things the body can do relating to the five senses.
- Set up five stations in the classroom with the following items and directions:
 1. SIGHT: Set out a kaleidoscope and ask students to observe the colors, textures, lights, movements, and objects they see in the kaleidoscope. Ask students to try to remember what they saw as they leave this station.
 2. SMELL: Enclose three or four salt shakers with a cotton ball scented with scented oil. Ask each student to identify and write down what they think the cotton ball smells like in each container. Give students note cards to record their ideas.
 3. TOUCH: Place three different items in three different boxes leaving a hole in each box for the students to reach in, without seeing the objects. Place items with a variety of textures such as sand paper, silk, rubber, etc into the box. Ask students to think about what kind of items might be made with the materials they felt in each box. Ask them to record their answers on note cards.
 4. SOUND: Set up a CD player, tape machine, or MP3 player with headphones. Pre-record three types of sounds including something loud, soft, and something found in nature. Ask each student to listen to each of the three sounds and write down how their feelings changed as the music changed.
 5. TASTE: Allow each student to taste a sugar cube and a tart piece of candy. Ask them to remember their reaction to each item as they tasted it.
- Ask students to come back together as a group and share their experiences at each station with the class. Be sure to explain the importance of each of the senses and ask students to imagine what it would be like if they didn't have the ability to use one of their senses. (Note to teacher: If there is time, another activity could be to create a mock trial and put each of the five senses on trial. Encourage the students to argue which sense is the most important to them).
- Conclude the lesson by turning to page 17 of *The Healthy Body Book* with the class and ask students to answer the questions listed either in writing or verbally.



Your Body is an Amazing Sense Machine - *CONTINUED*

- Ask students to make a poster which illustrates; "My body is an amazing sense machine because..." Hang the posters in the classroom when the students are finished.

STANDARDS:

Science:

- Understands the nature of scientific inquiry
- Understands the structure and function of cells and organisms

Thinking and Reasoning:

- Understands and applies basic principles of hypothesis testing and scientific inquiry

Art:

- Understands and applies media, techniques, and processes related to the visual arts
- Understands the characteristics and merits of one's own artwork and the artwork of others.



SUBJECTS: Health, Mathematics, Life Skills

TITLE: **Healthy Food Makes a Healthy Body**

Grade Level: 3-6

OBJECTIVE: Students will gain understanding of different food categories and food quantities that constitute a healthy diet based on government recommendations.

MATERIALS: *The Healthy Body Book*, USDA Food Pyramid, art supplies, cookbooks and recipes.

ACTIVITY:

Part 1:

- Read pages 42-43 of *The Healthy Body Book* with the class and ask students to complete the exercises on each page. Ask them if they can list some foods that help make a healthy body.
- Show the students a copy of the 2005 USDA Food Pyramid, which can be found at the USDA website (www.mypyramid.gov) or in the appendix. Ask students to think about what they think the graphic means. Ask students the following:
 - What does each of the colors represent?
 - Why are some parts of each color on the graphic skinny while other parts are wider?
 - What is the person in the graphic doing and what does this represent?
 - What does this graphic tell us about the types of foods we should eat?
- List the following six categories (the colors correspond to the 2005 USDA food pyramid) on the board or enlarge a copy of the USDA food pyramid and post it on the board (see appendix).
 - Grains (Orange)
 - Vegetables (Green)
 - Fruits (Red)
 - Milk, Cheeses (Blue)
 - Meat, Fish, Nuts, and Beans (Purple)
 - Oils, Sweets, Sugars (Yellow)
- Mark six sections in the room each with one of the six USDA food pyramid categories. Give each student an index card with a different type of food written on it. Make sure the number of foods given out corresponds with the number of servings recommended by the USDA Food Pyramid. (I.e. 6 grains; 2 fruits; 3 vegetables; 3 milk; 5 meat, fish; and nuts; and 1 oils, sweets, sugars). Ask students to decide under which food pyramid category they should stand and go to the designated point in the room.
- Lead a discussion about each of the food categories and explain what nutrients and health benefits are found in each of them. Ask students to turn to page 44 of *The Healthy Body Book* and answer the questions listed.

Part 2:

- Ask students to turn to page 45 of *The Healthy Body Book*. Break students into groups of 5. Each student in the group will be responsible for planning one part of a daily meal plan using the Food Pyramid guidelines. Assign each student either breakfast, lunch, dinner, and two students will plan for the two snacks. They will need to work together and discuss what ingredients will be found in each of the meals for that day. They will need access to recipes and cookbooks. (Note to teacher: This is a great opportunity for teaching about measurements including cups and ounces as the UDSA food pyramid quantities are explained in these terms.)



Healthy Food Makes a Healthy Body - CONTINUED

- After each group completes their menus, assist the class in creating a cookbook filled with their menu ideas. They can illustrate the cookbook pages as well. Each member of the class will be able to take home a copy of the cookbook and share it with their family.

STANDARDS:

Health:

- Knows the availability and effective use of health services, products, and information
- Understands essential concepts about nutrition and diet
- Knows how to maintain and promote personal health

Life Skills:

- Uses various information sources. Including those of a technical nature, to accomplish a specific task
- Contributes to the overall effort of a group

Mathematics:

- Understands and applies basic and advanced properties of the concepts of measurement
- Understands and applies basic and advanced properties of the concepts of numbers



SUBJECTS: Science, Mathematics, Language Arts, Health

TITLE: **Body Systems Round Robin**

Grade Level: 2-5

OBJECTIVE: Students will identify human body systems and their functions.

MATERIALS: multiple copies of *The Healthy Body Book*, large roll of butcher paper, markers, 4 balls of coloreds yarn, pretzels, glue, plain paper, 6"x 4.5" (¼ sheet) piece of pink or gray construction paper, plastic 2-liter soda bottle with bottom cut off, two round 9" or 12" pink balloons, two drinking straws, medium-sized plastic bag large enough to fit over bottom end of bottle, 3 or 4 cotton balls, transparent tape, thin rubber band, hand lotion, glitter, hand soap, plastic bowling ball set, various craft supplies, materials, and cardboard.

ACTIVITY:

- Set up the classroom with the supplies listed below for each of the 6 stations. (Note to teacher: You may wish to design your own station activities for the cardiovascular and nervous system as they are also discussed in *The Healthy Body Book*).
- Read pages 20-21 of *The Healthy Body Book* with students. Explain that the class is going to explore some of the body's systems using a number of stations.
- Break the students into groups of 4 or 5. Explain that each group will move from one station to the next after 15 minutes. They will complete the activity outlined at each station. You may need classroom or parent assistants to help at each station to be sure students understand the directions.
- The station activities are as follows:

Dermal: Ask students to read page 22 of *The Healthy Body Book*. Ask each student to take a drop of hand lotion and a small sprinkle of glitter and to rub their hands together. Ask students to record what they see on their hands on a small note card. They should see glitter on their hands, but no lotion. Then ask students to wash their hands with soap and warm water for 30 seconds. Ask them to record what happened to the glitter when they washed their hands. The glitter should have washed off completely. Finally, ask students to answer the following questions on their note cards:

- Imagine that the glitter pieces you put on your hands were germs or dirt, what kept them from entering into your body?
- What protected your internal body systems, bones, and organs from getting wet when you washed your hands?
- Why is it so important to have a functioning dermal system?

Skeletal: Ask students to read page 23 of *The Healthy Body Book*. Set out a picture of the human skeletal system with some of the bones labeled (label according to student age and ability). Give each student group a bowl of pretzel sticks and ask them to make a human out of the pretzels and use glue or tape to stick the pretzel pieces onto another piece of paper into their human form. After they complete their model, ask them to label five of the bones in the body on their pretzel humans.



Body Systems Round Robin - *CONTINUED*

Digestive: Ask students to read page 24 of *The Healthy Body Book*. Provide students with 4 balls of different colored yarn and ask them to measure 4 different strings. One should be 25 cm, another 20 cm, 700 cm, and 150 cm. After each string has been cut, ask them to tie the yarn pieces together. Finally, ask students to write down what parts of the digestive system they think each color of yarn represents on an index card. The teacher may want to list some options for the students to choose from including; esophagus, stomach, small intestine, large intestine, teeth, mouth, rectum, anus. Ask students to also answer the following questions on their index card:

- Why do you think the parts of the digestive system are so long when they are put together?
- How does the food that you eat turn into energy for your body?
- How do the nutrients you eat make their way into your body?

Note to teacher: If there is an extra person available in the classroom, ask that person to lead a discussion about what happens in each area of the digestive system and assist students in answering the questions above.

Teacher Resource Information:

Esophagus	25 cm
Stomach	20 cm
Small Intestine	700 cm
Large Intestine	150 cm
TOTAL	895 cm

Respiratory – Ask students to read page 27 of *The Healthy Body Book*. Create instruction sheet for students so that they can create a model of the human respiratory system. If students are too young, create the model for them and then proceed to the next part of the lesson. To create the model:

Step 1. Insert straws into balloons and do not tie balloons, but tape them together at top near balloon openings. These are the bronchi and lungs.

Step 2. Insert these straws through open bottom of modified 2-liter soda bottle straw end first and bring ends of straws up to the neck of the bottle.

Step 3. Stuff neck of soda bottle with cotton balls around straws until spaces are plugged.

Step 4. Roll construction paper into a tube just round enough to fit over the tops of the straws. Tape closed and place over tops of two straws. This will be the trachea.

Step 5. Place plastic bag over bottom end of bottle and use the rubber band to hold it in place. This will serve as the diaphragm.

Step 6. Grasp bottom of plastic bag and pull down and push up. Watch as the "lungs" expand and contract as you do this. Students may even bend "trachea" and "bronchi" over so that the air supply is cut off and watch as nothing happens when the "diaphragm" is manipulated.

Give each student group an activity sheet with the human respiratory system on it. Leave blanks on the sheet for students to complete and fill in parts of the respiratory system including the bronchi, lungs, trachea, and diaphragm.



Body Systems Round Robin - *CONTINUED*

Immune – Ask students to read page 25 of *The Healthy Body Book*. This station should be set up like a bowling game. Ask students to set up the bowling pins and to use materials in the classroom, art supplies, and cardboard to create a barrier which will keep the ball from knocking over the pins when it is rolled toward them. Prepare a poster for the station which explains that the bowling pins symbolize the body and the bowling ball symbolizes germs, bacteria, and disease. After students create their barrier, ask them to explain how their immune system is like the barrier that they created and to write their answer on an index card.

STANDARDS:

Science:

- Understands the nature of scientific knowledge

Math:

- Understands and applies basic and advanced properties of the concepts of measurement

Language Arts:

- Uses the general skills and strategies of the writing process

Health:

- Knows the basic structure and functions of the human body



SUBJECTS: Arts and Communication, Life Skills

TITLE: **Healthy Body Slogans: Carrying Your Message to the World**

Grade Level: 3-6

OBJECTIVE: Encourage students to think about ways to educate others about their health and become leaders and trendsetters in health awareness.

MATERIALS: *The Healthy Body Book*, environmental slogans or phrases, a variety of project materials including art supplies.

ACTIVITY:

- Ask students to read pages 51 and 52 in *The Healthy Body Book* together. Discuss why it is important to teach others about health.
- Ask students to become healthy body leaders and to try to start a trend. Brainstorm ideas of what health issues need attention in the school or in the community and make a list of their ideas. Students might list smoking, unhealthy eating, or lack of exercise as examples.
- Ask students to think of a slogan or phrase that could help bring awareness to others about the importance of taking care of their bodies and health. Encourage students to pick a specific topic related to taking care of their bodies on which to focus. Give them some examples and discuss what these examples mean to them. They might include:
 - “Proud to be Smoke Free”
 - “An apple a day keeps the doctor away”
 - “Seven days without exercise makes one weak”
 - “You are what you eat from your head to your feet”Encourage students to be creative in their slogan ideas to deliver their health messages.
- Share the slogan ideas that the students came up with and list them on the board.
- Break the students into small groups and allow students to pick a slogan that speaks to them and determine which one is most important to the group. Ask students to work together to design a healthy body public service campaign. They might develop a song, poster, t-shirt, bumper sticker, and ads to help get their message out and start a trend.
- Offer time, support, and supplies to the students as needed. Ask students to share their projects when they are complete and encourage them to use their campaign ideas to start trends throughout the entire school or community and to educate their peers and others.

STANDARDS:

Life Skills:

- Contributes to the overall effort of a group
- Demonstrates leadership skills

Arts and Communication:

- Understands principles, processes, and products associated with arts and communication media
- Knows and applies appropriate criteria to arts and communication products
- Uses critical and creative thinking in various arts and communication settings



SUBJECTS: Health, Science

TITLE: **The Power of Genes and the Power of Me**

Grade Level: 5-6

OBJECTIVE: Students will learn about heredity and the Punnet square and that certain traits are passed down to children through genetics. Students will also express understanding that the choices they make about what they eat, their fitness, and how they care for their bodies can also play a role in their growth, health, and well being.

MATERIALS: *The Healthy Body Book*, Paper, and Pencils.

ACTIVITY:

Part 1:

- Read page 49 of *The Healthy Body Book* with the class. Discuss the concept of moderation with the class and explain that maintaining a healthy body has a lot to do with the choices and decisions that we make for ourselves, but that it also has to do with our genetics and the qualities that we inherit from our families.
- Ask students to make a mental picture of their parents, grandparents, aunts, uncles, brothers, sisters, cousins and all the people to whom they are related.
- Tell students to write down the names of all the people in their mental picture.
- Next to each person's name, have students write each person's hair color.
- Ask how many people have some family with blond hair.
- Follow-up to that question by asking how many have some family with brown hair, some with red hair, or some with black hair.
- Ask students why they think their family members might have similar hair colors.
- Write the word heredity on the board.
- Ask if anyone has heard the word heredity before?
- Ask if anyone has heard the word inherited.
- Guide students to understand that we inherit traits like hair color from our parents and our grandparents. Explain that heredity is the scientific word for how you get traits (what you look like and other characteristics) from your parents.
- Explain that scientists can predict what color eyes a baby will have by looking at the baby's parents' eyes and the baby's grandparents' eyes.
- The way they make the prediction is by using the Punnett Square.
- Tell students that you are all going to predict the color eyes that a baby will have.
- Draw a square on the board.
- Divide the square into four equal quadrants.
- Point to the top of the square and say; "Here I will write the color of the mother's eyes."
- Point to the left side of the square and say; "Here is where I will write the color of the father's eyes."
- Tell students that scientists use special codes for writing things like eye color and that you are going to teach them how scientists write these things. Explain that in order to really be able to predict the color of the baby's eyes and to use the code, we need to find out the colors of the grandparents' eyes.
- Say the baby's mother has brown eyes. Write MOTHER'S EYES off to the side of the square. Write "Brown" (capitalize the B) under MOTHER'S EYES—as you write this say "The mother's mom has brown eyes." Then write "blue" (lowercase the b) under MOTHER'S EYES—as you write this say "The mother's dad has blue eyes."



The Power of Genes and the Power of Me - CONTINUED

- Say the baby's father has blue eyes. Write FATHER'S EYES off to the side of the square as well. Write "blue" (lowercase the b) under FATHER'S EYES—as you write this say "The father's mom has blue eyes." Then write "blue" (lowercase the b) under FATHER'S EYES—as you write this say "The father's dad has blue eyes."
- Say the baby's father has blue eyes. Write FATHER'S EYES off to the side of the square as well. Write "blue" (lowercase the b) under FATHER'S EYES—as you write this say "The father's mom has blue eyes." Then write "blue" (lowercase the b) under FATHER'S EYES—as you write this say "The father's dad has blue eyes."
- Go back to the Punnett's square. Ask students to remind you where to write the code for the mother's eye color. (On top)
- Write "B" over the first column and "b" over the second column.
- Then write "b" to the left of the first row and "b" to the left of the second row
- Your square should look like the one below:

	B	b
b		
b		

- Explain to students that this is when the real predicting starts.
- Fill in the empty squares together. A square with a "B" at top and a "b" to the left gets a "Bb" in the square. A square with a "b" at top and a "b" to the left gets a "bb" in the square
- Make sure that students understand that the letter from the top and the letter from the left both go into the square.
- Your completed Punnett Square should look like the one below:

	B	b
b	Bb	bb
b	Bb	bb

- Tell students they are almost ready to make a prediction. There are four chances for eye color, but first we must be sure everyone can read the code.
- Remind students that the Bb at top represents the mother's eye color. Ask students to recall what color that was. (brown)
- Remind students that the bb to the left represents the father's eye color. Ask students to recall what color that was. (blue)
- Point to the mother's eye color across the top and say; if Bb means brown eyes. Then point to the left side of the square and say; if bb means blue eyes how many chances (out of 4) does the baby have of getting brown eyes? Of getting blue eyes?



The Power of Genes and the Power of Me - *CONTINUED*

Part 2:

- After students understand the concept of heredity, explain that the same concept applies in relationship to our health and that our family history can influence our body's function.
- Conclude lesson and ask students to turn to page 32 of *The Healthy Body Book*. List the four main ideas about what their bodies need on the board. They include; understand it, take care of it, form healthy habits, and accept it. Ask students to brainstorm a list under each category of ways in which they can work to do each of these things. Be sure that under the category of understand it, students discuss heredity and that under the category of accept it, they also list heredity as something that is simply a part of how our bodies work. Examples that students might offer include allergies, height, or psoriasis.

STANDARDS

Health:

- Understands the relationship of family health to individual health
- Knows how to maintain and promote personal health

Science:

- Understands the principles of heredity and related concepts



APPENDIX

Source: <http://www.mypyramid.gov/downloads/miniposter.pdf>

