

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.



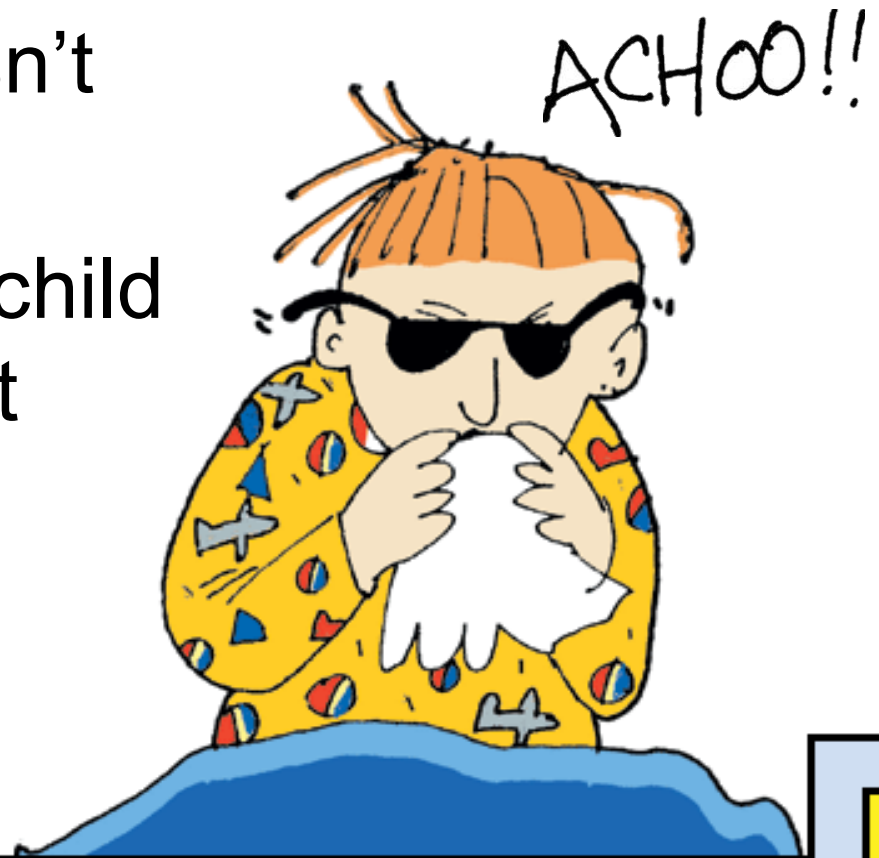
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The Children's Health Market, Inc.

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

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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

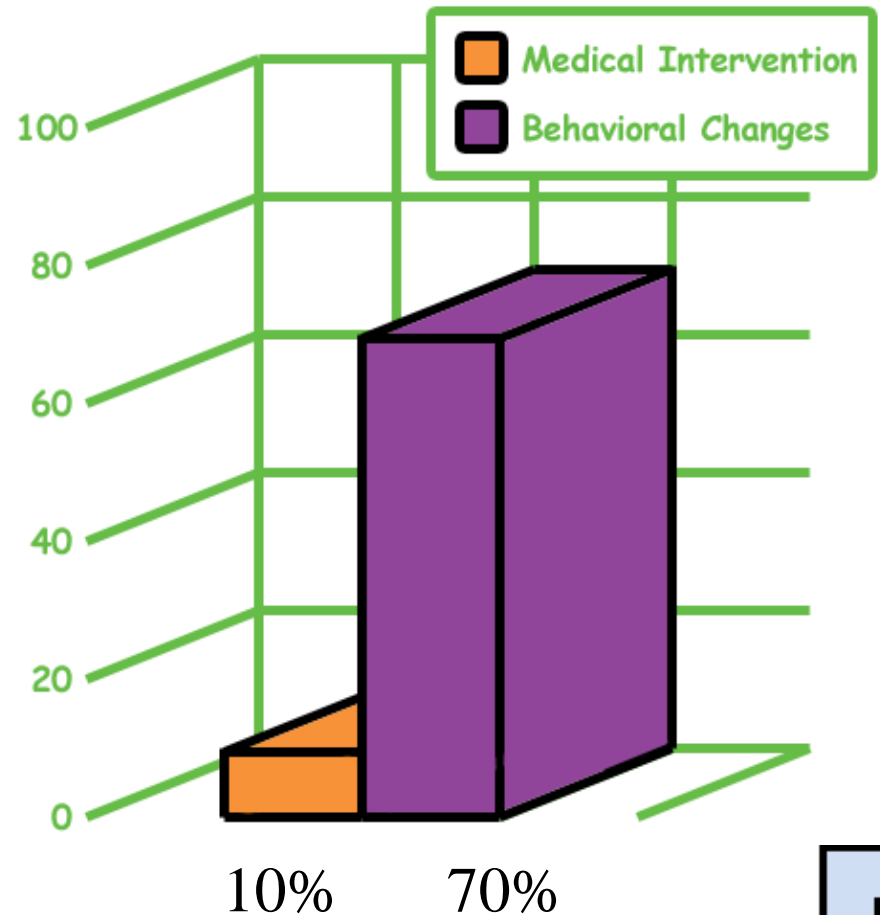
1. Accidents
2. Assault/Homicide
3. Suicide
4. Cancer
5. Heart disease
6. Congenital conditions
7. Influenza/pneumonia
8. Pregnancy/child birth
9. Stroke
10. Chron. Resp. Disease

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

THE GREAT BODY SHOP

TOPIC SCOPE AND SEQUENCE

[illegible]

In Summary...

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



Any Questions?



The Common Core

- ❑ The 8 page Student Book contains

contemporary

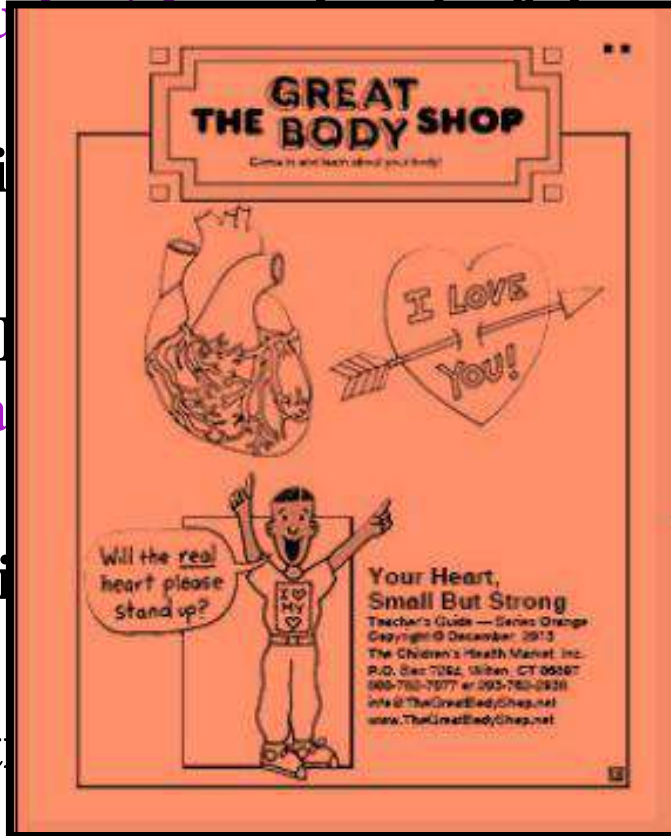
Family Bulletin

- ❑ Each Student Book

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

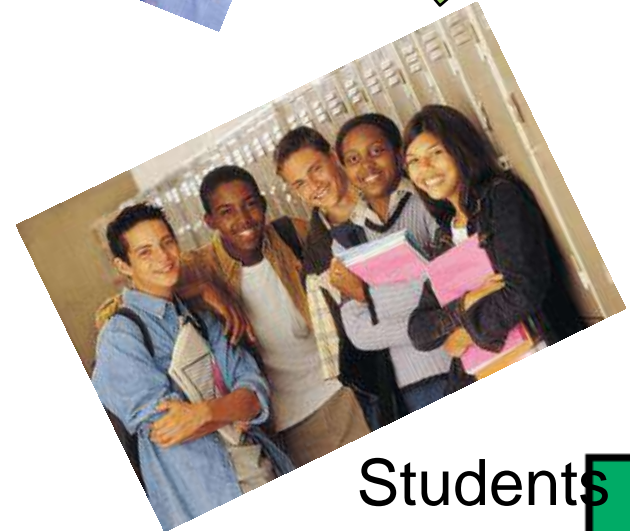
Middle School



Classroom



Families



Students

Scope/Sequence

- Nine Topics
- Three lessons for each module
- Alternative Teaching Strategies
- Targeted Extension Activities
- Critical Thinking and Life-long Learning Skills
- Designed to change behavior
- Meets State and National Standards



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)

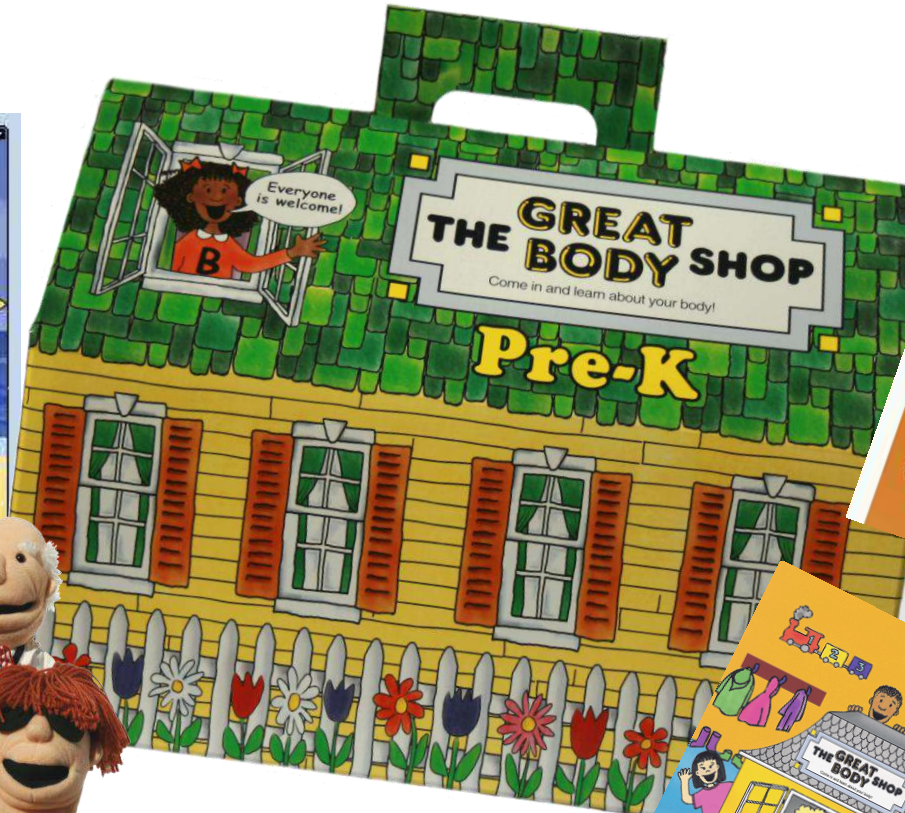
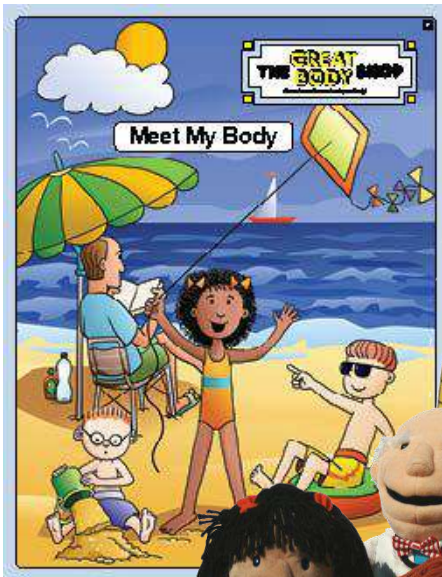
Presentations

Research

Any Questions?



Pre-K



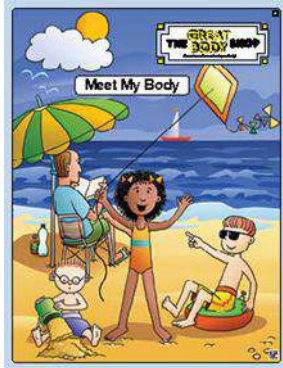
Units

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 classrooms, home community * Hazards including: fighting, patterns, 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 * Gun safety * Guns * Problem solving 	<ul style="list-style-type: none"> * Identify and name body parts * Functions of the body parts * Five senses * Movement: locomotor, gross motor * Individual differences * Uniqueness * Respect for others * Social traits * Growth, change and development * Sensitivities 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 * Healthy vs. unhealthy food * Wash hands and food * Minerals * Foods around the world (culture) * Sensitivities and differences in foods * Trying new foods * Media awareness * Special diets * Variety of foods * Foods for people * Food pyramid for young children * Food safety * Identify preferences * Sources of food * Cautions * Feeding consequences * Hygiene 	<ul style="list-style-type: none"> * Define family * Identify family members * Share my family and your family * People families around the world * Jobs in the family * Responsibilities * Family fun * 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 share * Love and trust * Communication * Expressing needs, wants and feelings * Personal safety * Types of teachers * Where to go for help * Imagination and creativity * Anger management * Conflict resolution * Talents, hobbies * Personal strengths * Self-esteem * Respect for self/others * Appreciation of diversity * Empathy * Trusted adults * Refusal skills * No, go and tell 	<ul style="list-style-type: none"> * Define sick and well * Doctors, dentists, nurses/health professionals * Remoticians * Self-care * Health and hygiene routines * Brush teeth, toilet hygiene, wash hands, sneeze into elbow * Medicine rules * Describe how you feel and who to tell * Identify common health problems of children * Empathy for the ill * Helping others in need * Symptoms of illness * Games * Healthy habits * Exercise * Nutrition * Sleep * Health helpers * Personal responsibilities 	<ul style="list-style-type: none"> * Things that can hurt the body * Police safety: clearing obstructions, dirty things, soap, needles, gas, chemicals, old food, poisons, etc. * Define medicine * Medicine rules * Candy lock, allers, poisons, drugs * Refusal skills * Getting help * Things that cause fear for children * Alcohol, tobacco * Drugs * Mr. Yolk * 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 * Games that can spread * Predict consequences * Use decision making skills * Daily routines * Helping others * Disease prevention 	<ul style="list-style-type: none"> * Keeping the home safe and healthy * Define community * Safe community * Helping others * City rules and laws * Products and services * Define pollution * Types of pollution * Responsibility for our world * Define career * Types of careers * Goal setting * Health and safety professionals * Second-hand smoke * Weather hazards * Social media * Handicap facilities * Doctors, dentists, nurses * Check ups * Making homes healthy and safe * Jobs and chores * Healthy attitude clues * Recycle, reduce, reuse 	<ul style="list-style-type: none"> * Define fitness * Bending for flexibility * Play and exercise * Locomotion 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



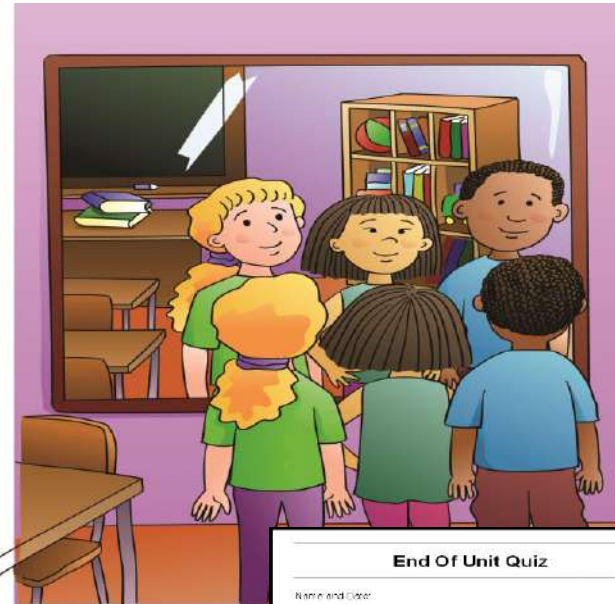
Tools for Children/Families

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



Assessments

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

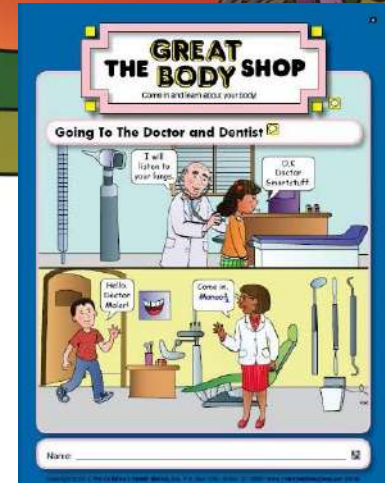
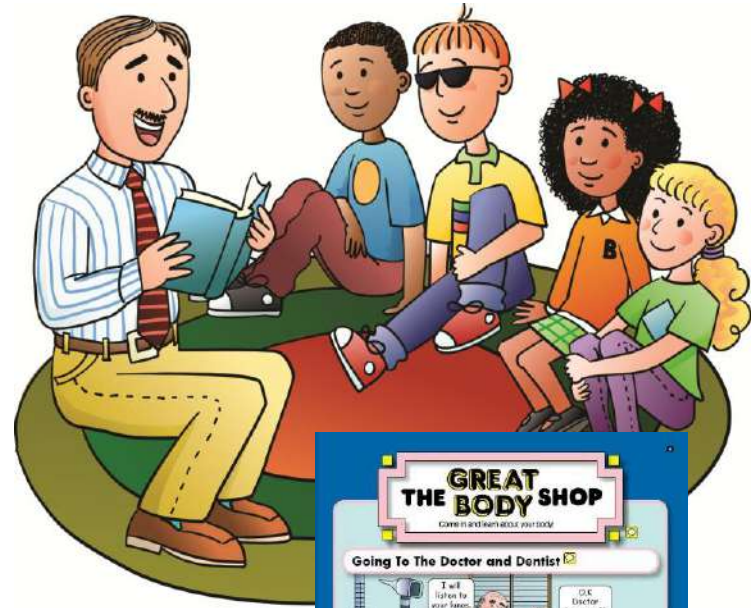


End Of Unit Quiz	
Name and Color _____	
Directions: Fill in the circle next to the yes if you agree with the sentence. Fill in a circle next to the no if you don't agree. Try to color the circle, without going out of the lines.	
Your heart stops to rest at night.	Yes <input type="radio"/> No <input type="radio"/>
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 makes the heart slow.	Yes <input type="radio"/> No <input type="radio"/>
Blood, 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"/>
3. The heart is a symbol for love and a red body part.	

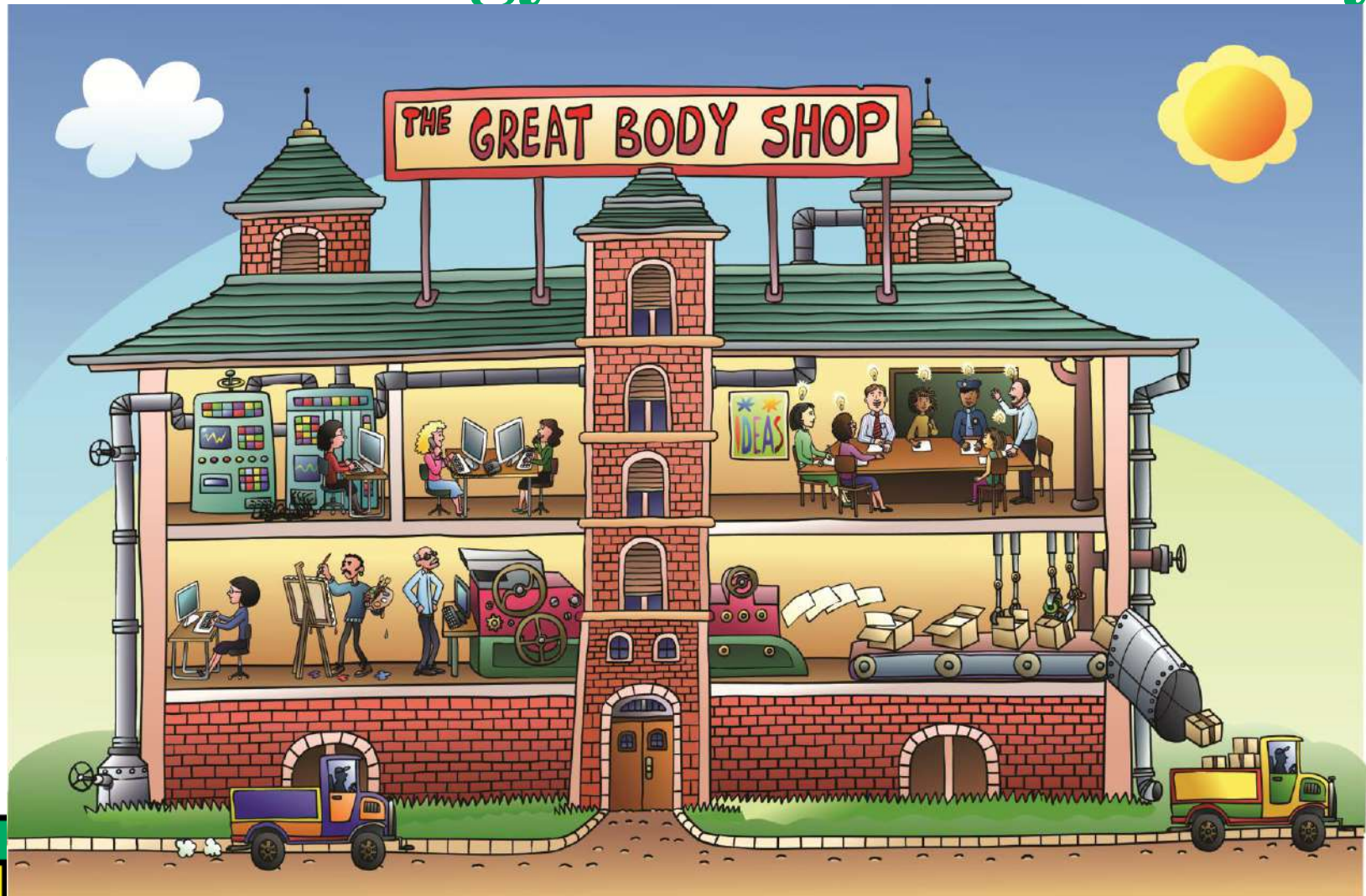
Universal Access

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

Best Practice Tips
Reinforcement Activities
Alternative Assessments
Reading



Technology and Accountability



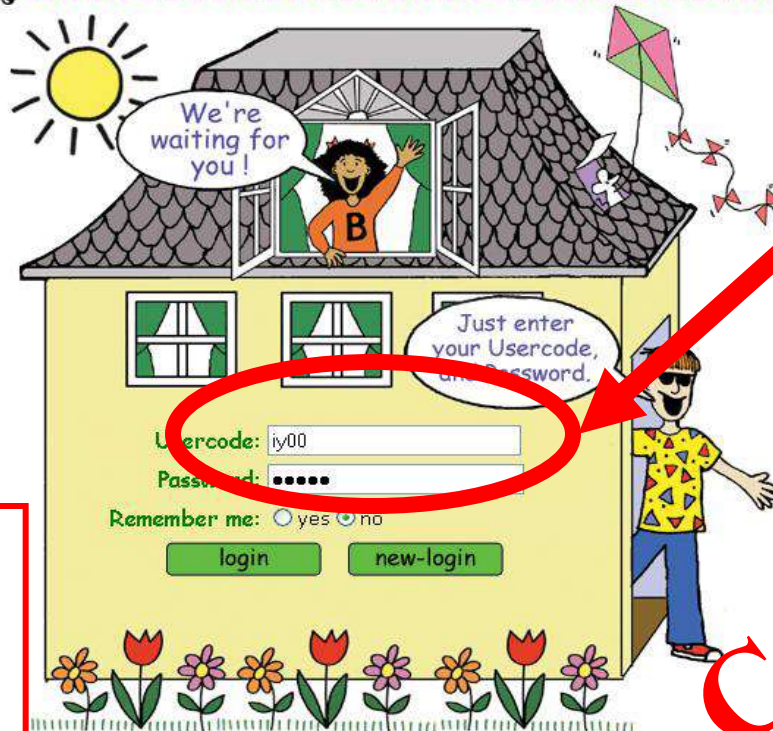
www.TheGreatBodyShop.net

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!



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