Lesson 1

Ready – Set – GO for Health

In this lesson, students will:

1. Identify characters from the third grade CATCH program and review the health concepts they represent.*
2. Act out the introductory play.
3. Interview other students to identify why they think it is important to be healthy, what they do to stay healthy, and what keeps them from doing healthful behaviors.*

*Learning Objective

Outline: Lesson 1

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40 minutes

†Prior to this lesson, prepare the 2 pieces of flip chart paper or poster board by labeling one “Why It’s Important to Be Healthy” and the other “What We Do to Stay Healthy.”
Activity 1: Introduction

Purpose: To review the importance of physical activity and healthful eating, as presented in the Hearty Heart and Friends program in third grade.

A. Write the title “Hearty Heart and Friends” on the overhead projector or chalkboard. Remind students of the special program they had last year in third grade.

B. Review the Hearty Heart and Friends program by asking students to name the characters. As each character is mentioned, write his or her name under the title. Ask other students to briefly tell about each character. As needed, use the following information to prompt them:

- **Principal Goodheart**: Principal of the Intergalactic School of Heart Health on Planet Strongheart where Hearty Heart attended school
- **Hearty Heart**: Leader of the group from Planet Strongheart
- **Dynamite Diet**: Expert on the importance of eating GO foods (Fruits and vegetables; low-fat, low-sugar beverages; whole-grain breads, cereals, and pasta; fish, poultry, and lean meats; low-fat dairy products)
- **Sally Sleuth**: Clever detective who looked for information on food labels
- **Flash Fitness**: Expert on physical activity
- **Sittin’ Sam**: Inactive character who hated physical activity and just wanted to watch TV and play video games
- **Food Fat**: Sneaky character who tried to get people to eat high-fat foods

C. Ask a few students to briefly tell the Hearty Heart and Friends story to the class. If students need prompting, refer to the synopsis located at the end of this lesson.

D. Congratulate students for having remembered important ideas they learned during the Hearty Heart and Friends program.

Activity 2: Play

Purpose: To act out a play that reviews healthful eating and physical activity behaviors and then introduces the GO for Health: Taking Off program for fourth grade.

A. Distribute Handout 1: Special Report from Planet Earth. Point out that this play introduces the GO for Health program for fourth grade. Explain that Tillie Tellstar is a TV reporter from Planet Strongheart. She is on Earth to do a special report.
B. Have students act out this introductory play.

**Synopsis of play:** Four Earthling fourth grade students are interviewed by Tillie Tellstar, a reporter from Planet Strongheart. The reporter is curious about the Earthlings’ views on why it is important to be healthy and what they think it means to be healthy. Tillie tells the Earthlings about a new program called “Taking Off.” The young Earthlings are enthusiastic about the program, which will show them new ways to “go for health.”

C. Use the following dialogue box to discuss the play.

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- What are some of the GO foods named in the play? (Fruits and vegetables; low-fat dairy products; fish and lean meats; water and 100% fruit juices; whole-grain cereals, breads, and pasta)

- What are some of the physical activities named in the play? (Riding bikes, jogging, swimming)

- Why should you eat GO foods and do physical activities? (These healthful behaviors can help you feel good, look healthy, and give you lots of energy to do the things you enjoy doing.)

- What do you think the **GO for Health** program for fourth grade will be about? (Activities to help this class take off and go for health!)

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**Activity 3: Interviews**

**Purpose:** To interview other students to find out why they think it is important to be healthy, what they do to stay healthy, and what keeps them from doing healthful behaviors.

A. Tell students that their first **GO for Health** assignment is to imagine they are taking part in a TV interview, like the one that took place in the play.

B. Divide the class into pairs. (An extra student could be placed with one pair or paired with you.) Explain that they will each take turns being a reporter, like Tillie Tellstar, interviewing a student and then being the student interviewed by a reporter. Later, some of the “reporters” will be asked to share with the class what they found out during their interview.

C. Distribute **Handout 2: Up Close and Personal**, and explain the procedure as follows:
• This handout includes the questions you’ll ask as the reporter, and the spaces to write the answers you get from the student you’re interviewing.

• You don’t need to write down the student’s answers word for word. Instead, use short phrases. However, be sure to write down enough information so that you’ll be able to report the answers to the class.

• When you’re being interviewed, think about each answer before telling it to the “reporter.” Your answers should be serious and creative, and they should not simply be what you heard in the play. You’ll have about 8 minutes to do both interviews. So work quietly and efficiently!

D. Have several pairs of students report their interviews to the class. Then ask remaining students to share answers that have not already been mentioned. On the prepared pieces of flip chart paper or poster board, write students’ comments on why it is important to be healthy and on what they do to stay healthy. (You may want to post these lists inside your classroom or in a hallway or the cafeteria.)

E. Possible answers to the interview questions are as follows:

• **What does being “healthy” mean?** (Feeling good; staying healthy; having a lot of energy)

• **Why is it important to be healthy?** (So you’ll feel like doing all the things you like to do; so you won’t get sick and have to spend money going to the doctor and miss school and other fun activities; so you’ll perform well in school; so you’ll be as good as you can be at sports)

• **What do you do to stay healthy?** (Eat meals every day; eat fruits and vegetables, whole-grain foods, and lean meats; eat and drink low-fat dairy products; drink low-fat, low-sugar beverages; do physical activities every day; don’t use tobacco or other drugs; wash hands before eating; always wear a seat belt; walk or bike safely in traffic; get enough sleep)
Activity 4: Lesson Summary

Purpose: To review the main points of Lesson 1.

A. Review with students that the Go for Health program will continue to emphasize the fun and importance of healthful eating and physical activity that they learned in the Hearty Heart and Friends program.

B. Point out that the activities they will do during the next several weeks will help them prepare to take off for a healthy and active life.

C. Distribute program folders (or paper to make a folder). Instruct students to write their name on the front of the folder. If students are making a folder, also have them write “GO for Health: Taking Off” on the front.

D. Explain that they should keep all of their GO for Health handouts in this folder. Instruct them to place Handout 1 and Handout 2 in their folder now.

Synopsis of “Hearty Heart and Friends”

Principal Goodheart of the Intergalactic School of Heart Health on Planet Strongheart received letters from children on Earth who had questions about heart healthy living. He sent Hearty Heart to Earth to find the children and then teach them about heart health.

Hearty took some friends along to help him with his mission: Dynamite Diet (an expert on healthful eating), Sally Sleuth (an expert on finding useful information on food labels), and Flash Fitness (an expert on physical activity). While on Earth they met Sittin’ Sam, a lazy character who only wanted to watch TV and play video games. They were able to convince Sittin’ Sam that physical activity was good for him—and that it was fun, too. They also met Food Fat, a sneaky character who wanted people to eat high-fat foods. When they discovered that Food Fat was everywhere, they told Earth children how to watch out for him.

Hearty Heart and his friends finally found the children who had written to Principal Goodheart. They were the children who were participating in the Hearty Heart and Friends program. With their mission completed, Hearty Heart and his friends were ready to return to Planet Strongheart. Before leaving Earth, though, they urged the children to help turn Earth into a Planet of Heart Health like their own planet.
We interrupt our regularly scheduled program to bring you this special report from our Intergalactic Reporter, Tillie Tellstar.

Tillie: Hello, Planet Strongheart! Today I’m reporting from Earth, a planet in the Milky Way Galaxy. I’m here to follow up on a mission carried out last year by four courageous Strongheart citizens. Hearty Heart, Dynamite Diet, Sally Sleuth, and Flash Fitness came here to teach Earthling children about how to live healthier lives. Well, I decided to travel to Earth to find out what the children here learned. I’ve just met four Earthlings who are called “fourth graders.” When Hearty and his friends traveled around the world, they met these four young people. And now, a year later, these young Earthlings have agreed to talk to me. Hello, Earthlings!

Students: Hi! Hello! Welcome!
Tillie: Tell me, Yen Ling, what did you and your friends learn about how to stay healthy here on Earth?

Yen Ling: We learned that it’s important to eat foods that are good for us.

Tillie: Really? And what are some of those foods, Samuel?

Samuel: Oh, fruits and vegetables. And low-fat dairy products. Also fish and lean meats . . . and whole-grain cereals and breads and pasta.

Ahmed: Samuel just named some great GO foods! But he forgot to mention GO beverages—like water, low-fat milk, and 100% fruit juices.

Angela: Tillie, we learned that riding our bikes and jogging and swimming are good for us, too.

Tillie: I’m curious to know something. Why is it important to be healthy?

Ahmed: So we can feel good!

Yen Ling: So we can be great at sports!

Samuel: So we can stay healthy! And do our best in school!

Angela: And so we can have GO power for lots of fun!

Tillie: It sure sounds like you Earthlings know all about being healthy!

Samuel: Well, not all about it. Sometimes we’re not too sure what to do, and we really wonder just how on earth we’ll learn it all.

Tillie: Well, good news, Samuel! There’s a new program called “Taking Off.” It teaches kids new ways to go for health. But I have to warn you. Some of the ideas in “Taking Off” are more difficult than the ones Hearty and his friends told you about.

Yen Ling: No problem. We’re fourth graders.

Angela, Ahmed, Samuel: We can handle it! Right! You bet!

Tillie: Thanks for talking to me, Earthlings! I wish you luck in your quest to learn more about good health. Well, citizens of Planet Strongheart, this concludes my special follow-up report. As always, I wish you good-bye and good health. Tillie Tellstar, reporting live from Planet Earth.
Imagine that you're a reporter. Use the following questions to interview a classmate.

I interviewed:

1. What does being healthy mean, and why is it important to be healthy?

2. What do you do to stay healthy?

3. What sometimes keeps you from doing things to stay healthy?