

Healthy NewsWorks

Student Media Program

A teacher's guide



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Introduction

I am excited to introduce this new teacher guide for the Healthy NewsWorks student media program. It has been my pleasure to serve as the editor of the *Healthy Comet* newspaper at Cole Manor Elementary School in Norristown, Pa., for four years. Our student staff members are in third and fourth grades. I also have used the newspaper for enrichment activities with students in my kindergarten and second grade classes.

I have discovered that it is quite easy to integrate the Healthy NewsWorks newspapers and books into classroom lessons. They enrich classroom learning and address topics that are meaningful for children. The material also aligns well with the Pennsylvania Common Core State Standards.

It's powerful for other students to read their fellow students' work. The writing and research standards are high, so the publications inspire both the writer and the reader. Of course, for the journalists, they are thrilled to see their work read and used by their peers.

This guide has three parts. Part 1 includes student activities related to *Leading Healthy Change In Our Communities 2013* while Part 2 suggests activities for the health newspapers. Because schools will include heart health as a special newspaper topic during the 2013–2014 school year, Part 3 provides several healthy-heart activities. In the back of the guide, you will find additional resources and the Pennsylvania Common Core Standards to help you in your lesson planning.

I hope that you will find this guide useful. I would love to hear how you use it and get your input about how to make it better.

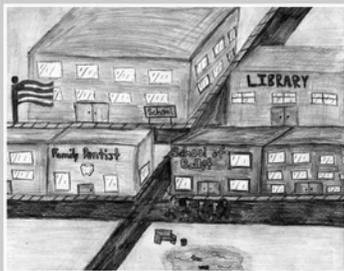
I would like to thank my school principal, Nicole Poncheri, and fellow teachers Nicole Harmon and Iris Rolon for their input and support in launching the teacher guide initiative. I also would like to thank Thanh Huntington, another Cole Manor teacher, and Nancy Erickson, school nurse at Highland Park Elementary School in Upper Darby, Pa., for their assistance in preparing this guide. Andrea Kenyon of the Healthy NewsWorks program also contributed healthy-heart activities.

Finally, I would like to acknowledge the Norristown Area School District which has encouraged Healthy NewsWorks to grow and expand in our district.

—By Natalie Shuler
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An invitation

This guide is intended to be a living document, and we very much hope to hear from teachers, parents, and other astute readers who wish to suggest ways it can be strengthened and expanded to be of use to more students and grade levels. Please send your comments to editor@healthynewsworks.org. Thanks!



By Healthy NewsWorks Student Journalists

Book activities

You can use these activities as a springboard for further learning and discussion based on articles in *Leading Healthy Change In Our Communities 2013*. The activities are grouped into three sections:

- In section 1, students may choose any leader in the book to use in the activity.
- In section 2, students are asked to read a specific chapter to complete the activity.
- In section 3, the activities are accompanied by worksheets.

Section 1—Students choose a leader

Students may read about any leader in the book to complete these activities.

Careers

Objective

- Each student will write a paragraph to describe a career mentioned in the book that he or she would be interested in pursuing.

Materials

- Lined paper.

Community service

Objective

- Students will research a community service project in their neighborhood.
- Students will create a flyer to promote the community service project in their neighborhood.

Materials

- Construction paper.
- Markers.

Letter writing

Objective

- Students will write a persuasive letter to one of the leaders to explain why they would be good candidates to volunteer with his or her organization.

Materials

- Lined paper.

Captions

Objective

- Students will pick one article in the book and draw an illustration for that article. The students will then write a caption to describe the illustration.

Materials

- Drawing paper (for illustration)
- Lined paper (for caption)

Section 2—Specific leaders

Students must read a specific chapter to complete the activity.

Exercise

Related article:

- Heather McDanel

Objective

- Students will research information about exercise on KidsHealth.org.
- Students will create a flyer about why people should exercise.
- Student will create an exercise plan for 60 minutes of daily exercise for 1 week.

Materials

- Three-fold paper
- Access to KidsHealth.org

Food bank

Related article:

- Mariana Chilton

Objective

- Students will research a food bank within their community.
- Students will collect data on the percentage of families that are served by the food banks each year.
- Students will create a flyer to promote a food drive within their school to help local families in need.
- Students will conduct a food drive within their school to help local families in need.

Materials

- Boxes for food collection
- Poster board
- Markers

Healthy eating

Related article:

- Dr. Sheldon Watts

Objective

- Student will illustrate healthy eating by constructing a perfect meal on a paper plate using weekly shopping ads.
- Students will refer to ChooseMyPlate.gov and write a report to describe and identify the food groups included in their perfect meal.

Materials

- Paper plates
- Glue
- Shopping ads
- Scissors
- Lined paper

Asthma

Related article:

- Dr. Tyra Bryant- Stephens

Objective

- Students will research information about asthma on KidsHealth.org and write a report about asthma and its effect on people and their health.
- Students will write a how-to paragraph to explain what steps and strategies families can use to help people who are suffering from asthma.

Materials

- Lined paper

Mentoring

Related article:

- Marcus Allen

Objective

- Students will write a proposal to the principal to start a peer mentoring program for their school. Students will describe who will be involved and how the program will benefit the students and the school.

Materials

- Lined paper

Bullying

Related articles:

- Police Commissioner Charles Ramsey

Objective

- Students will write a script about a person being bullied and an outsider helping the person being bullied.
- Students will perform the script in front of an audience.

Materials

- Lined paper
- Props for performing the script

Persuasive essay writing

Related articles:

- Siobhan Reardon

Objective

- Students will write persuasive essays to encourage younger students to read. The students will explain to younger students why reading is one of life's most important skills, why reading can be fun, and how reading can be important for good health.

Materials

- Lined paper

Environmental education

Related articles:

- Mike Weilbacher

Objective

- Students will research facts and myths about a specific environmental education topic (e.g., climate change, recycling, air pollution, clean water, etc.).
- Students will explain how the topic relates to people's health.
- Students will use technology templates (e.g., Prezi, PowerPoint, or web) to explain facts and debunk myths about specific environment education topic.

Materials

- Templates in Prezi, PowerPoint, or website applications.

Poetry

Related articles:

- Joan Myers Brown

Objective

- Students will write a poem about a specific activity that they do for exercise.
- Students will use adjectives, verbs and nouns to describe the activity.

Materials

Diamante, cinquain, or quatrain poem outline.

Section 3—Activities with worksheets

Students must complete worksheets as part of these activities.

Communities and careers

Related articles:

- Students may choose any career in an article in the book.

Objective

- Students will research the career and complete a visual representation to display the role of the member in the community.

Materials

- Copies of Fact Fingers worksheet (see Worksheet 1.1).

Postcard

Related articles:

- Mohammed Al Jumaili and Dr. Beatriz Garces

Objective

- Students will pretend they have just moved to another country and will create postcards to send to their families. Students will explain what life is like in the new country and the rewards and challenges they have experienced.

Materials

- Postcard template (see Worksheet 1.2).

Main idea and details

Related articles:

- Dr. Neil Izenberg

Objective

- Students research a topic of their choice on KidsHealth.org and read the article about the topic.
- Students complete a graphic organizer to identify the main idea and 3 supporting details from the article.

Materials

- Graphic organizer (see Worksheet 1.3).

Worksheet 1.1—Fact fingers

Name: _____

Directions

- Read an article in *Leading Healthy Change In Our Communities 2013*.
- Research a community member's career and write down the facts in this worksheet.
- Use this information to create a visual display of the person's role in the community.



Name of
community member.

Fact

Fact

Fact

Fact

Fact

Name: _____

Directions

- Read an article in *Leading Healthy Change In Our Communities 2013*.
- Research a community member's career and write down the facts in this worksheet.
- Use this information to create a visual display of the person's role in the community.



Name of
community member.

Fact

Fact

Fact

Fact

Fact

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Worksheet 1.2—Postcard

Name: _____

Directions

- Read about Mohammed Al Jumaili or Dr. Beatriz Garces in *Leading Healthy Change in Our Communities 2013*.
- Imagine you're an immigrant from another country and write a postcard to your family about what life is like in the new country and the struggles that you have had to overcome living in the new country.

The postcard template consists of a large rectangular frame. A vertical line divides the frame into two parts. The left part is a large empty space for writing. The right part is narrower and contains a small square box in the top right corner for a stamp, and five horizontal lines below it for an address.

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Worksheet 1.3—Main idea and details

Name: _____

Directions

- Read about Dr. Neil Izenberg in *Leading Healthy Change in Our Communities 2013*.
- Research a topic of your choice on KidsHealth.org and read an article about the topic.
- Complete the graphic organizer below to identify the main idea and three supporting details from the article.

Main topic

Detail

Detail

Detail

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Newspaper activities



Here are some activities you can use in your classroom to encourage closer reading and broader engagement with your school's newspaper.

Writing a letter to the editor

Objective

- Students will learn about opinions and persuasive writing by writing a letter to the editor of their school newspaper.

Materials

- Copies of a school newspaper.
- Lined paper.
- Letter to editor checklist (see Worksheet 2.1).

Scavenger hunt: What's in the newspaper?

Objective

- Using old or recent copies of the school newspaper, students will apply newspaper vocabulary by completing a scavenger hunt.

Materials

- Old or recent copies of the school newspaper.
- Photocopies of the scavenger hunt worksheet (see Worksheet 2.2).

Vocabulary match

Objective

- Students will demonstrate an understanding of newspaper vocabulary by matching each vocabulary word to its definition.

Materials

- Copies of newspaper vocabulary match cards (see Worksheet 2.3).

Worksheet 2.1—Writing a letter to the editor

Discussion

Journalists enjoy hearing from their readers. They want to know what people think about a news story, picture, or another published item. Promoting discussion of important and timely community topics is an important goal for many journalists.

Readers write letters for a variety of reasons:

- They agree with an article and want to say something else about the topic.
- They disagree with an article and want to explain why.
- They want to provide additional information about a subject.
- They want to discuss an important subject that wasn't in the paper.

When a submits a strong letter, the editors may publish it. What makes a strong letter?

- It is written clearly.
- It is short.
- It is supported with at least one fact.

* * *

TIP: Letter writers may need to **SOURCE** a fact or information. That means they let the readers know where they found the information. A source can be a person, a book, a magazine, a website, or a newspaper article.

HINT: Letter writers use the words “according to” or “said” to tell readers where the information comes from.

* * *

Letter to editor checklist

Pick an article or topic that you care about in your school newspaper. Remember: The letter reflects your opinion. Use the following checklist to help you write a strong letter to the editor.

- START** your letter: Dear Editor,
- SUMMARIZE** the topic.
- STATE** your opinion.
- BACK UP** your opinion with at least one fact. You may need to **SOURCE** the fact you use.
- USE** quotation marks if you copy **EXACTLY** what someone else wrote or said.
- WRITE** your letter in four to six **COMPLETE SENTENCES**.
- SIGN** your name and grade at the bottom of your letter.

YOU ARE READY TO WRITE YOUR LETTER!

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Worksheet 2.2—Scavenger Hunt

Name: _____

Directions

- Read an old or recent copy of the school newspaper.
- Fill in the blanks below.

- What is the name of the newspaper? _____

- What is the volume and issue number of the newspaper? _____

- Name two headlines found in the newspaper.

- Find two health topics mentioned in the newspaper.

- Look at the illustrations in the newspaper. Write a new caption for one of the illustrations.

- Find a direct quote in one of the news stories. Paraphrase the direct quote.

- Find two sources used in this newspaper.

- A lead grabs the readers' attention when they begin reading a news story. Pick a story in the newspaper. Rewrite the lead to grab the readers' attention.

- Find 1 byline in the newspaper.

Worksheet 2.3—Newspaper Vocabulary Match Cards



Front	Back
byline	Name of the person or people who wrote the story.
caption	Explanation of the photo or graphic.
headline	Title of the story.
lead	Opening sentence or paragraph of the story.

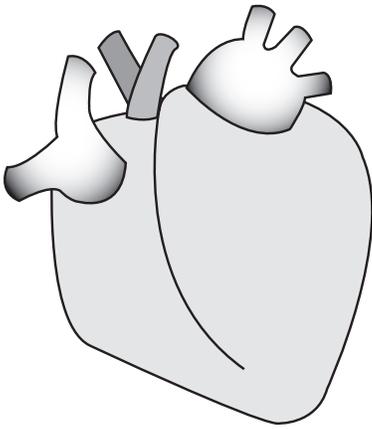
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Front	Back
direct quote	The exact words used by the source giving the information. Quotation marks are used to show the direct quote.
source	Where the information came from.
paraphrase	Restating the information in your own words.
deadline	When the story is due, so that it can be sent to be published.

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Healthy-heart activities



The following activities can help you further develop ideas and lessons related to heart health as part of Healthy NewsWorks' Healthy-Heart Project during the 2013-2014 school year.

Promote heart health

Objective

- Students will create a Healthy-Heart Minute for morning announcements or draw a healthy-heart message to place on cafeteria tables using information from KidsHealth.org.

Resources

- KidsHealth.org,
- http://www.texasheartinstitute.org/ProjectHeart/Kids/Learn/fun_facts.cfm

Rate that snack

Objective

- Students will rate a number of favorite snacks the students bring in to class by voting on their favorite snack, creating a tally chart, and making a bar graph of the information.

Resources

- “Rate That Snack!” questionnaire. Go to American Heart Association website (www.heart.org); select “Educator,” then “For The Classroom,” and “Elementary School Lesson Plans”; then select “Rate That Snack! Activity Sheet” under Grade 3-5 Health & Science activities.
- Check out additional resources on the same page, including lesson plans, posters, games, and other activity sheets.

Menu makeover

Objective

- Students make signs for display in the school cafeteria to highlight the healthy food options and promote healthy choices.

Resource

- Visit Fuel Up to Play 60 (<http://school.fueluptoplay60.com/playbook/>) for dozens of ideas that can be implemented by students. The website is part of an in-school nutrition and physical activity program launched by the National Dairy Council and the National Football League with additional partnership support from the U.S. Department of Agriculture.

Build a pretend lung

Objective

- Students will build a pretend lung to learn how smoking affects breathing.

Resource

- “How to Build a Pretend Lung” instructions. Go to the Heart and Stroke Foundation website (www.heartandstroke.com); select “Healthy Kids,” then “Healthy at school,” then “Heart Healthy Lesson Plans,” and “Grade Six.” In the “Grade Six Lesson Package,” look for “Student Worksheet Grade 6 Lesson 3.”

Healthy-heart Valentine’s cards

Objective

- Students will create a healthy-heart message to send to a friend or family member for Valentine’s Day.

Resource

- “Valentine’s Day Cards for Kids.” Go to <http://www.nourishinteractive.com/>. Click on the orange Search tab on the top right side of the page. Type “Valentine card” in the search box. Scroll down past the Google ads to see a list of Valentine cards available to download.

Count your steps walking chart

Objective

- Students will create a chart to track their steps using a pedometer.

Resource

- “Count Your Steps Walking Chart.” Go to the Nourish Interactive website (<http://www.nourishinteractive.com>) and enter “Count Your Steps” in the search bar. This website offers extensive resources on other health-related topics including games, worksheets, posters, and recipes for teachers and kids in English and Spanish.

Taking your pulse

Objective

- Students will measure and chart their pulse to determine which activities throughout the day make their pulse change.

Resource

- “Taking Your Pulse” worksheet. Go to Texas Heart Institute website (<http://texasheart.org/projectheart/>); select “Educators,” then “Grade 4,” then “Activity Masters” to find worksheet. (Other pulse-related activities are available for other grades.)

Healthy-heart resources in the Philadelphia area

- The Giant Heart at the Franklin Institute (<http://www2.fi.edu/exhibits/permanent/giant-heart.php>). Plan a visit or use the K-12 teacher resources
- Food Fit Philly (foodfitphilly.org), which is part of Get Healthy Philly, a program of the Philadelphia Department of Public Health. Get Healthy Philly is funded by the Centers for Disease Control and Prevention.

Additional student resources

Here's a sampling of kid-friendly websites dealing with health, safety, nutrition, and fitness that your students can use for further research.

General

- **KidsHealth**

Nemours Center for Children's Health Media, The Nemours Foundation

<http://www.kidshealth.org>

Provides extensive coverage of disease and prevention topics for kids, parents, and teachers. Includes a dictionary, stories, illustrations, recipes, videos, activities and games.

- **BAM! Body and Mind**

Centers for Disease Control and Prevention

<http://www.bam.gov>

Find information about staying healthy and fighting disease. Fun activities, games and quizzes on topics such as physical fitness, healthy eating, injury prevention, and bullying.

- **Girls' Health**

Office on Women's Health, U.S. Department of Health and Human Services

<http://www.girlshealth.gov/>

Created to help girls (ages 10 to 16) learn about health, growing up, and issues they may face.

The website is designed to motivate girls to choose healthy behaviors by using positive, supportive, and non-threatening messages.

Bullying

- **Kids Against Bullying**

National Bullying Prevention Center, PACER Center

www.pacerkidsagainstabullying.org

Animated website designed to educate elementary school students about bullying and how to prevent it.

- **Stop Bullying**

U.S. Department of Health and Human Services

<http://www.stopbullying.gov/kids/>

One-stop access to information from various government agencies on what bullying is, what cyberbullying is, who is at risk, and how you can prevent and respond to bullying.

Environmental health

- **NIEHS Kids' Pages**

National Institute of Environmental Health Sciences

<http://kids.niehs.nih.gov>

Extensive resource for kids on how to keep our environment safe and healthy to live.

Injury prevention

- **Injury Prevention for Kids**

Children's Hospital of Pittsburgh

<http://www.chp.edu/CHP/injury+prevention+for+kids>

Extensive resource to help kids learn how to stay safe while playing sports or activities.

Nutrition, exercise, and food safety

- **Best Bones Forever**

Office on Women's Health, U.S. Department of Health and Human Services

<http://www.bestbonesforever.gov/>

Learn how to build strong bones using quizzes, games, recipes and fun activities.

- **Choose My Plate**

The Center for Nutrition Policy and Promotion, U.S. Department of Agriculture

<http://www.choosemyplate.gov/>

Offers resources especially designed for kids and teachers to improve nutrition. My Plate Kids Section is a special section offering recipes and activities that explain how to use the five food groups in creating healthy meals.

Alignment to Pennsylvania Common Core Standards

This teacher's guide has been aligned to the Pennsylvania Common Core Standards, based on the standards for Grade 3. However, the classroom lessons incorporated in the guide can be aligned to all grade-level standards. For more information about the PA Common Core Standards and the standards for your grade level please visit www.pdesas.org.

Here are the standards to which the guide is aligned:

CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

CC.1.1.3.E: Read with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self correct word recognition and understanding, rereading as necessary.

CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

CC.1.2.3.A: Determine the main idea of a text; recount the key details and explain how they support the main idea.

- **E03.B-K.1.1.2**

CC.1.2.3.C: Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

- **E03.B-K.1.1.3**

CC.1.2.3.D: Explain the point of view of the author.

- **E03.B-C.2.1.1**

CC.1.2.3.E: Use text features and search tools to locate and interpret information.

- **E03.B-C.2.1.2**

CC.1.2.3.G: Use information gained from text features to demonstrate understanding of a text.

- **E03.B-C.3.1.3**

CC.1.2.3.I: Compare and contrast the most important points and key details presented in two texts on the same topic.

- **E03.B-C.3.1.2**

CC.1.2.3.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well defined perspective and appropriate content.

CC.1.4.3.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.3.B: Identify and introduce the topic.

- **E03.C.1.2.1**

CC.1.4.3.C: Develop the topic with facts, definitions, details, and illustrations, as appropriate.

- **E03.C.1.2.2**

CC.1.4.3.D: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

- **E03.C.1.2.1**
- **E03.C.1.2.3**
- **E03.C.1.2.4**

CC.1.4.3.G: Write opinion pieces on familiar topics or texts.

CC.1.4.3.H: Introduce the topic and state an opinion on the topic.

- **E03.C.1.1.1**

CC.1.4.3.I: Support an opinion with reasons.

- **E03.C.1.1.2**

CC.1.4.3.K: Use a variety of words and sentence types to appeal to the audience.

- **E03.D.1.1.9**
- **E03.D.2.1.1**

CC.1.4.3.M: Write narratives to develop real or imagined experiences or events.

CC.1.4.3.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

CC.1.4.3.T: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CC.1.4.3.U: With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CC.1.4.3.V: Conduct short research projects that build knowledge about a topic.

CC.1.4.3.W: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.3.B: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

CC.1.5.3.D: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.3.F: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Source: Based on Pennsylvania Department of Education Standards Aligned System (www.pdesas.org).

About Healthy NewsWorks

Healthy NewsWorks seeks to engage students intellectually and creatively in producing authentic journalism that influences health attitudes and tackles such pressing issues as obesity, bullying, asthma, and safety.

Healthy NewsWorks is a member of New Beginnings Nonprofit Incubator at Resources for Human Development.

www.HealthyNewsWorks.org

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