



LIVING CLOSER
FOUNDATION

Find My Energy!

Grade Level 4-5



Connection to The Big Race, Pickles and Skippy the Super Roo Film:

Throughout the lesson, remind students how Skippy not only ate healthy foods to try and win the race but he also exercised and trained. This helped to sustain his energy levels and made him a more healthy and happy kangaroo!

Student Learning Objectives:

I can discover that by eating healthy and being active that I have more energy.

Content Areas Addressed:

- **Science**
- **Writing**

Approximate Time To Complete:

Five 15 minutes lessons spread out over a month.

Materials:

- Copies of 'My Energy Tracker' for each student (see below)
Give a new tracker each week.

Applicable Colorado State Standards:

5th Grade Science Standard 2:

Human body systems have basic functions, structures, and needs.

4th Grade Reading, Writing, Communications Standard 3:

The recursive writing process is used to create a variety of literary genres for an intended audience.

Procedure:

This lesson is meant to be a quick intro lesson that leads to a few small follow up lessons.

1. Lesson Part 1: For this first lesson, talk through the connection to the film above.
2. Students are going to track their healthy eating and exercise for a month to see what happens to their energy levels.
3. Have a discussion about what eating healthy looks like (define and emphasize whole foods that have naturally occurring fiber and nutrients instead of processed foods). Have students share their thoughts and then remind them to try and avoid added sugars, processed foods, and to try to eat fruits and

vegetables. Also remind students that drinking water is always the best choice for a healthy lifestyle.

4. Then continue the discussion but this time around, focus on being active. Tell students that the goal will be to be active for thirty minutes or more each day. Discuss what different activities might look like (recess, gardening, hiking, sports).
5. Hand out a copy of the "My Energy Tracker" weekly calendar (see below). Show students how they will track their activity, eating, and energy levels. The calendar is very simplistic and not too time consuming for children. Prepare to hand out new calendars each week.
6. Lesson Parts 2-4: After each week of tracking, have students bring in their calendars and write a brief reflection on their week. Some guiding questions could be:
 - a. How many days were you active for 30 minutes or more?
 - b. How many days do you think you ate healthy? What are some of the foods you consider to be healthy?
 - c. How was your energy level on days that you were active and ate healthy compared to days that you did not eat healthy or be active?
 - d. Does keeping track of your eating and activity make you want to do it more?
7. After students have reflected individually, have them meet in small groups to share about their week. The goal of these conversations would be to focus on the successes each student was having.
8. Lesson Part 5 (final lesson): Students should have completed the thirty day challenge. Have students complete a final written reflection using the following guiding questions:
 - a. How many days did you eat healthy during the 30 days you tracked?
 - b. How many days were you active for thirty minutes or more during the 30 days you tracked?
 - c. The goal of this challenge was to find ways to give yourself more energy. Can you notice any trends on your calendar? What happened on the days you had the most energy?
9. Have students share out again their final reflections in small groups or to the whole class. Remind them that to have more energy, eating healthy and being active are the keys!
10. As an optional reward for students tracking, you can take them outside for a game of Sharks and Minnows or Capture the Flag.

Optional Next Steps & Resources:

Students can make a two-column comparison between the foods they considered were healthy vs. not-healthy. Then, they can break out in groups to compare how they are eating to their classmates.

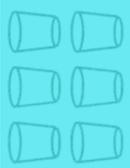
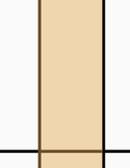
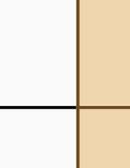
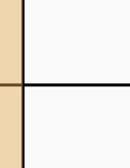
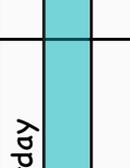
Have students learn how to find their heart rate. Do different activities that would make their heart rate fluctuate and then students can create a line graph that shows their heart rate over time.

Name _____



My Energy Tracker



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
Date								
Breakfast								
Snacks								
Lunch								
Snacks								
Dinner								
Snacks								
Grams of Sugar								
Water								
Exercise								
Mood	  	  	  	  	  	  	  	  