



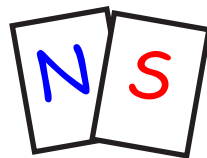
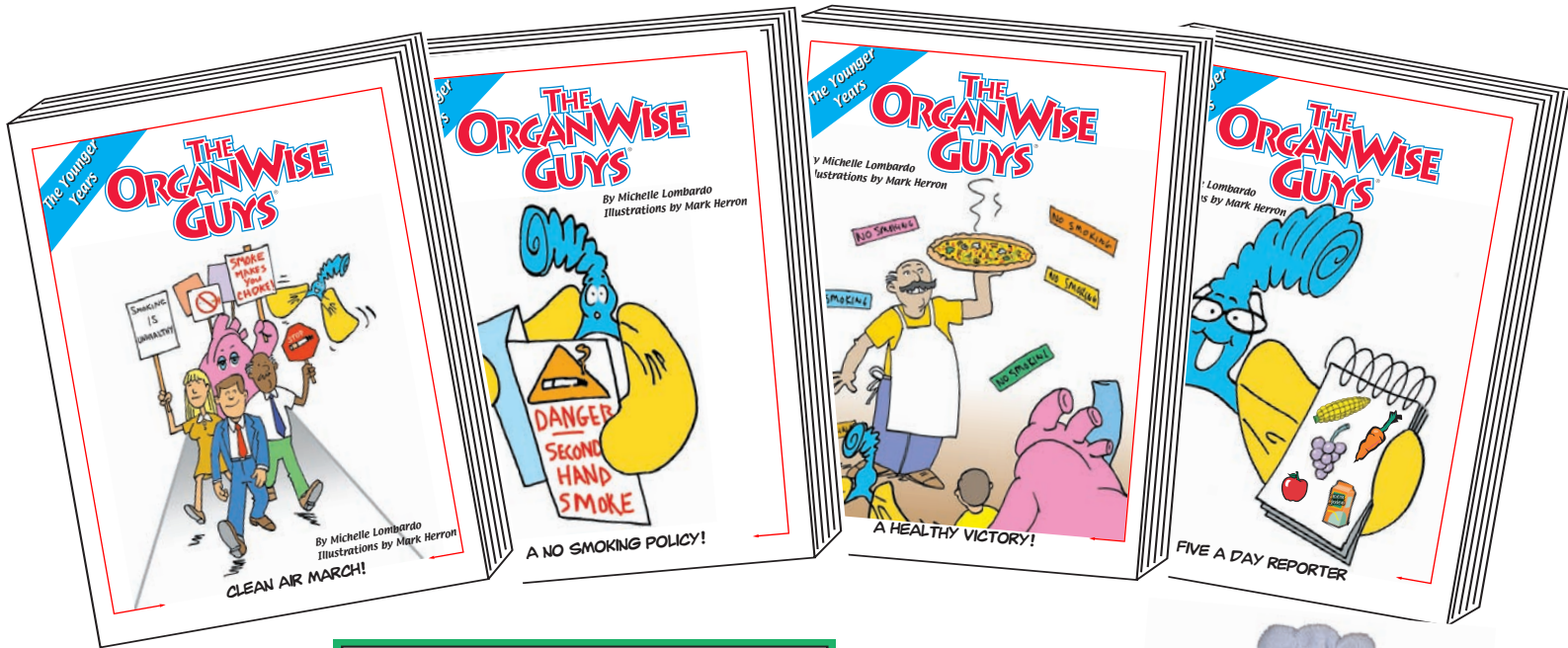
THE ORGANWISE GUYS



Educator Lesson Plans

The OrganWise Guys® Younger Years

Windy Kit



www.organwiseguys.com

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Windy® Kit Instructions

Key Nutrition/Health Concepts

- *Importance of a smoke-free environment*
- *Advocating for smoke-free environments*
- *Understanding and identifying fruits and vegetables*
- *Celebrating success with healthy food choices*

This kit contains a Windy, the Lungs educational tool, four soft cover books and a No Smoking “Design your Sign” card game. This series is designed to be used on a regular basis with a new book being read to the students each week. The goal is to get the students actively involved and enthused to take care of their “OrganWise Guys.” The more animated you make the story and the more genuine your reaction is to how “smart” the students are, the more engaged the students will be. Depending on the size of the group, you may wish to have them gather around in a reading area as you read aloud and show illustrations.

The instructions for “Design Your Sign!” Activity are on the back of the placemat. This can be done in the classroom centers. The plush Windy Educational Tool can be used to remind students to keep away (if possible) from second hand smoke, get plenty of physical activity and fresh air at recess, etc.

After you read the book, a follow up activity is suggested. During the week you can assign companion activities contained in their very own “Younger Years” activity book, which can be purchased separately. (This book remains in each student’s desk to be used throughout the 12-week series). It has activities for Hardy’s, Calci’s, and Windy’s kit). These nutrition and physical activity lessons are integrated into core curriculum objectives for easy implementation into your school day.

LESSON TITLE: *Clean Air March!*

Grade Level: Pre-K/K-2

Delivery Mode: Classroom

Time Allotted: 20 minutes

of Participants: Class size: 10-30

Life Skill/General Health: Basic lung function and Importance of a smoke-free environment

Character Focus: Asserting oneself, Working as a team with others

Integrated Curriculum Concepts:

- Language Arts: Drawing and writing as a way of expressing thoughts and ideas
- Science: Recognizing that humans have an impact on the environment
- Social Studies: Developing social awareness and problem-solving skills and explaining the role of community helpers
- Visual and Performing Arts: Using a variety of materials to express one's ideas and creativity

Key Concepts:

- Understanding the importance of a smoke-free lifestyle
- Choosing healthy foods in a celebration (see additional nutrition concepts below)

What you need for the Lesson:

- *Clean Air March!*
- Windy the Lungs Educational Tool
- Copies of "Clean Air" Sign activity sheets
- Companion Activity Book (*Optional*)

Learning Activity:

- Make your own "Clean Air" sign activity sheet
- Companion Book Activity p. 22 (*Optional*)

Getting Ready:

- Read and familiarize yourself with the book.
- Make multiple copies of the last page of the book. (One for each student)

Note to Helper:

- The more animated you make the story and the more genuine your reaction is to how "smart" the students are, the more engaged the students will be.
- Depending on group size, you may wish to have them gather around in a reading area as you read aloud and show illustrations.

Lesson Plan:

What you Say:	What you Do:	What Participants Do:
<p>Today we are going to meet a new OrganWise Guy character called Windy the Lungs. Windy is all about things that are fresh. She likes FRESH air to breathe and FRESH fruits and veggies to eat. Let's get started. Listen closely, I may ask some questions about the book.</p>	<p>Hold up the Windy character to the class and then sit Windy next to you as you read the book (WITH ENTHUSIASM!). Have the students join in and do the cadence march each time it appears in the book. You sing the first line and they repeat it.</p>	<p>Sit quietly and listen until interactive parts of book. Respond and participate as told by the teacher reading.</p>
<p>What is the harmful smoke called that affects everyone who does not smoke but is in the same room as a smoker? (ANSWER: Secondhand Smoke)</p>	<p>Call on students who have raised their hands to answer the question.</p>	<p>Respond and answer questions by raising hands.</p>
<p>Has anyone ever had his or her picture taken for the newspaper before? If so, why were you in the newspaper?</p>	<p>Call on students who have raised their hands to answer the question.</p>	<p>Respond and answer questions by raising hands.</p>
<p>Additional Nutrition Concepts Okay, class. Let's pretend we have been put in charge of the party to celebrate the success of the march. Windy has asked that we do a huge celebration with healthy foods including FRESH foods to go along with our FRESH AIR success! Let's make a list of what types of food we would have.</p>	<p>Call on students who have raised their hand to add foods to list. You may need to guide them towards a healthier choice if they choose an unhealthy item.</p>	<p>Should be actively involved in the activity.</p>
<p>Follow Up Activity: Make Your Own "Clean Air" Sign</p>	<p>Pass out the Make your own "Clean Air" Sign activity sheet for the students to complete. Follow the instructions on the sheet.</p>	<p>Should be actively involved in the activity.</p>

Optional Follow-up Activities:

- Use p. 22 in the Companion Activity Book
- If you have a copy of the *Farmer's Market Fresh* video, it is a great way to enhance this lesson. (Approximately 18 minutes in length)

LESSON TITLE: *A Healthy Victory!*

Grade Level: Pre-K/K-K-2

Delivery Mode: Classroom

Time Allotted: 20 minutes

Of Participants: Class size: 10-30

Life Skill/General Health: The importance of a smoke-free environment

Character Focus: Identifying problems and determining solutions

Integrated Curriculum Concepts:

- Language Arts: Gaining information from individuals who share their knowledge
- Science: Participate in learning activities involving daily life experiences
- Social Studies: Developing social awareness and problem-solving skills and identifying the need for rules (policy)

Key Concepts:

- **Advocating for smoke-free restaurants**
- **Understanding the importance of clean air in relation to asthma**
- **Making healthy foods choices throughout the day and as a reward (*see additional nutrition concepts below*)**

What you need for the Lesson:

- *A Healthy Victory!*
- Windy the Lungs Educational Tool
- Copies of My Healthy Victory Activity Sheet
- Companion Activity Book (*Optional*)

Learning Activity:

- My Healthy Victory Activity Sheet
- Companion Book Activities pgs. 23 and 24 (*Optional*)

Getting Ready:

- Read and familiarize yourself with the book.
- Make multiple copies of the last page of the book. (One for each student).

Note to Helper:

- The more animated you make the story and the more genuine your reaction is to how “smart” the students are, the more engaged the students will be.
- Depending on group size, you may wish to have them gather around in a reading area as you read aloud and show illustrations.

Lesson Plan:

What you Say:	What you Do:	What Participants Do:
Let's take a moment and give our lungs some fresh air.	Do a couple of deep breaths with the class.	Take in a couple of deep breaths following the lead of the teacher.
This week there is a mystery to figure out! Make sure you pay close attention because I am going to be asking you some questions after the story.	Sit Windy next to you as you read the book (WITH ENTHUSIASM!). As you read the book, be sure to point out "the healthy lunch they are eating in the school cafeteria" as well as the "veggie pizza" at the restaurant.	Sit quietly & listen while the teacher reads the book.
Do any of you know someone with asthma?	Listen to response of the students.	Respond and answer questions by raising hands.
Do you think Windy and her friends are glad that this healthy restaurant will now be a No-Smoking one?	Listen to response of the students.	Respond and answer questions by raising hands.
<p>Additional Nutrition Concepts What were some of the healthy foods that were being served for lunch in the cafeteria? (ANSWER: carrots, peas, apple, etc.)</p> <p>As a reward, they all went to Anthony's Pizza. What type of pizza did they order? (ANSWER: Veggie Pizza) Have any of you ever had vegetables on your pizza? What types of veggies would you like to try? Do you think it was smart of The OrganWise Guys to order a healthy food choice to treat themselves?</p>	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
<p>Follow Up Activity: My Healthy Victory Activity Sheet</p>	Pass out My Healthy Victory activity sheet for the students to complete. Follow the instructions on the sheet.	Should be actively involved in the activity.

Optional Follow-up Activities:

- Use pgs. 23 and 24 in the Companion Activity Book

LESSON TITLE: *Five A Day Reporter*

Grade Level: Pre-K/K/K-2

Delivery Mode: Classroom

Time Allotted: 20 minutes (33 minutes with video)

Of Participants: Class size: 10-30

Life Skill/General Health: Importance of eating at least 5 servings of fruits and vegetables each day

Character Focus: Exhibiting concern for the well-being of others

Integrated Curriculum Concepts:

- Language Arts: Investigate topics of interest through play, inquiry, observation and exploration
- Science: Communicate discoveries and findings through demonstration, conversation and simple record-keeping

Key Concepts:

- Understanding the importance of eating fruits and vegetables
- Identifying ways to increase fruit and vegetable consumption throughout the day

What you need for the Lesson:

- *Five A Day Reporter*
- Windy the Lungs Educational Tool
- Copies of Windy's Notepad Companion Activity
- Companion Activity Book (*Optional*)
- *Gimme Five!* Video (*Optional*)

Learning Activity:

- Windy's Notepad Companion Activity (last page of book)
- Companion Book Activities pgs. 25 and 26 (*Optional*)
- *Gimme Five!* Video (*Optional*)

Getting Ready:

- Read and familiarize yourself with the book.
- Make multiple copies of the last page of the book. (One for each student)

Note to Helper:

- The more animated you make the story and the more genuine your reaction is to how "smart" the students are, the more engaged the students will be.
- Depending on group size, you may wish to have them gather around in a reading area as you read aloud and show illustrations.

Lesson Plan:

What you Say:	What you Do:	What Participants Do:
Today we are going to learn about something else other than “air” that Windy likes fresh.	Sit Windy next to you as you read the book (WITH ENTHUSIASM!) Near the end, see if they can recall the fruits and vegetables that Hardy ate before Windy shows them her notepad.	Sit quietly and listen until interactive parts of book.
What is Windy’s favorite way to eat her fruit and vegetables? (ANSWER: Fresh)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
How many fruits and vegetables are you supposed to eat every day? (ANSWER: at least 5)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What are your favorite fruits and vegetables? (ANSWER: Varies)	Call on about 5 students who have raised their hand to answer the question.	Respond and answer questions by raising hands.
Follow Up Activity: Windy’s Notepad Companion Activity	Follow instructions for Windy’s Notepad Companion Activity at the end of the story.	Should be actively involved in the activity.

Optional Follow-up Activities:

- Use pgs. 25 & 26 in the Companion Activity Book
- If you have a copy of the *Gimme Five* video, it is a great way to enhance this lesson. (Approximately 15 minutes in length)

LESSON TITLE: *A No Smoking Policy!*

Grade Level: Pre-K/K-2

Delivery Mode: Classroom

Time Allotted: 20 minutes

Of Participants: Class size: 10-30

Life Skill/General Health: The importance of a smoke-free environment

Character Focus: Identifying problems and determining solutions

Integrated Curriculum Concepts:

- Language Arts: Active Listening
- Science: Participating in learning activities involving daily life experiences
- Social Studies: Developing social awareness and problem-solving skills and identifying the need for rules (policy)

Key Concepts:

- **Avoiding second-hand smoke**
- **Making healthy food choices as an after-school snack** (*see additional nutrition concepts below*)

What you need for the Lesson:

- *A No Smoking Policy!*
- Windy the Lungs Educational Tool
- Copies of “No Smoking Policy” activity sheets
- Companion Activity Book (*Optional*)

Learning Activity:

- “No Smoking Policy” Activity Sheet
- Companion Book Activities pgs. 27 and 28 (*Optional*)

Getting Ready:

- Read and familiarize yourself with the book.
- Make multiple copies of the last page of the book. (One for each student)

Note to Helper:

- The more animated you make the story and the more genuine your reaction is to how “smart” the students are, the more engaged the students will be.
- Depending on group size, you may wish to have them gather around in a reading area as you read aloud and show illustrations.

Lesson Plan:

What you Say:	What you Do:	What Participants Do:
Today we are going to hear from Windy the Lungs again! Listen closely because I am going to ask you some questions after the story. Let's get started!	Sit Windy next to you as you read the book (with ENTHUSIASM!). As you read the book, be sure to point out the healthy snack that Anna's Grandma made for them. Have the children identify the foods.	Sit quietly and listen until interactive parts of book.
What can you ask an adult who is smoking in the house to do? (ANSWER: Ask them to go outside so the secondhand smoke does not harm everyone)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What kinds of things can secondhand smoke do to your body? (ANSWER: Coughing, itchy eyes, and having trouble breathing)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
<p>Additional Nutrition Concepts Anna's Grandma loves to fix Anna healthy after-school snacks. What did Anna and Windy have as their healthy snack? What type of snacks do you eat after school?</p> <p>Optional; Bring in various samples of fruits for tasting. Ask the students how it tastes. Then ask them to think about what this delicious snack would taste like if the room were filled with second-hand smoke. Windy's Motto is: When eating healthy, delicious FRESH foods you should ALWAYS have healthy FRESH air to go along with it!</p>	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
<p>Follow Up Activity: No Smoking Policy!</p>	Pass out the "No Smoking Policy" activity sheet for the students to complete by drawing a picture of their house on the sign. Follow the instructions on the activity sheet.	Should be actively involved in the activity.

Optional Follow-up Activities:

- Use pgs. 27 and 28 in the Companion Activity Book