

LESSON TITLE: ***School Days -- Here We Come***

**Recommended Grade Level:** 1<sup>st</sup> Grade

**Delivery Mode:** Classroom

**Time Allotted:** 20 minutes

**# of Participants:** Class size: 10-30

**Life Skill:** Facing scary situations

**Character Focus:** Self-responsibility

**Integrated Curriculum Concepts\*:**

- Language Arts: Increase vocabulary/active listening
- Math: Counting
- Science: Unifying concepts and processes/human anatomy; names and locations of organs
- Social Studies: Developing self-help skills

**Key Concepts:**

- Understanding that organs reside inside the human body
- Introduction to human anatomy and physiology concepts
- Importance of good nutrition for personal health (*see additional nutrition concepts*)

**What you need for the Lesson:**

- *School Days -- Here We Come!* book
- Hardy Heart Educational Tool (from OrganWise Gal/Guy, *optional*)
- Companion Activity Book or download the Activities Sheets found beneath the book

**Learning/Follow up Activity:**

- OrganWise Guys Roll Call
- Companion Book Activities pgs. 5 and 7 (*optional*)

**Getting Ready:**

- Read and familiarize yourself with the book.

**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 the illustrations.

\* Reminder to check out state specific curriculum standards for this story and all OrganWise Guys materials at <https://organwiseguys.com/curriculum/>.

**Lesson Plan:**

What you Say:	What you Do:	What Participants Do:
I am going to read a book that will introduce you to a group of characters known as The OrganWise Guys. You will be able to participate while I am reading so listen up!	Start reading book (with ENTHUSIASM!) Prepare to approach the parts in the book where the kids will interact.	Sit quietly and listen until interactive parts of book.
Read through entire book.	Follow the instructions from the book yourself so the students know to do the same thing.	Respond and participate as told by the teacher reading.
Once you have completed the book, you can start with, ‘Hey kids! I have someone here that I’d like you to meet ... Hardy Heart! Can you show me where your Hardy Heart is?’	Introduce the plush Hardy to the students.	Respond and find their Hardy Heart.
<b>Follow up Activity:</b> <b>OrganWise Guys Roll Call</b> Let’s do one more OrganWise Guys roll call, to make sure they are all here. Try to find each one again in your body just like before. When you find it say, "Here!"	Have the kids stand up where they are.	Kids stand up and find all the organs as they are called out and then say "Here!" when they do find them.
Hardy Heart	Wait a few seconds for the kids to have a chance to find their hearts and then place hand on heart.	Put hand on heart and say "Here!" when they find it.
Madame Muscle	Wait a few seconds for the kids to find their arm muscle and then place hand on arm.	Put hand on bicep/arm and say "Here!" when they find it.
Sir Rebrum	Wait a few seconds for the kids to find their Sir Rebrum and then place hand on head.	Put hand on head and say "Here!" when they find it.
The Kidney Brothers	Wait a few seconds for the kids to find their Kidney Brothers and then place hands on lower back.	Put hand on lower back area and say "Here!" when they find it.
Windy, the Lungs	Wait a few seconds for the kids to find their Windy and then take a deep breath and exhale.	Take deep breath in and say "Here!" when they exhale.
Calci M. Bone	Wait a few seconds for the kids to find their shin and then place hand on shin.	Put hand on shin and say "Here!" when they find it.
Peri Stolic, the intestines	Give the kids a chance to find their Peri Stolic and then place hand on belly button area.	Put hand on belly button area and say "Here!" when they find it.

<p><b><i>Additional Nutrition Concepts:</i></b></p> <p>When students have become acquainted with The OrganWise Guys, it's time to teach them each organ's favorite foods. Talk about each OrganWise Guy and give clues as to the type of food they love and why.</p> <p>Calci M. Bone loves calcium-rich foods to help keep her strong. Can you guess what her favorite drink is? (Hint: it is white and is kept in the refrigerator.) What other foods do you think might help keep her strong?</p> <p>The Kidney Brothers are all about one type of drink. It begins with the letter "w." Can you guess what it is? Raise your hand if you love water.</p> <p>Peri Stolic loves fresh fruits and veggies because they are delicious and high in fiber! Let's make a list of at least 10 fruits and veggies. (Call on students to begin the list.)</p> <p>Hardy Heart knows it's important to pick healthy foods for your OrganWise Guys. I'll give you two foods and you tell me which is healthier:</p> <ul style="list-style-type: none"> <li>• french fries or baked sweet potato</li> <li>• whole grain pretzels or potato chips</li> <li>• fried chicken or baked chicken, etc.</li> </ul> <p>Sir Rebrum, your brain, needs a healthy breakfast to get "thinking" every morning. Let's make a list of some healthy breakfast items. (Call on students to list items.)</p>	<p>Call on students who have raised their hand to answer the question.</p>	<p>Respond and answer questions by raising hand.</p>
--	--	--

***Optional Follow-up Activities:***

- Hand out an OrganWise Guys activity book to each student. (Emphasize that this is their "personal, official OrganWise Guys book!") Read through page one with the students and have them fill in their name and draw a picture of themselves next to Hardy **OR** download the Activities Sheets found beneath the book.

LESSON TITLE: ***I Think I Forgot Something***

**Recommended Grade Level:** 1<sup>st</sup> Grade

**Delivery Mode:** Classroom

**Time Allotted:** 20 minutes

**# Of Participants:** Class size: 10-30

**Life Skill:** The importance of eating breakfast

**Character Focus:** Self-responsibility and thankfulness

**Integrated Curriculum Concepts\*:**

- Language Arts: Active listening, responding, and following instructions
- Math: Counting
- Social Studies: Developing self-help skills

**Key Concepts:**

- The importance of eating breakfast daily
- Identifying healthy breakfast foods

**What you need for the Lesson:**

- *I Think I Forgot Something!* book
- Hardy Heart Educational Tool (from OrganWise Gal/Guy, *optional*)
- Companion Activity Book or download the Activities Sheets found beneath the book

**Learning Activity:**

- Companion Book Activities pgs. 9 and 10 or download the Activities Sheets found beneath the book

**Getting Ready:**

- Read and familiarize yourself with the book.

**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 the illustrations.
- Reminder to check out state specific curriculum standards for this story and all OrganWise Guys materials at <https://organwiseguys.com/curriculum/>.

**Lesson Plan:**

<b>What you Say:</b>	<b>What you Do:</b>	<b>What Participants Do:</b>
Today we are going to learn a very important lesson about starting a healthy day. Are you ready? Make sure you listen closely because I will be asking you some questions at the end of the book!	As you read the book (with ENTHUSIASM!), have the students follow along and actually do the activity while you count. For example, when Sir Rebrum jumps five times, have the students get up and jump as you count; when Sir Rebrum is discussing putting on his clothes, have the students act that out, etc.	Sit quietly and listen until interactive parts of book.
Read through entire book.	Encourage the kids to interact when they are supposed to.	Respond and participate as told by the teacher reading.
Once you have completed the book ... ‘Okay, I have a few questions for you all! Tomorrow when you wake up, think of five good things in your life just like Sir Rebrum does each day. Do you think you can come up with five? Who would like to share something good in their life right now?’	Call on some kids to tell you about the good things in their lives. Tell them one good thing in your life as well, if you’d like to.	Respond and answer questions by raising hands.
What are some activities that Sir Rebrum does in the morning where he uses counting to make these things more fun? (ANSWERS: making bed, brushing teeth, jumping out of bed)	Call on kids to give the answers to the question.	Respond and answer questions by raising hands.
<b>How many of you ate breakfast this morning? Raise your hand if you did. When I call on you, tell me what you ate and if you think it was a healthy choice.</b>	Wait for them to raise hands.	Respond by raising hands.

**Optional Follow-up Activities:**

- Use pgs. 9 and 10 in the Companion Activity Book or download the Activities Sheets found beneath the book.
- Watch *Breakfast Skippin’ Blues* found in Bonus Videos sections. (The video is approximately 17 minutes in length.)

LESSON TITLE: *All Hearts Need Love*

**Recommended Grade Level:** 1<sup>st</sup> Grade

**Delivery Mode:** Classroom

**Time Allotted:** 20 minutes

**# Of Participants:** Class size: 10-30

**Life Skill:** The importance of “heart health”

**Character Focus:** Self-responsibility and kindness

**Integrated Curriculum Concepts\*:**

- Language Arts: Active listening, responding, and following directions
- Math: Counting
- Science: Exercise physiology
- Social Studies: Developing self-help skills

**Key Concepts:**

- Importance of physical activity
- Identifying iron-rich foods for blood health (*see additional nutrition concept*)

**What you need for the Lesson:**

- *All Hearts Need Love!* book
- Hardy Heart Educational Tool (from OrganWise Gal/Guy, *optional*)
- Companion Activity Book or download the Activities Sheets found beneath the book

**Learning Activity:**

- Companion Book Activities pgs. 11 and 12 or download the Activities Sheets found beneath the book

**Getting Ready:**

- Read and familiarize yourself with the book.

**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 the illustrations.

\* Reminder to check out state specific curriculum standards for this story and all OrganWise Guys materials at <https://organwiseguys.com/curriculum/>.

**Lesson Plan:**

<b>What you Say:</b>	<b>What you Do:</b>	<b>What Participants Do:</b>
Today we are going to learn a very important lesson about your heart. Can everyone show me where their Hardy Heart is? Okay, now everyone listen very carefully because I will be asking some questions after the story.	Pull out the plush Hardy Heart.	Put hand over their Hardy Heart.
Start reading the book.	As you read the book, have the students do the Hardy Heart Pump Up! Activity (while counting) to get their heart pumping. Encourage a lot of movement and energy.	Sit quietly and listen until interactive parts of book.
Once you have completed the book... 'Okay, can everyone stand up and put their hand on their heart and say the pledge of allegiance just like Hardy?'	Stand up and face the flag with your hand on heart and lead the kids in the pledge.	Stand up, face the flag and put hands over heart and recite the pledge.
Who can tell me what Hardy Heart's main job is? (ANSWER: pump blood to every body part)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hands.
Did you know you could feel your Hardy Heart at work pumping blood? Put your hand over your heart. Do you feel it beating?	Encourage the students to continue to move their hands until they can feel it beating.	Put their hand over their heart to feel it beating.
What types of activities will get your Hardy Heart pumping fast? (ANSWER: run, jump, hop, arms up, etc.)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hands.
Everyone looks different on the outside, but we're all the same on the inside. What do all hearts need? (ANSWER: LOVE!!)	Encourage the class to remember Maria from the book and what she needed to feel better about being the new student.	Respond and answer questions by raising hands.
<b>Additional Nutrition Concept:</b> Discuss with children the importance of iron for blood health. Bring in samples of iron-rich foods. Ask children to identify them. Examples of iron-rich food items are iron-fortified cereal, whole grain bread, oatmeal, sunflower seeds, green leafy vegetables, etc.	Call on students who have raised their hand to answer the question.	Call on students who have raised their hands to answer the question.

**Optional Follow-up Activities:**

- Use pgs. 11 and 12 in the Companion Activity Book or download the Activities Sheets found beneath the book.

LESSON TITLE: ***Taking a Healthy Break***

**Recommended Grade Level:** 1<sup>st</sup> Grade

**Delivery Mode:** Classroom

**Time Allotted:** 20 minutes

**# Of Participants:** Class size: 10-30

**Life Skill:** The importance of being physically active

**Character Focus:** Self-responsibility, choices, and moderation

**Integrated Curriculum Concepts\*:**

- Language Arts: Active listening, responding, and following instructions
- Math: Counting and patterns
- Science: Exercise physiology
- Social Studies: Developing self-help skills

**Key Concepts:**

- Importance of reducing sedentary behavior and increasing physical activity
- Making healthy snack choices (*see additional nutrition concept*)

**What you need for the Lesson:**

- *Taking a Healthy Break!* book
- Hardy Heart Educational Tool (from OrganWise Gal/Guy, *optional*)
- Companion Activity Book or download the Activities Sheets found beneath the book

**Learning Activity:**

- Companion Book Activities pgs. 13 and 14 or download the Activities Sheets found beneath the book

**Getting Ready:**

- Read and familiarize yourself with the book.

**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 the illustrations.

\* Reminder to check out state specific curriculum standards for this story and all OrganWise Guys materials at <https://organwiseguys.com/curriculum/>.



**Lesson Plan:**

What you Say:	What you Do:	What Participants Do:
Today we are going to learn a very important lesson about.... can you guess? (Pause while pulling out doll.) That’s right, Hardy Heart!	Pull out the Hardy Heart plush doll. Let kids try and come up with which character it is.	Guess which character the lesson is going to be about.
Listen carefully because you will be able to stand up and move around later in the story! Start reading the book.	As you read the book, have the students follow along and actually do the physical activity with the “guys.”	Sit quietly and listen until interactive parts of book.
Everyone put your hand over your Hardy Heart...can you feel it beating? Your Hardy Heart is pumping very fast right now because it loves it when you exercise.	Put your hand over your Hardy Heart.	Put their hands over their Hardy Heart.
<b>Additional Nutrition Concept:</b> Of course we all watch television at times, especially on rainy days. Raise your hand if you sometimes snack while watching TV. You need to know how to make healthy choices when it comes to snacking.	Bring in samples of healthy snacks and some not so healthy snacks that should be limited. This would be a good lead into the <i>Healthy Commercial</i> follow-up activity below.	Respond and answer questions by raising hand.
<b>Follow Up Activity:</b> <b>Healthy Commercial</b>	Follow A Healthy Commercial instructions (found under Activity Sheets) and call on students to do some healthy commercials. You may need to coax them with some probing questions about the healthy “fruit, veggie or favorite sport activity” commercial. (*Give the kids five-eight minutes to come up with their commercials.)	Follow instructions from teacher and create commercials to share with the class.

**Optional Follow-up Activities:**

- Use pgs. 13 and 14 in the Companion Activity Book or download the Activities Sheets found beneath the book.
- Watch *Extreme Couch Potato* found in Bonus Videos sections. (The video is approximately 14 minutes in length.).

LESSON TITLE: ***My Favorite Drink in the World***

**Recommended Grade Level:** 1<sup>st</sup> Grade

**Delivery Mode:** Classroom

**Time Allotted:** 20 minutes

**# Of Participants:** Class size: 10-30

**Life Skill/Nutrition:** Identifying calcium-rich foods

**Character Focus:** Dealing with jealousy

**Integrated Curriculum Concepts\*:**

- Language Arts: Active listening
- Health Science: Nutrition as it relates to healthy living
- Social Studies: Developing self-help skills

**Key Concepts:**

- Importance of calcium-rich foods for bone health
- Identifying calcium-rich foods

**What you need for the Lesson:**

- *My Favorite Drink in the World!* book
- Calci M. Bone Educational Tool (from OrganWise Gal/Guy, *optional*)
- Companion Activity Book or download the Activities Sheets found beneath the book (*optional: for follow up activities*)

**Learning Activity:**

- Companion Activity Book pgs. 15 and 16 or download the Activities Sheets found beneath the book (*optional: for follow up activities*)

**Getting Ready:**

- Read and familiarize yourself with the book.

**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 the illustrations.

\* Reminder to check out state specific curriculum standards for this story and all OrganWise Guys materials at <https://organwiseguys.com/curriculum/>.

**Lesson Plan:**

<b>What you Say:</b>	<b>What you Do:</b>	<b>What Participants Do:</b>
Today we are going to start learning about “bone health.” Here to teach you about it is none other than, Calci...Calci M. Bone!	Hold up the Calci M. Bone stuffed character.	Sit quietly and listen until interactive parts of book.
<b>Make sure and pay attention to all of the “bone-healthy” foods in the book.</b> I might ask you about them later!	Sit Calci next to you and read the book. (WITH ENTHUSIASM!)	Sit quietly and listen while book is read.
How many bones are in your body? Do you remember what Calci said? (ANSWER: 206!!)	Call on students to give the answers to the question.	Respond and answer questions by raising hands.
<b>Raise your hands if you ate a calcium-rich food for breakfast this morning!</b>	Call on about five students to tell you what calcium-rich food they ate for breakfast.	Respond and answer questions by raising hands.
Now we are going to play a little game. <b>When I pass Calci to you, you must name a “bone-healthy” food.</b>	Have the student that catches Calci name a “bone-healthy” food. Have them pass it back to you and you can toss it to another student. Play for about 3-5 minutes.	Respond and answer questions from the teacher.

**Optional Follow-up Activities:**

- Use pgs. 15 and 16 in the Companion Activity Book or download the Activities Sheets found beneath the book.

## LESSON TITLE: *A “Teeth Changing” Experience*

**Recommended Grade Level:** 1<sup>st</sup> Grade

**Delivery Mode:** Classroom

**Time Allotted:** 20 minutes

**# Of Participants:** Class size: 10-30

**Life Skill/General Health:** Good dental hygiene

**Character Focus:** Developing self-discipline

**Integrated Curriculum Concepts\*:**

- Language Arts: Active listening
- Math: Counting
- Health Sciences: Healthy living
- Social Studies: Developing self-help skills

**Key Concepts:**

- Importance of dental health for long term nutritional health
- Identifying calcium-rich foods

**What you need for the Lesson:**

- *A “Teeth Changing” Experience!*
- Calci M. Bone Beanie (from OrganWise Gal/Guy, *optional*)
- Companion Activity Book or download the Activities Sheets found beneath the book

**Learning Activity:**

- Use pgs. 19 and 20 in the Companion Activity Book (*if using companion activity books*) or download the Activities Sheets found beneath the book.

**Getting Ready:**

- Read and familiarize yourself with the book.

**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 the illustrations.

\* Reminder to check out state specific curriculum standards for this story and all OrganWise Guys materials at <https://organwiseguys.com/curriculum/>.

**Lesson Plan:**

<b>What you Say:</b>	<b>What you Do:</b>	<b>What Participants Do:</b>
Today, Calci is going to tell you a story about why it is so important to take care of your teeth! Listen up because I am going to ask some questions after Calci is done with her story.	Sit Calci next to you and read the book. (WITH ENTHUSIASM!)	Sit quietly and listen while teacher reads the book.
How many times a day do you brush your teeth?	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
How many times a day does Calci tell you to brush your teeth and when?	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Have any of you ever seen “dentures” before? Tell me what you have to do so that you keep all of your teeth in your mouth.	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
<p><b>Additional Nutrition Concepts:</b>            Which two calcium-rich foods did Grandma serve with her homemade apple pie? (See page 4.)</p> <p>On page 6 in the book, Calci dressed up for Halloween as a milk carton. Why do you think she likes milk so much?</p> <p>Why do you think it is so important to take care of your teeth now while you are young? Name some healthy fruits and veggies that would be hard to eat if you didn’t have teeth when you get older.</p> <p>(Answer: varies)</p>	Call on students who have raised their hands to answer the question.	Should be actively involved in the activity.

**Optional Follow-up Activities:**

- Use pgs. 19 and 20 in the Companion Activity Book (*if using companion activity books*) or download the Activities Sheets found beneath the book.

## LESSON TITLE: ***“Bone Bank” Savings***

***Recommended Grade Level:*** 1<sup>st</sup> Grade

***Delivery Mode:*** Classroom

***Time Allotted:*** 20 minutes

***# Of Participants:*** Class size: 10-30

***Life Skill/Nutrition:*** Identifying calcium-rich foods

***Character Focus:*** Self-responsibility

***Integrated Curriculum Concepts\*:***

- Language Arts: Active listening
- Math: Developing concept of money
- Science: Unifying concepts and processes/anatomy
- Social Studies: Developing self-help skills

***Key Concepts:***

- Identifying calcium-rich foods
- Importance of a calcium-rich diet for long term bone health
- Making healthy food choices

***What you need for the Lesson:***

- “Bone Bank” Savings! book
- Calci M. Bone Educational Tool
- Companion Activity Book or download the Activities Sheets found beneath the book

***Learning Activity:***

- Companion Activity Book pgs. 17 and 18 or download the Activities Sheets found beneath the book.

***Getting Ready:***

- Read and familiarize yourself with the book.

***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 the illustrations.

\* Reminder to check out state specific curriculum standards for this story and all OrganWise Guys materials at <https://organwiseguys.com/curriculum/>.

**Lesson Plan:**

<b>What you Say:</b>	<b>What you Do:</b>	<b>What Participants Do:</b>
Today we are going to learn a very important lesson about starting a savings plan for your life. Are you ready? Listen carefully so you can answer some questions at the end!	Sit Calci next to you and read the book. (WITH ENTHUSIASM!)	Sit quietly and listen while teacher reads the book.
How many of you have a bank and save money at home?	Give students a chance to raise their hands.	Respond and answer questions by raising hands.
How many of you receive an allowance at home? What are you saving your money for?	Give students a chance to raise their hands.	Respond and answer questions by raising hands.
Did you know that you have a “bone bank” inside of you? How many of you plan to start saving in your “bone bank” now?	Give students a chance to raise their hands.	Respond and answer questions by raising hands.
<b>What kinds of food should you eat to start storing calcium in your “bone bank”?</b>  <b>(Answers: organic milk, cheese, yogurt, cheese pizza, etc.)</b>	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.

**Optional Follow-up Activities:**

- Use pgs. 17 and 18 in the Companion Activity Book or download the Activities Sheets found beneath the book.

LESSON TITLE: *An Active Bone Life*

**Recommended Grade Level:** 1<sup>st</sup> Grade

**Delivery Mode:** Classroom

**Time Allotted:** 20 minutes

**# Of Participants:** Class size: 10-30

**Life Skill/General Health:** Learning the importance of physical activity/choosing calcium-rich foods for bone health

**Character Focus:** Developing self-confidence

**Integrated Curriculum Concepts\*:**

- Language Arts: Active listening, sharing experiences and information
- Science: Interdisciplinary learning activities involving daily life experiences
- Social Studies: Developing self-help skills

**Key Concepts:**

- Importance of a diet rich in calcium for bone health
- Importance of physical activity for bone health

**What you need for the Lesson:**

- *An Active Bone Life!* book
- Calci M. Bone Educational Tool (from OrganWise Gal/Guy, *optional*)
- Companion Activity Book or download the Activities Sheets found beneath the book

**Learning Activity:**

- Watch *Calci's Big Race* in the Bonus Video section.

**Getting Ready:**

- Read and familiarize yourself with the book.

**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 the illustrations.

\* Reminder to check out state specific curriculum standards for this story and all OrganWise Guys materials at <https://organwiseguys.com/curriculum/>.



**Lesson Plan:**

<b>What you Say:</b>	<b>What you Do:</b>	<b>What Participants Do:</b>
Good morning/afternoon everyone! Before we get started, I'd like to know if you all made sure you brushed your teeth this morning? Today we will be learning about another health habit for you to do to keep your bones healthy.	Sit Calci next to you and read the book. (WITH ENTHUSIASM!) Prepare to approach the parts in the book where the kids will interact. As you are reading, have the students actually try to guess the activity Calci is describing by raising their hand to be called on. Then show the enlarged picture of Calci doing that activity.	Sit quietly and listen until interactive parts of book.
What is your favorite "bone-healthy" activity?	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What activities do you plan to do to keep your bones strong?	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Have you ever had to speak in front of a group? Were you nervous?	Call on students who have raised their hands to answer the question. You may need to probe to see why they were speaking in front of a group.	Respond and answer questions by raising hands.
<p><b>Additional Nutrition Concepts:</b>            Can you name all of the calcium-rich foods that were on Calci M. Bone's favorite dress in the picture on page 6? (Show picture.)</p> <p>What are some of your favorite "calcium-rich" foods?</p> <p>What have you eaten today that has calcium in it?</p>	Call on students who have raised their hand to answer the question.	Should be actively involved in the activity.

**Optional Follow-up Activities:**

- Use page 21 in the Companion Activity Book or download Activity Sheet found beneath the book.
- Watch *Calci's Big Race* in the Bonus Video section. It is a great way to finish up this lesson. (The video is approximately 15 minutes in length.)

LESSON TITLE: *Clean Air March*

**Recommended Grade Level:** 1<sup>st</sup> Grade

**Delivery Mode:** Classroom

**Time Allotted:** 20 minutes

**# of Participants:** Class size: 10-30

**Life Skill/General Health:** Basic lung function and the 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 concept)

**What you need for the Lesson:**

- *Clean Air March!* book
- Windy, the Lungs Educational Tool (from OrganWise Gal/Guy, *optional*)
- Companion Activity Book or download the Activities Sheets found beneath the book

**Learning Activity:**

- Companion Activity Book p. 22 or download the Activities Sheets found beneath the book

**Getting Ready:**

- Read and familiarize yourself with the book.

**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 the illustrations.

\* Reminder to check out state specific curriculum standards for this story and all OrganWise Guys materials at <https://organwiseguys.com/curriculum/>.

**Lesson Plan:**

What you Say:	What you Do:	What Participants Do:
Today we are going to meet Windy, the lungs. Windy is all about things that are fresh. She likes FRESH air to breathe and FRESH fruits and vegetables to eat. Let's get started. Listen closely, I may ask some questions about the book.	Hold up Windy to the class and then sit her 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.	Sit quietly and listen until interactive parts of book. Respond and participate as told by the teacher reading.
What is the harmful smoke called that affects everyone who does not smoke but is in the same room as a smoker? (ANSWER: second-hand smoke)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Has anyone ever had his or her picture taken for the newspaper before? If so, why were you in the newspaper?	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
<b>Additional Nutrition Concept:</b> 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 ones - to go along with our FRESH AIR success! Let's make a list of the types of food we would have.	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.	Should be actively involved in the activity.

**Optional Follow-up Activities:**

- Use p. 22 in the Companion Activity Book or download the Activities Sheets found beneath the book
- Watch *Farmer's Market Fresh* found in Bonus Videos sections. (The video is approximately 18 minutes in length.)

## LESSON TITLE: *A No Smoking Policy*

**Recommended Grade Level:** 1<sup>st</sup> Grade

**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*)**

**What you need for the Lesson:**

- *A No Smoking Policy!* book
- Windy, the lungs Educational Tool (from OrganWise Gal/Guy, *optional*)
- Companion Activity Book or download the Activities Sheets found beneath the book

**Learning Activity:**

- Companion Activity Book pgs. 27 and 28 or download the Activities Sheets found beneath the book

**Getting Ready:**

- Read and familiarize yourself with the book.

**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 the illustrations.

\* Reminder to check out state specific curriculum standards for this story and all OrganWise Guys materials at <https://organwiseguys.com/curriculum/>.

**Lesson Plan:**

What you Say:	What you Do:	What Participants Do:
Today we are going to hear from Windy 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 second-hand 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 second-hand smoke do to your body? (ANSWER: causes coughing, itchy eyes, and troubled breathing)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
<p><b>Additional Nutrition Concepts</b>            Anna's Grandma loves to fix her 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.

**Optional Follow-up Activities:**

- Use pgs. 27 and 28 in the Companion Activity Book or download the Activities Sheets found beneath the book.

## LESSON TITLE: *A Healthy Victory*

**Recommended Grade Level:** 1<sup>st</sup> Grade

**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: Participating in learning activities involving daily life experiences
- Social Studies: Developing social awareness and problem-solving skills and identifying the need for rules (policies)

**Key Concepts:**

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

**What you need for the Lesson:**

- *A Healthy Victory!* book
- Windy the Lungs Educational Tool (from OrganWise Gal/Guy, *optional*)
- Companion Activity Book (*optional*)

**Learning Activity:**

- Companion Activity Book pgs. 23 and 24 or download the Activities Sheets found beneath the book

**Getting Ready:**

- Read and familiarize yourself with the book.

**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 the illustrations.

\* Reminder to check out state specific curriculum standards for this story and all OrganWise Guys materials at <https://organwiseguys.com/curriculum/>.

**Lesson Plan:**

<b>What you Say:</b>	<b>What you Do:</b>	<b>What Participants Do:</b>
Let's take a moment and give our lungs some fresh air.	Take a couple of deep breaths with the class.	Take 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 and 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><b>Additional Nutrition Concepts:</b>            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)</p> <p>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.

**Optional Follow-up Activities:**

- Use pgs. 23 and 24 in the Companion Activity Book or download the Activities Sheets found beneath the book.

LESSON TITLE: ***Five A Day Reporter***

**Recommended Grade Level:** 1<sup>st</sup> Grade

**Delivery Mode:** Classroom

**Time Allotted:** 20 minutes

**# Of Participants:** Class size: 10-30

**Life Skill/General Health:** Importance of eating *more* fruits and vegetables each day

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

**Integrated Curriculum Concepts\*:**

- Language Arts: Investigating topics of interest through play, inquiry, observation and exploration
- Science: Communicating 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* book
- Windy, the Lungs Educational Tool (from OrganWise Gal/Guy, *optional*)
- Companion Activity Book or download the Activities Sheets found beneath the book

**Learning Activity:**

- Companion Activity Book pgs. 25 and 26 or download the Activities Sheets found beneath the book
- *Gimme Five!* Video (*optional*)

**Getting Ready:**

- Read and familiarize yourself with the book.

**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 the illustrations.

\* Reminder to check out state specific curriculum standards for this story and all OrganWise Guys materials at <https://organwiseguys.com/curriculum/>.



**Lesson Plan:**

<b>What you Say:</b>	<b>What you Do:</b>	<b>What Participants Do:</b>
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.

**Optional Follow-up Activities:**

- Use pgs. 25 and 26 in the Companion Activity Book or download the Activities Sheets found beneath the book
- Watch *Gimme Five* found in Bonus Videos sections. (The video is approximately 15 minutes in length.)