

LESSON TITLE: ***It's a Teethday Party!***

Grade Level: PreK/Kindergarten

Delivery Mode: Classroom

Time Allotted: 30 minutes

Of Participants: Class size: 10-30

Life Skill: Importance of keeping your teeth clean for health and good breath

Character Focus: Self-responsibility/helping others

Integrated Curriculum Concepts*:

- Language Arts: Active listening, sharing experiences and information, responding
- Science: Introduction to bacteria
- Social Studies: Developing self-help skills

Key Concepts:

- Importance of brushing your teeth at least twice a day
- Making healthy food choices

What you need for the Lesson:

- *It's a Teethday Party!* book
- OrganWise Guy/Gal (*optional: for follow up activities*)
- Heart to Start Companion Activity Book or download the Activities Sheets found beneath the book (*optional: for follow up activities*)

Learning Activities:

- Interactive Follow-up Activities with OrganWise Guy/Gal (*optional*)
- Heart to Start Companion Activity Book or download the Activities Sheets found beneath the book (*optional: for follow up activities*)
- Videos found beneath the Activity Sheets

Getting Ready:

- Read and familiarize yourself with the book.
- Read instructions for follow up activities listed below the lesson plan.

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.

* 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, I am going to introduce you to some characters that live inside of you called The OrganWise Guys. They want you to learn how to take care of them so you can live a long, healthy life. Listen carefully because I am going to ask you some questions about the story when we finish reading it.	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. Respond and participate as instructed by the teacher.
Once you have completed the book, ask... Who does Hardy ask about the smell coming from Calci? (ANSWER: Miss Brushalot)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What was the bad smell coming from Calci? (ANSWER: bad breath)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What does Miss Brushalot call the little “critters” that could start eating away at Calci’s teeth? (ANSWER: bacteria)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What does Miss Brushalot do to teach Calci and the rest of the class about proper teeth care? (ANSWER: She has a Teethday Party)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
When should you brush your teeth every day? (ANSWER: every morning and every night)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What is a “teeth doctor” called? (ANSWER: a dentist)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What else can help prevent bad breath? (ANSWER: eating “teeth-friendly” foods)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What are “teeth-friendly” foods? (ANSWER: apple, yogurt and cheese, etc.)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
How many of you have been to the dentist?	Wait for the kids to raise their hand.	Respond and answer questions by raising hand.
What did you get from your dentist when you went for your check up? (ANSWER: varies)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.

Optional Follow-up Activities:

- Use pgs. 4, 5 and 6 in the companion activity book (*if using companion activity books*) or download the Activities Sheets 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.)
- OrganWise Guy/Gal

Interactive Follow-up Activities with OrganWise Guy/Gal:

Activity #1: **Instructions:** Following the lesson, have the students sit in a circle. Use Calci M. Bone from inside OrganWise Guy/Gal for this activity. Toss Calci to one of the students in the circle and have them answer one of the sample questions below. Once they have answered the question, have them toss Calci to another student in the circle to answer the same question. Continue in the same manner until several students have had a chance to answer the question. Continue game with new questions as desired.

Sample questions:

- What color is your toothbrush?
- What color will you choose for your next toothbrush?
- You need your teeth to chew food. What is your favorite fruit to chew?
- What is your favorite vegetable to chew?
- Do you still have all of your baby teeth or have you lost some already?
- Do you remember to brush your teeth by yourself or does someone need to remind you?
- Do you brush your teeth by yourself or does someone help you? Who helps you?

Activity #2: **Instructions:** Following the lesson, have two students come up to the front of the room and remove Hardy and Calci from OrganWise Guy/Gal. Have them role-play a conversation using creative and positive ways to talk about bad breath and how it can be fixed.

What you say:

Just like in the book, Hardy has noticed that Calci M. Bone has been having bad breath lately. Act out a conversation where Hardy is teaching Calci about bad breath and what she needs to do in order to prevent it. You must do this in a positive way so as not to hurt Calci's feelings.

LESSON TITLE: *An OrganWise Field Trip*

Grade Level: PreK/Kindergarten

Delivery Mode: Classroom

Time Allotted: 20 minutes

Of Participants: Class size: 10-30

Life Skill: Understanding the healthy food selections available at a grocery store

Character Focus: Self-responsibility, decision-making

Integrated Curriculum Concepts*:

- Nutrition: Finding healthy food items in a grocery store
- Language Arts: Active Listening, Responding
- Social Studies: Developing self-help skills

Key Concepts:

- Making healthy food choices
- Drinking plenty of water

What you need for the Lesson:

- *An OrganWise Field Trip* Book
- OrganWise Guy/Gal (*Optional: for follow up activities*)
- Heart to Start Companion Activity Book or download Activities Sheets found beneath the book (*optional: for follow up activities*)

Learning Activities:

- Interactive Follow-up Activities with OrganWise Guy/Gal (*Optional*)
- Heart to Start Companion Activity Book or download Activities Sheets found beneath the book (*optional: for follow up activities*)
- Videos found beneath the Activity Sheets

Getting Ready:

- Read and familiarize yourself with the book.
- Read instructions for follow up activities listed below the lesson plan.

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.

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Lesson Plan:

What you Say:	What you Do:	What Participants Do:
Today we are going on a field trip with The OrganWise Guys ... this should be a lot of fun! Listen closely, as I may ask some questions about the story.	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.
Let's get started!	As you read the book, answer questions and encourage interaction when necessary.	Sit quietly and listen until interactive parts of book.
Where did The OrganWise Guys go on a field trip? (ANSWER: the grocery store)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
For what reason were The OrganWise Guys getting all of their food? (ANSWER: a picnic)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
Do you remember for which food items Hardy and Madame Muscle were looking? (ANSWER: mixed nuts, turkey, organic ranch dressing)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
Calci has a list full of calcium-rich foods. Do you remember what they were? (ANSWER: cheese, organic milk, Greek yogurt, frozen yogurt)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
Peri Stolic had a list with some high-fiber food items. What were they? (ANSWER: whole-grain bread, carrots and apples)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
The Kidney Brothers' list has items full of which ingredient? (ANSWER: water)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
Where did Windy and Pepto select to have their picnic? (ANSWER: a park)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
Windy, the lungs, loves a lot of fresh _____? (ANSWER: air)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.

Do any of you ever go grocery shopping with your parents?	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
Do you select healthy food items like The OrganWise Guys did on their field trip?		

Optional Follow-up Activities:

- Use pgs. 7, 8 and 9 in the companion activity book (*if using companion activity books*) or download Activities Sheets found beneath the book.
- The following videos are a great way to finish up this lesson (found in Bonus Video section):
 - *Gimme Five* (Approximately 15 minutes in length)
 - *Farmer’s Market Fresh* (Approximately 18 minutes in length)
 - *H2Ohhhhh!* (Approximately 20 minutes in length)
- OrganWise Guy/Gal

Interactive Follow-up Activities with OrganWise Guy/Gal:

Activity #1: Instructions: Following the lesson, have the students sit in a circle. Use Sir Rebrum from inside OrganWise Guy/Gal for this activity. Toss Sir Rebrum to one of the students in the circle and have them answer one of the sample questions below. Once they have answered the question, have them toss Sir Rebrum to another student in the circle to answer the same question. Continue in this manner until several students have had a chance to answer the question. Continue game with new questions as desired.

Sample questions:

- Next time you go grocery shopping, which fruit would you want to buy?
- Next time you go grocery shopping, which vegetable would you want to buy?
- Next time you go grocery shopping, which healthy snack would you want to buy?
- Next time you go grocery shopping, which healthy drink would you want to buy?
- Next time you go shopping, which fun outdoor toy would you want to buy?

Activity #2: Instructions: Following the lesson, select one student at a time to go up to the front of the class and pull out an organ from OrganWise Guy/Gal. Prompt them to select any of the organs listed below. You will then ask the students to name three favorite food or drink items for each organ. For examples, see below:

What you say:

Each of The OrganWise Guys has favorite food items that keep them healthy. They already planned one meal on their field trip to the grocery store; can you help them plan a few other meals? (*Answers will vary.*)

Find the following organs in OrganWise Guy/Gal and talk as if you are the organ:

- a. Hardy Heart: What are 2 healthy foods Hardy could eat for lunch?
- b. Calci M. Bone: What are 2 calcium-rich foods Calci can eat for breakfast?

- c. Windy, the lungs: She loves everything she eats to be fresh. Can you name 2 fresh fruits and/or vegetables Windy could eat for snacks?
- d. Sir Rebrum: Sir Rebrum likes to start the day with lots of brainpower. Can you name 2 healthy breakfast items he can eat for breakfast to start his day out right?
- e. Madame Muscle: Madame Muscle loves it when kids play outside. Name two fun outside activities that keep your muscles moving.
- f. The Kidney Brothers: The Kidney Brothers love water! Can you name 2 items from their grocery list that are all about water?
- g. Peri Stolic: Peri Stolic loves to eat lots of high-fiber foods to keep her full. Name 2 food items that Peri could eat for breakfast or dinner that are high in fiber?

LESSON TITLE: ***“Counting” on you to Play***

Grade Level: PreK/Kindergarten

Delivery Mode: Classroom

Time Allotted: 20 minutes

Of Participants: Class size: 10-30

Life Skill: Understanding the importance of physical activity for a healthy lifestyle

Character Focus: Self-responsibility, decision-making

Integrated Curriculum Concepts*:

- Language Arts: Active listening, responding, following directions
- Math: Counting
- Health Science: Understanding the various types of physical activity
- Social Studies: Developing self-help skills

Key Concepts:

- Importance of physical activity
- Physical activity can be interactive and a lot of fun

What you need for the Lesson:

- *“Counting” on you to Play* Book
- OrganWise Guy/Gal (*optional: for follow up activities*)
- Heart to Start Companion Activity Book or downloadable Activities Sheets found beneath the book (*optional: for follow up activities*)

Learning Activities:

- Interactive Follow-up Activities with OrganWise Guy/Gal (*optional*)
- Heart to Start Companion Activity Book or download Activities Sheets found beneath the book (*optional: for follow up activities*)
- Videos found beneath the Activity Sheets

Getting Ready:

- Read and familiarize yourself with the book.
- Read instructions for follow up activities listed below the lesson plan.

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.

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Lesson Plan:

What you Say:	What you Do:	What Participants Do:
Today we are going to look at some fun ways that you can be physically active. We will also be doing a lot of counting. Listen closely, as I will ask some questions about the story.	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.
What are The OrganWise Guys practicing while doing all of their activities? (ANSWER: counting)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
Which activity did Madame Muscle demonstrate? (ANSWER: baseball/softball)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What activity do The Kidney Brothers just LOVE to do? (ANSWER: play outside in the sprinkler)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
Do any of you ever go outside and play in the sprinkler? (ANSWER: varies)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
Calci. M. Bone loves to do this activity. (ANSWER: jump rope)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
Hardy Heart enjoys playing which musical instrument? (ANSWER: drum)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
When you run, what happens to your Hardy Heart? (ANSWER: beats fast)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What does Windy, the lungs need to be healthy? (ANSWER: fresh air)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What are some other activities you like to do that you could also practice counting at the same time? (ANSWER: varies)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.

Optional Follow-up Activities:

- Use pgs. 10, 11& 12 in the companion activity book (***if using companion activity books***) or download Activities Sheets found beneath the book.
- Watch *Farmer’s Market Fresh* in the Bonus Video section. It is a great way to finish up this lesson. (The video is approximately 18 minutes in length.)
- OrganWise Guy/Gal

Interactive Follow-up Activities with OrganWise Guy/Gal:

Activity #1: ***Instructions:*** Following the lesson, have the students stand. Use Windy from inside OrganWise Guy/Gal for this activity. Toss Windy to one of the students. Have that student name a favorite physical activity they like to do for fun. Then have the class act out the version of that activity ten times. Have students count aloud as they perform each activity. *After each activity, the teacher tosses Windy to another student to continue in same manner.*

Activity #2: ***Instructions:*** Select a student to go to the front of the class. Have the student select any organ from OrganWise Guy/Gal. Then have the student choose an activity that he/she thinks that OrganWise Guy would like to do for active play. Have the class act out that activity as they count to 10. *The teacher then chooses another student to select an organ and the activity continues in same manner.*

LESSON TITLE: *Keeping Your “Pets” Healthy*

Grade Level: PreK/Kindergarten

Delivery Mode: Classroom

Time Allotted: 20 minutes

Of Participants: Class size: 10-30

Life Skill: Understanding the importance of taking care of your organs and your pets

Character Focus: Self-responsibility, decision-making

Integrated Curriculum Concepts*:

- Nutrition: Learning about wholesome food choices, including healthy, high-fiber foods
- Language Arts: Active listening, responding, analogies
- Health Science: Understanding the importance of high-fiber fruits and vegetables and their role in maintaining a healthy digestive tract
- Social Studies: Developing self-help skills

Key Concepts:

- Importance of physical activity (for organs in the body and animals)
- Making healthy food choices (for organs in the body and animals)
- Drinking plenty of water (for organs in the body and animals)

What you need for the Lesson:

- *Keeping your “Pets” Healthy* book
- OrganWise Guy/Gal (*optional: for follow up activities*)
- Heart to Start Companion Activity Book or download the Activities Sheets found beneath the book (*optional: for follow up activities*)

Learning Activities:

- Interactive Follow-up Activities with OrganWise Guy/Gal (*optional*)
- Heart to Start Companion Activity Book or download the Activities Sheets found beneath the book (*optional: for follow up activities*)
- Videos found beneath the Activity Sheets

Getting Ready:

- Read and familiarize yourself with the book.
- Read instructions for follow up activities listed below the lesson plan.

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.

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Lesson Plan:

What you Say:	What you Do:	What Participants Do:
Today Sir Rebrum is going to teach you about taking care of your “pets.” Listen closely, because I will ask some questions about the story.	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.
What kind of pet did Sir Rebrum just get? (ANSWER: a dog)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
Do any of you have pets at home? What kind do you have?	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hands.
Sir Rebrum talks about four important things that your “pets” need. Fill in the blanks. 1) Pets should eat healthy _____. 2) Pets should be taken outside for a _____ every day. 3) A pet should be _____ so they are well behaved. (rhymes with <i>rained</i>) 4) A pet needs LOTS of _____ (starts with the letter, “I”) (ANSWER: 1) food 2) walk 3) trained 4) love)	Call on students who have raised their hand to answer the question. Help out with additional hints, if needed.	Respond and answer questions by raising hand.
What are the names of your OrganWise Guys “pets?” (ANSWER: Hardy Heart, Calci M Bone, Peri Stolic, Pepto, the stomach, The Kidney Brothers, Sir Rebrum, Windy, the Lungs, Madame Muscle)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
Your OrganWise Guys “pets” want you to eat _____ and high- <i>something</i> foods in order to stay healthy. (ANSWER: healthy, high-fiber)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
Which OrganWise Guy wants you to eat lots of fruits and vegetables so it will make her job of getting the garbage out easier? (ANSWER: Peri Stolic)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.

What should you drink to keep your OrganWise Guys happy after exercising? (ANSWER: water)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
The OrganWise Guys motto is: “We _____ who we live in, so please take care of us” (ANSWER: love)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
Let’s sing the song together a few times: <i>How much do we love who we live in?</i> <i>We’re so proud of who you will be.</i> <i>How much do we love who we live in?</i> <i>We work hard to keep you healthy!</i>	Prompt the students to sing the song and sing along with them.	Sing the song with the group.

Optional Follow-up Activities:

- Use pgs. 13, 14, & 15 in companion activity book (*if using companion activity books*) or download Activities Sheets found beneath the book.
- OrganWise Guy/Gal

Interactive Follow-up Activity with OrganWise Guy/Gal:

Activity #1: Instructions: Following the lesson, have the students sit in a circle. Use Sir Rebrum from inside OrganWise Guy/Gal for this activity. Toss Sir Rebrum to one of the students in the circle and have them answer one of the sample questions below. Once they have answered the question, have them toss Sir Rebrum to another student in the circle to answer the same question. Continue in the same manner until several students have had a chance to answer the question. Continue game with new questions as desired.

Sample questions:

- Which of The Organ Wise Guys would you want for a pet and why?
- What fun way do you get exercise for your OrganWise Guys?
- Which fruit do you plan to eat today to keep your OrganWise Guys healthy?
- Which vegetable do you plan to eat today to keep your OrganWise Guys healthy?
- Can you tell us of a time you played really hard and then needed to drink some water for your Kidney Brothers?

Activity #2: Instructions: Following the lesson, have the students sit in a circle. Have OrganWise Guy/Gal sitting on your lap where the kids can see the doll. One at a time, you will give clues for one of The OrganWise Guys that was mentioned in the book. As you give the clues, students will raise their hands to guess which organ “pet” you are describing. When the student guesses correctly, they can come and pick that organ out to hold during the rest of the game. Continue giving clues until all organs are used. See below for the statements:

Sample clues:

- Hardy Heart: I beat strong when I eat healthy foods such as fish.
- Calci M. Bone: Eating calcium-rich foods like yogurt and cheese keep me strong.
- Windy: I like my fruits and veggies fresh, just like my air!
- Sir Rebrum: I can think even better if I start the day with a good breakfast.
- Madame Muscle: I get really strong when kids move. I love it when you play.
- The Kidney Brothers: We love everything that has to do with water!
- Peri Stolic: I need lots of high-fiber fruits and veggies to keep me full.
- Luigi Liver (not mentioned in book): I am an organ that helps your body stay clean. I am the color brown. You will learn about me when you get a little older.
- Peter Pancreas (not mentioned in book): I am another organ you will learn about in school later on. I am the green OrganWise Guy.

LESSON TITLE: ***Cheering for Healthy Choices***

Grade Level: PreK/Kindergarten

Delivery Mode: Classroom

Time Allotted: 20 minutes

Of Participants: Class size: 10-30

Life Skill: Understanding the positive effects of making healthy lifestyle choices

Character Focus: Self-responsibility, decision-making

Integrated Curriculum Concepts*:

- **Nutrition:** Importance of eating breakfast and eating fruits and vegetables
- **Language Arts:** Active listening, responding
- **Health Science:** Making healthy nutrition and physical activity choices that enable the organs to function properly
- **Social Studies:** Developing self-help skills and experiencing positive reinforcement for making good decisions

Key Concepts:

- Importance of physical activity
- Making healthy food choices/drinking plenty of water

What you need for the Lesson:

- *Cheering for Healthy Choices* book
- OrganWise Guy/Gal (*optional: for follow up activities*)
- Heart to Start Companion Activity Book or download Activities Sheets found beneath the book (*optional: for follow up activities*)

Learning Activities:

- Interactive Follow-up Activities with OrganWise Guy/Gal (*optional*)
- Heart to Start Companion Activity Book or download Activities Sheets found beneath the book (*optional: for follow up activities*)

Getting Ready:

- Read and familiarize yourself with the book.
- Read instructions for follow up activities listed below the lesson plan.

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.

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Lesson Plan:

What you Say:	What you Do:	What Participants Do:
Today we are going to be having some fun with making healthy choices! Listen closely, as I may ask some questions about the book.	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.
What “team” has arrived to cheer on the class for making healthy choices? (ANSWER: Team OrganWise)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What should you do every morning before school to help your Sir Rebrum think clearly? (ANSWER: eat breakfast)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What did you eat for breakfast this morning? Were these some healthy choices? (ANSWER: varies)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What colorful foods do you want to be eating every day for good health? (ANSWER: fruits and vegetables)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What are some of your favorite fruits and vegetables? (ANSWER: varies)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What do Hardy Heart and Madame Muscle tell you to do every day to get the muscles moving and the heart beating? (ANSWER: play/move/exercise)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What are some of your favorite ways to be active? (ANSWER: varies)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What is The Kidney Brothers’ favorite drink in the world? (ANSWER: water)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
How many of you drink water every day?	Give very positive feedback for those who have their hand raised.	

Optional Follow-up Activities:

- Use pgs. 16, 17, & 18 in companion activity book (*if using companion activity books*) or download Activities Sheets found beneath the book.
- Watch *Extreme Couch Potato* found in Bonus Video section. It is a great way to finish up this lesson. (The video is approximately 14 minutes in length.)
- OrganWise Guy/Gal

Interactive Follow-up Activities with OrganWise Guy/Gal:

Activity #1: **Instructions:** Following the lesson, have the students sit in a circle. Use Madame Muscle from inside OrganWise Guy/Gal for this activity. Toss Madame Muscle to one of the students in the circle and have them answer one of the sample questions below. Once they have answered a question, have the entire class do the healthy cheer below. Next, toss Madame to another student in the circle to answer the same question, followed by the cheer. Continue in the same manner until several students have had a chance to answer a question. Continue game with new questions as desired.

What you say:

Madame Muscle likes to see everyone making healthy choices. One thing that Madame loves to do is exercise!

Sample Questions:

- Tell everyone one healthy food choice that you have made today.
- Tell everyone one healthy physical activity choice that you have made today.
- Tell everyone one healthy food choice that you plan to make later today.
- Tell everyone one healthy physical activity choice that you plan to make later today.

Healthy Cheer:

(Reinforce the healthy decision and prompt the class to start the cheer):

Hip Hip Hooray!

Hip Hip Hooray!

I'm making OrganWise Choices today!

Activity #2: **Instructions:** Following the lesson, pair up students and give one student in the pair an organ from OrganWise Guy/Gal. Have the student that does not have the organ ask questions about it. Have them act out a conversation between the student and the organ about making healthy food and/or physical activity choices. Try and keep them on track as far as the conversation goes, but creativity is encouraged! Repeat activity as long as time permits.

What you say:

(After grouping the students into pairs...) We want to hear some more ideas you have about healthy choices. If you are not holding an organ, you get to ask the questions! For example, if your partner is holding Madame Muscle, you can ask, "What game would you like to play when we go out for recess?" or "My brother loves to play kickball. Do you like to play that game?" "What other activities do you like?" (Encourage free flowing conversation.)

LESSON TITLE: *Click on your Sir Rebrum*

Grade Level: PreK/Kindergarten

Delivery Mode: Classroom

Time Allotted: 20 minutes

Of Participants: Class size: 10-30

Life Skill: Understanding that a healthy breakfast is vital for success in the classroom

Character Focus: Self-responsibility, decision-making

Integrated Curriculum Concepts*:

- Nutrition: Differentiating between healthy and unhealthy food and activity choices
- Language Arts: Active listening, responding
- Health Science: Making healthy decisions that enable the brain to function properly
- Social Studies: Developing self-help skills

Key Concepts:

- Importance of physical activity
- Making healthy food choices
- Drinking plenty of water

What you need for the Lesson:

- *Click on your Sir Rebrum* book
- OrganWise Guy/Gal (*optional: for follow up activities*)
- Heart to Start Companion Activity Book or download Activities Sheets found beneath the book (*optional: for follow up activities*)

Learning Activities:

- Interactive Follow-up Activities with OrganWise Guy/Gal (*optional*)
- Heart to Start Companion Activity Book or download the Activities Sheets found beneath the book (*optional: for follow up activities*)
- Videos found beneath the Activity Sheets

Getting Ready:

- Read and familiarize yourself with the book.
- Read instructions for follow up activities listed below the lesson plan.

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.

* 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 some lessons from Sir Rebrum that just may help you on a test one day! Listen closely, as I may ask some questions about the book.	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.
What part of your body is your Sir Rebrum? (ANSWER: the brain)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
Why was Sid Kidney so upset after school? (ANSWER: He did not do well on a test.)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
Is watching television a physical activity? (ANSWER: NO)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What should you drink after exercising or playing outside? (ANSWER: water)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
Should you eat birthday cake for breakfast? (ANSWER: NO)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What did Sid forget to do before going to school in the morning? (ANSWER: Click on his Sir Rebrum/Eat a healthy breakfast)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
Did Sid get all the answers correct on his second test? (ANSWER: YES)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
Why did Sid get all the answers correct this time? What did Sir Rebrum give him? (ANSWER: A bowl of Raisin Bran)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
How many of you clicked on your Sir Rebrum this morning by eating a healthy breakfast?	Give very positive feedback for those who have their hand raised.	

Optional Follow-up Activities:

- Use pgs. 19, 20, & 21 in companion activity book (*if using companion activity books*) or download Activities Sheets found beneath the book.
- Watch *Breakfast Skippin' Blues* found in the Bonus Videos section. It is a great way to finish up this lesson. (The video is approximately 16 minutes in length.)
- OrganWise Guy/Gal

Interactive Follow-up Activities with OrganWise Guy/Gal:

Activity #1: **Instructions:** Following the lesson, have the students sit in a circle. Use Sir Rebrum from inside OrganWise Guy/Gal for this activity. Toss Sir Rebrum to one of the students in the circle and have them list an item from the sample questions below. Have students give a thumbs-up when a healthy item is listed. (Teacher may need to encourage student to “try again” until a healthy item is listed.) Next, have the student toss Sir Rebrum to another student in the circle to answer the same question. Continue in the same manner until several students have had a chance to answer a question. **What you say:**

Sir Rebrum really hopes that you understand how important it is to start the day off by clicking on your Sir Rebrum; in other words, by eating breakfast! Answer the question below. Everyone should then give a thumbs-up when a healthy choice is listed.

Sample Questions:

- Name a healthy breakfast food that clicks on your Sir Rebrum.
- Name a healthy snack you could eat that will keep your Sir Rebrum clicked on.
- Name a healthy lunch item that will keep your Sir Rebrum clicked on.
- Name a breakfast item you plan to eat soon to click on your Sir Rebrum.
- Exercise is also good for Sir Rebrum. Name a fun outside activity you like to do.

Activity #2: **Instructions:** Following the lesson, have the students sit in a circle. Take Sir Rebrum and The Kidney Brothers out of OrganWise Guy/Gal and have them seated near you. You will give 2 choices to the kids and they will have to select which one is a healthier choice. Each time they answer correctly, have them gently tap on their head to thank their Sir Rebrum for working properly! Go through as many questions as time permits. You can also come up with additional questions. **What you say:**

Just as Sid Kidney took a test at school, we are going to take our own test. Please raise your hand if you know the answer. If you get the answer correct, you should each gently tap on your head to let Sir Rebrum know that you care. Sample Questions:

Which is a healthier choice?

- soda or water?
- playing video games or soccer?
- Raisin Bran cereal or a frosted tart?
- walking outside or watching TV?
- ice cream or frozen yogurt?
- carrot sticks or potato chips
- riding a bike or watching a movie?
- sugar-coated cereal or oatmeal?
- whole grain bread or white bread?
- cookies or apples?
- taking stairs or taking an elevator?
- green M&Ms or green beans

LESSON TITLE: ***FIBER-ific Fashion***

Grade Level: PreK/Kindergarten

Delivery Mode: Classroom

Time Allotted: 20 minutes

Of Participants: Class size: 10-30

Life Skill: Understanding that beauty comes from the inside

Character Focus: Self-responsibility, decision-making

Integrated Curriculum Concepts*:

- Nutrition: Identifying a variety of colorful fruits and vegetables
- Language Arts: Active listening, responding
- Health Science: Understanding the importance of high-fiber fruits and vegetables and their role in maintaining a healthy digestive tract
- Social Studies: Developing self-help skills

Key Concepts:

- Importance of eating a diet high in fiber
- Learning the variety of colorful fruits/vegetables
- Drinking plenty of water

What you need for the Lesson:

- *FIBER-ific Fashion* book
- OrganWise Guy/Gal (*optional: for follow up activities*)
- Heart to Start Companion Activity Book or download Activities Sheets found beneath the book (*optional: for follow up activities*)

Learning Activities:

- Interactive Follow-up Activities with OrganWise Guy/Gal (*optional*)
- Heart to Start Companion Activity Book or download Activities Sheets found beneath the book (*optional: for follow up activities*)

Getting Ready:

- Read and familiarize yourself with the book.
- Read instructions for follow up activities listed below the lesson plan.

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.

* 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 help Peri Stolic, the large intestine, select a colorful variety of fruits and vegetables. You are definitely going to want to see what Peri looks like at the end of the book! Listen closely, as I am going to ask some questions about the story.	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.
Which part of your body is PERI STOLIC? She is the LARGE _____. (ANSWER: large intestine)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
Peri will be on TV talking about the importance of eating fresh and colorful _____ and _____. (ANSWER: <u>fruits</u> and <u>vegetables</u>)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
Fruits and vegetables have a lot of something in them that help Peri when it's time to go to the bathroom? It begins with the letter, "f." (ANSWER: fiber)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
The OrganWise Guys are helping to sew a healthy _____ for Peri to wear on TV? (ANSWER: outfit/coat/jacket)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hands.
What are some orange and yellow fruits and vegetables that you saw in the book? (ANSWER: oranges, carrots, pumpkin, pineapple, bananas, lemons and corn)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What are some red fruits and vegetables that you saw in the book? (ANSWER: apples, strawberries, cherries, tomatoes)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What are some green fruits and vegetables that you saw in the book? (ANSWER: green beans, peas, grapes, broccoli, limes, and cucumbers)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What are some blue and purple fruits and vegetables that you saw in the book? (ANSWER: grapes, plums, cabbage, prunes/raisins and blueberries)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.

Fruits and vegetables are full of these ... It starts with a "v." (ANSWER: vitamins)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
Have any of you ever been on TV before? If yes, for what?	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What are your favorite fruits and vegetables to eat?	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.

Optional Follow-up Activities:

- Use pgs. 22, 23, & 24 in companion activity book (*if using companion activity books*) or download Activities Sheets found beneath the book.
- Watch *Fiber Fandango* found in the Bonus Video section. (The video is approximately 16 minutes in length.)
- OrganWise Guy/Gal

Interactive Follow-up Activities with OrganWise Guy/Gal:

Activity #1: Instructions: Following the lesson, have the students sit in a circle. Use Peri Stolic from inside OrganWise Guy/Gal for this activity. Toss Peri to one of the students in the circle and have him/her name a healthy high-fiber fruit or vegetable. Once they have answered the question, have them toss Peri to another student in the circle to answer the same question. Continue in the same manner until several students have had a chance to answer the question. Continue game with new questions as desired.

What you say:

Peri Stolic loves eating lots of fiber-rich, fresh fruits and vegetables to make her full. When you get Peri tossed to you, name a healthy high-fiber fruit or vegetable that would make Peri happy.

Activity #2: Instructions: Following the lesson, have the students sit in a circle. Have OrganWise Guy/Gal sitting on your lap where the kids can see the doll. Have the students answer the sample questions below. They are going to be naming fruits and vegetables of various colors. When the student answers correctly, they can come and pick an organ out to hold during the rest of the game. Have them name the organ before they sit back down (help, if needed). Continue giving questions until all organs are used. See below for the statements:

What you say:

As you saw in the book, Peri Stolic likes to dress up in colorful fruits and vegetables. All of your other OrganWise Guys need fruits and vegetables, too. Let's see if we can remember some of her favorite ones!

Sample Questions:

- *Name two red fruits.*
- *Name two red veggies.*
- *Name two orange/yellow fruits.*
- *Name two orange/yellow veggies.*
- *Name two green fruits.*
- *Name two green veggies.*
- *Name one blue/purple fruit.*
- *Name one blue/purple veggie.*

LESSON TITLE: *What's on your Plate?*

Grade Level: PreK/Kindergarten

Delivery Mode: Classroom

Time Allotted: 20 minutes

Of Participants: Class size: 10-30

Life Skill: Learning how to incorporate healthy choices into a celebration

Character Focus: Self-responsibility, decision-making

Integrated Curriculum Concepts*:

- Nutrition: Learning about healthy food options
- Language Arts: Active listening, responding
- Health Science: Understanding the important role that wholesome foods have on our health
- Social Studies: Developing self-help skills

Key Concepts:

- Selecting healthy food items
- Incorporating healthy choices into a celebration

What you need for the Lesson:

- *What's on your Plate?* book
- OrganWise Guy/Gal (*optional: for follow up activities*)
- Heart to Start Companion Activity Book or download Activities Sheets found beneath the book (*optional: for follow up activities*)
- Paper Plates (*that can be drawn on*) and crayons (*optional: for follow up activity*)

Learning Activities:

- Interactive Follow-up Activities with OrganWise Guy/Gal (*optional*)
- Heart to Start Companion Activity Book or download Activities Sheets found beneath the book (*optional: for follow up activities*)

Getting Ready:

- Read and familiarize yourself with the book.
- Read instructions for follow up activities listed below the lesson plan.

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.

* 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 help The OrganWise Guys plan a surprise party for one of their own! Listen closely, as I may ask some questions about the book.	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.
Which organ is going to be thrown an <i>OrganWise Surprise</i> party? (ANSWER: Pepto, the stomach)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What healthy food items were on the balloons and streamers that the GUYS were using to decorate for the party? (ANSWER: fruits & vegetables)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What fruits and vegetables were on the tray that Peri was carrying for the party? (ANSWER: watermelon, pineapple, pears, apples, plums, oranges)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What kind of healthy bread did they eat their turkey sandwiches on? WHOLE-something? (ANSWER: grain)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What items did they bring for dessert? (ANSWER: angel food cake, frozen yogurt, and strawberries)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
What did they have to drink at the party? (ANSWER: water)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
Have any of you ever been to a surprise party? Who was the party for? (ANSWER: varies)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.
Have you ever been to a party that had healthy food options available? What types of food items were there? (ANSWER: varies)	Call on students who have raised their hand to answer the question.	Respond and answer questions by raising hand.

Optional Follow-up Activities:

- Use pgs. 25, 26, & 27 in companion activity book (*if using companion activity books*) or download Activities Sheets found beneath the book.
- Watch *Pepto's Party Portions* found in the Bonus Video section. (The video is approximately 17 minutes in length.)
- OrganWise Guy/Gal

Interactive Follow-up Activities with OrganWise Guy/Gal:

Activity #1: Instructions: Following the lesson, have the students sit in a circle. Use Pepto, the stomach from inside OrganWise Guy/Gal for this activity. Toss Pepto to one of the students in the circle and have them answer one of the sample questions below. Once they have answered the question, have them toss Pepto to another student in the circle to answer the same question. Continue in the same manner until several students have had a chance to answer the question. Continue game with new questions as desired.

Sample Questions:

- Have you ever been to a birthday party with healthy foods? Name the healthy foods.
- Name a healthy food item that you would like to have at your birthday party.
- Name a fun physical activity that you could include at your next birthday party.
- What are some fun games you could have at your party?
- What could be the theme for your next birthday party?
- Which OrganWise Guys would you like to invite to your party and why?

Activity #2: Instructions: Following the lesson, have the students design a paper plate for one of their OrganWise Guys friends. Bring OrganWise Guy/Gal to the front of the room and re-introduce each OrganWise Guy to the students. Have students raise their hand to name the organs. Then have each student decide for which OrganWise Guy they want to throw a party. Have them decorate a party plate for that OrganWise Guy. Have them include some of their favorite healthy foods on the plate as well. They may wish to draw a picture of himself/ herself with their OrganWise Guy friend, too. You can hang them in the classroom when they are complete.

What you say:

Now it's time for you to throw a party for one of The OrganWise Guys. Pick one and design their party plate. Make sure to include your favorite healthy foods. Use lots of bright colors!