

LESSON TITLE: *Are you Germ-Wise?*

Recommended Grade Level: 2nd Grade

Delivery Mode: Classroom

Time Allotted: 20 minutes

Of Participants: Class size: 10-30

Life Skill: The importance of hand washing and eliminating germs

Character Focus: Self-responsibility, self-discipline

Integrated Curriculum Concepts*:

- Nutrition: How fruits and vegetables help fight off germs
- Language Arts: Active listening, following instructions
- Health Science: Good personal hygiene, what germs are, how to prevent them

Key Concepts:

- Washing hands before eating
- Making healthy food choices
- Importance of physical activity

What you need for the Lesson:

- *Are you Germ-Wise?* book
- Sir Rebrum beanie (from OrganWise Gal/Guy, *optional*)
- Companion Activity Book pgs. 1 and 2 or download the Activities Sheets found beneath the book (*optional: for follow up activities*)

Learning Activity:

- Watch *Pepto's Party Portions* found in Feature Videos 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:

What you Say:	What you Do:	What Participants Do:
Today we are going to meet a new OrganWise Guy character named Sir Rebrum. Sir Rebrum is very smart but needs lots of energy from food to function properly. Listen closely, I may ask some questions about the book.	Hold up the Sir Rebrum character to the class and then sit him next to you as you read the book (WITH ENTHUSIASM!).	Sit quietly and listen until interactive parts of book.
Let's get started!	As you read the book, have the students follow along and answer any questions or interact if they are supposed to.	Sit quietly and listen until interactive parts of book.
What types of food can help fight off germs? (ANSWER: fruits and vegetables)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What else can you do to stay healthy? (ANSWER: get fresh air and exercise)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What should you always do after you use the restroom? (ANSWER: wash your hands)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What did Juan forget to use when washing his hands in the bathroom? (Answer: soap)	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. 1 and 2 in the Companion Activity Book or download the Activities Sheets found beneath the book.
- View the three short videos (1-2 minutes) found below the Activity Sheets.
- Watch *Pepto's Party Portions* found in Feature Videos section. (The video is approximately 17 minutes in length.)

LESSON TITLE: *Food Safety 101*

Recommended Grade Level: 2nd Grade

Delivery Mode: Classroom

Time Allotted: 20 minutes

Of Participants: Class size: 10-30

Life Skill: Understanding the importance of food safety

Character Focus: Self-responsibility

Integrated Curriculum Concepts*:

- Nutrition: Identifying healthy ways to shop and prepare food
- Language Arts: Active listening, responding
- Health Science: Food preparation and cooking tips for healthy living
- Social Studies: Developing self-help skills

Key Concepts:

- Importance of food safety
- Making healthy food choices

What you need for the Lesson:

- Sir Rebrum beanie (from OrganWise Gal/Guy, *optional*)
- Companion Activity Book pgs. 3 and 4 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.

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Lesson Plan:

What you Say:	What you Do:	What Participants Do:
Today we are going to learn more from The OrganWise Guy character named Sir Rebrum. Sir Rebrum is very smart but needs lots of energy from food to function properly.	Hold up the Sir Rebrum character to the class and then sit him next to you as you read the book (WITH ENTHUSIASM!).	Sit quietly and listen until interactive parts of book.
When shopping, where are you supposed to put raw meat? (ANSWER: by itself in the grocery cart, away from fresh food)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Before preparing fruits and vegetables, what should you do with them? (ANSWER: rinse with cool water)	Call on students to answer the question.	Respond and answer questions by raising hands.
TRUE/FALSE: It is okay to eat cookie dough before it is cooked. (ANSWER: false)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Is a cooked egg a good choice for breakfast? (Answer: yes!)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What is the first thing you should always do before handling any food? (Answer: wash your hands)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Do you ever help your Mom and Dad cook? (Answer: varies)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What are your favorite things to help cook? (Answer: varies)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.

<p>Do you ever help out at the grocery store? Can you help your mom or dad pick healthy snacks? Name some examples. Did you learn good shopping tips from Sir Rebrum?</p>	<p>Call on students who have raised their hands to answer the question.</p>	<p>Respond and answer questions by raising hands.</p>
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Optional Follow-up Activities:

- Use pgs. 3 and 4 in the Companion Activity Book or download the Activities Sheets found beneath the book
- View the three short videos (1-2 minutes) found below the Activity Sheets.

LESSON TITLE: ***Making OrganWise Choices***

Recommended Grade Level: 2nd Grade

Delivery Mode: Classroom

Time Allotted: 20 minutes

Of Participants: Class size: 10-30

Life Skill: Understanding what OrganWise choices are

Character Focus: Self-responsibility, decision-making

Integrated Curriculum Concepts*:

- Nutrition: Differentiating between healthy and unhealthy food choices
- Language Arts: Active listening, responding
- Health Science: Making healthy decisions that protect the body's organs
- 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:

- *Making OrganWise Choices* book
- Companion Activity Book pgs. 5 and 6 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.

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Lesson Plan:

What you Say:	What you Do:	What Participants Do:
Today we are going to learn how to make smart choices from The OrganWise Guys character named Sir Rebrum. Sir Rebrum is very smart but needs lots of energy from food to function properly.	Hold up the Sir Rebrum character to the class and then sit him next to you as you read the book (WITH ENTHUSIASM!).	Sit quietly and listen until interactive parts of book.
Let's get started!	As you read the book, have the students follow along and answer any questions or interact if they are supposed to.	Sit quietly and listen until interactive parts of book.

TRUE/FALSE: You should start the morning with a healthy breakfast. (ANSWER: true)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Is watching TV considered a physical activity? (ANSWER: no)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Which food item is a healthier breakfast choice; a donut or Raisin Bran cereal? (ANSWER: Raisin Bran cereal)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What should you always wear for safety when riding your bike? (Answer: a helmet)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What is the drink of choice for your Kidney Brothers? (Answer: water)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
TRUE/FALSE: At a birthday party, you can eat a small piece of cake <i>after</i> a healthy meal. (Answer: true)	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. 5 and 6 in the Companion Activity Book or download Activity Sheets found below the books.
- View the three short videos (1-2 minutes) found below the Activity Sheets.
- Watch any of the following videos found in the Feature Video Section:
 - *Breakfast Skippin' Blues* (Approximately 16 minutes in length)
 - *Extreme Couch Potato* (Approximately 14 minutes in length)
 - *H2Ohhhhh!* (Approximately 20 minutes in length)
 - *Pepto's Party Portions* (Approximately 17 minutes in length)

LESSON TITLE: ***Concentrating on Fruits and Vegetables***

Recommended Grade Level: 2nd Grade

Delivery Mode: Classroom

Time Allotted: 20 minutes

Of Participants: Class size: 10-30

Life Skill: Understanding the variety of fruits and vegetables that are available.

Character Focus: Self-responsibility

Integrated Curriculum Concepts*:

- Nutrition: Identifying fruits and vegetables and their role in keeping one healthy
- Language Arts: Active listening, responding, recalling items from memory
- Health Science: Understanding health/vitamin value of produce
- Social Studies: Developing self-help skills

Key Concepts:

- Eating a variety of fruits and vegetables
- Importance of a high-fiber diet

What you need for the Lesson:

- *Concentrating on Fruits and Vegetables* book
- Sir Rebrum beanie (from OrganWise Gal/Guy, *optional*)

Learning Activity:

- Companion Activity Book pgs. 7 and 8 or download the Activities Sheets found beneath the book (*optional: for follow up activities*)
- Watch *Farmers Market Fresh* or *Gimme Five* found in the Feature 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:

What you Say:	What you Do:	What Participants Do:
Today we are going to learn from one of The OrganWise Guys characters named Sir Rebrum. Sir Rebrum is very smart but needs lots of energy from food to function properly. Listen closely, I will ask questions about the book.	Hold up the Sir Rebrum character to the class and then sit him next to you as you read the book (WITH ENTHUSIASM!).	Sit quietly and listen until interactive parts of book.
Let's get started!	As you read the book, have the students follow along and answer any questions or interact if they are supposed to.	Sit quietly and listen until interactive parts of book.
Which colors of fruits and vegetables should you eat? (ANSWER: a variety of colors)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Name some red fruits and vegetables. (ANSWER: cherries, raspberries, tomatoes, strawberries, red apples, red peppers, red onions, beets)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What are some yellow/orange fruits and vegetables? (ANSWER: pineapple, lemons, oranges, peaches, corn, sweet potatoes, carrots)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Name some green fruits and vegetables? (Answer: grapes, limes, pears, green apples, peas, green beans, broccoli, zucchini)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Name some blue/purple fruits and veggies. (Answer: plums, blueberries, grapes, raisins, purple cabbage, eggplant)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What do fruits and vegetables have in them that make Peri Stolic happy? (Answer: fiber)	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 students who have raised their hands to answer the question.	Respond and answer questions by raising hands.

Have you ever seen a real rainbow? (Answer: varies)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
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Optional Follow-up Activities:

- Use pgs. 7 and 8 in the Companion Activity Book or download the Activities Sheets found beneath the book.
- View the three short videos (1-2 minutes) found below the Activity Sheets.
- Watch the following videos found in the Feature Video section:
 - *Farmer's Market Fresh* (Approximately 18 minutes in length)
 - *Gimme Five* (Approximately 15 minutes in length)

LESSON TITLE: ***Poetry in Motion***

Recommended Grade Level: 2nd Grade

Delivery Mode: Classroom

Time Allotted: 20 minutes

of Participants: Class size: 10-30

Life Skill: Understanding how physical activity and nutrition can help creative thinking

Character Focus: Self-responsibility, creativity

Integrated Curriculum Concepts*:

- Nutrition: Eating fresh fruit and healthy foods to fuel the brain
- Language Arts: Active listening, rhyming, ways to alleviate writer's block
- Health Science: Understanding the importance of exercise and food for energy
- Social Studies: Developing self-help skills

Key Concepts:

- Importance of physical activity
- Making healthy food choices

What you need for the lesson:

- *Poetry in Motion* book
- Madame Muscle beanie (from OrganWise Gal/Guy, *optional*)
- Companion Activity Book pgs. 9 and 10 or download the Activities Sheets found beneath the book (*optional: for follow up activities*)

Learning Activity:

- Poetry in Motion Break

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 a new OrganWise Guy character named Madame Muscle. Madame Muscle is all about getting plenty of exercise to stay healthy. Listen closely as I may ask some questions about the book.	Hold up the Madame Muscle character to the class and then sit her next to you as you read the book (WITH ENTHUSIASM!).	Sit quietly and listen until interactive parts of book.
Let's get started!	As you read the book, have the students follow along and answer any questions or interact if they are supposed to.	Sit quietly and listen until interactive parts of book.
What does Madame Muscle struggle with at the beginning of the story when she just can't think of anything to write? (ANSWER: writer's block)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What does Sir Rebrum suggest she do to help her focus and get some energy? (ANSWER: Eat some fresh fruit.)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What else does Madame Muscle do for a brain break? (ANSWER: She goes outside for exercise, fresh air and fun.)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What does Madame Muscle do the morning of her presentation to make sure she has energy? (Answer: She eats a healthy breakfast and walks to school.)	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. 9 and 10 in the Companion Activity Book or download Activity Sheets found below the book.
- View the three short videos (1-2 minutes) found below the Activity Sheets.

LESSON TITLE: *A Family Meal Plan*

Recommended Grade Level: 2nd Grade

Delivery Mode: Classroom

Time Allotted: 20 minutes

of Participants: Class size: 10-30

Life Skill: Learning that doing household chores can be fun family time.

Character Focus: Self-responsibility, teamwork

Integrated Curriculum Concepts*:

- Nutrition: Understanding the importance of making healthy food choices
- Language Arts: Active listening
- Social Studies: Developing self-help skills

Key Concepts:

- Making healthy food choices
- Participating in meal time

What you need for the Lesson:

- *A Family Meal Plan* book
- Madame Muscle beanie (from OrganWise Gal/Guy, *optional*)
- Companion Activity Book pgs. 11 and 12 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:

What you Say:	What you Do:	What Participants Do:
Today we are going to hear from Madame Muscle again! Listen closely because I am going to ask you some questions after the story.	Sit Madame Muscle next to you as you read the book (with ENTHUSIASM!)	Sit quietly and listen until interactive parts of book.
Let's get started!	As you read the book, have the students follow along and answer any questions or interact if they are supposed to.	Sit quietly and listen until interactive parts of book.
What did Madame Muscle eat for a healthy afternoon snack? (ANSWER: grapes, strawberries, and yogurt)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What did everyone always remember to do before eating the "family meal?" (ANSWER: They washed their hands.)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What healthy vegetable was called "trees"? (ANSWER: broccoli)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Do any of you have anything like a family meal plan at your house? (If yes, have them go into further detail) (Answer: varies)	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. 11 and 12 in the Companion Activity Book or download Activity Sheets found below the book.
- View the three short videos (1-2 minutes) found below the Activity Sheets.

LESSON TITLE: *An Active Role Model*

Recommended Grade Level: 2nd Grade

Delivery Mode: Classroom

Time Allotted: 20 minutes

of Participants: Class size: 10-30

Life Skill: Understanding what is involved in successfully attaining a goal.

Character Focus: Self-responsibility, hard work, persistence, goal setting, and teamwork

Integrated Curriculum Concepts*:

- Language Arts: Active listening
- Health Science: Understanding that physical activity is important for a healthy body
- Social Studies: Developing self-help skills

Key Concepts:

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

What you need for the Lesson:

- *An Active Role Model* book
- Madame Muscle beanie (from OrganWise Gal/Guy, *optional*)
- Companion Activity Book pgs. 13 and 14 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:

What you Say:	What you Do:	What Participants Do:
Today we are going to hear from Madame Muscle again! Listen closely; I am going to ask you some questions after the story.	Sit Madame Muscle next to you as you read the book (with ENTHUSIASM!)	Sit quietly and listen until interactive parts of book.

Let's get started!	As you read the book, have the students follow along and answer any questions or interact as appropriate.	Sit quietly and listen until interactive parts of book.
What are the rules of <i>P</i> ? (ANSWER: 1. Get <i>plenty</i> of physical activity; 2. <i>Practice</i> hard; 3. <i>Picture</i> yourself reaching your goal)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What healthy snack did the soccer team eat after the first game? (ANSWER: orange slices)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What beverage should you drink after a soccer game or any physical activity? (ANSWER: water)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What was the other “ <i>P</i> ” word that Molly’s dad had for her when she was discouraged? (Answer: He <i>promised</i> her that if she worked hard that she would eventually score a goal)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
After Molly scored her goal, what was another “ <i>P</i> ” word used by her dad? (ANSWER: <i>Proud</i>)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What is an active role model? (ANSWER: Someone who other kids look up to for leadership and support.)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What is the most important meal of the day that helps get you energized for a soccer game? (ANSWER: breakfast)	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. 13 and 14 in the Companion Activity Book or download Activity Sheets found below the book.
- View the three short videos (1-2 minutes) found below the Activity Sheets.

LESSON TITLE: ***Keep Your Muscles Moving***

Recommended Grade Level: 2nd Grade

Delivery Mode: Classroom

Time Allotted: 20 minutes

Of Participants: Class size: 10-30

Life Skill: Understanding that physical activity is a FUN, lifelong commitment

Character Focus: Self-responsibility

Integrated Curriculum Concepts*:

- Nutrition: Integrating the balanced MyPlate approach to healthy living
- Language Arts: Active listening, responding
- Health Science: Understanding that healthy, balanced meals give you energy to move
- 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:

- *Keep Your Muscles Moving* book
- Madame Muscle beanie (from OrganWise Gal/Guy, *optional*)
- 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:

What you Say:	What you Do:	What Participants Do:
Today we are going to hear from Madame Muscle again! Listen closely because I am going to ask you some questions after the story.	As you read the book, have the students interact as appropriate. Sit Madame Muscle next to you while you read the book. (Be enthusiastic!)	Sit quietly and listen until interactive parts of book.
How many of you have seen this?	Point to the MyPlate icon on page 3 of the book.	Respond and answer questions by raising hands.
What do you need to balance with your physical activity in order to stay healthy? (ANSWER: A wide variety of healthy foods such as those represented on the MyPlate icon.)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What should you drink plenty of when you are doing something active? (ANSWER: water)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Which high-fiber food items are grown in Peri Stolic's garden? (Answer: fruits and vegetables)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Does anyone have a garden in his or her backyard? If so, what types of fruits and veggies are growing in it?	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What kinds of physical activities do you enjoy? (ANSWER: varies)	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. 15 and 16 in the Companion Activity Book or download Activity Sheets found below the book.
- View the three short videos (1-2 minutes) found below the Activity Sheets.

LESSON TITLE: *Ideas for a Healthier World*

Recommended Grade Level: 2nd Grade

Delivery Mode: Classroom

Time Allotted: 20 minutes

Of Participants: Class size: 10-30

Life Skill: Understanding that by working together, kids can be problem solvers

Character Focus: Self-responsibility, creativity, teamwork

Integrated Curriculum Concepts*:

- Nutrition: The importance of eating healthy foods and portion control
- Language Arts: Active listening, responding
- Health Science: Understanding the need for a balance of healthy food and physical activity
- Social Studies: Developing self-help skills, sharing ideas with others

Key Concepts:

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

What you need for the Lesson:

- *Ideas for a Healthier World* book
- The Kidney Brothers beanie (from OrganWise Gal/Guy, *optional*)
- Companion Activity Book pgs. 17 and 18 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:

What you Say:	What you Do:	What Participants Do:
Today we are going to meet 2 new OrganWise Guy characters named Sid and Kid Kidney, aka The Kidney Brothers. They love everything having to do with water!	Hold up The Kidney Brothers characters to the class and then sit them next to you as you read the book (with ENTHUSIASM)!	Sit quietly and listen until interactive parts of book.
What kinds of foods are high in calcium? (ANSWER(S): organic milk, cheese, ice cream, and yogurt)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What kind of food does your Hardy Heart want you to eat? (ANSWER: (healthy foods))	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Which meal is the most important for your brainpower and energy for the day? (ANSWER: breakfast)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What should you always do before eating a meal? (Answer: You should wash your hands.)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What healthy foods are available at Windy's Farmer's Market? (Answer: fruits and vegetables)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What is Pepto concerned about when it comes to the amount of food you are eating? (Answer: portion control)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What helps The Kidney Brothers and Peri Stolic do their job best? (Answer: high-fiber foods and water)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What are your ideas for a healthier world? (Answer: varies)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.

Optional Follow-up Activity:

- Use pgs. 17 and 28 in the Companion Activity Book or download Activity Sheets found below the book.
- View the three short videos (1-2 minutes) found below the Activity Sheets.

LESSON TITLE: *MyPlate Project*

Recommended Grade Level: 2nd Grade

Delivery Mode: Classroom

Time Allotted: 20 minutes

Of Participants: Class size: 10-30

Life Skill: Understanding and applying the food recommendations of MyPlate

Character Focus: Self-responsibility

Integrated Curriculum Concepts*:

- Nutrition: Understanding the types of food to eat according to MyPlate
- Language Arts: Active listening, responding, recalling information from memory
- Health Science: Understanding the nutritional value in the recommended foods
- Social Studies: Developing self-help skills

Key Concepts:

- Making healthy food choices
- Choosing a variety of foods

What you need for the Lesson:

- *MyPlate Project* book
- The Kidney Brothers beanie (from OrganWise Gal/Guy, *optional*)
- Companion Activity Book pgs. 19 and 20 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:

What you Say:	What you Do:	What Participants Do:
How many of you have seen this?	Point to the MyPlate icon on the front of the book.	Respond and answer questions by raising hands.
Today we are going to hear a story from The Kidney Brothers about how they are helping to spread the word about MyPlate with FUN materials and how easy it is use as a guide for healthy eating. Listen closely.	As you read the book, have the students answer any questions or interact if they are supposed to. Sit The Kidney Brothers next to you and read the book (WITH ENTHUSIASM)!	Sit quietly and listen until interactive parts of book.
What do the different sections/colors represent on the MyPlate icon? (ANSWER: Food Groups)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Which color represents FRUITS? (ANSWER: red)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What are some examples of fruits that Sir Rebrum suggests? (ANSWER: apples, cherries, bananas, kiwis, strawberries, peaches, etc.) How many of you have tasted a kiwi?	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Which color represents VEGETABLES? (Answer: green)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What are some examples of GREEN vegetables? This is an easy way for you to remember what Green represents! (ANSWER: broccoli, spinach, zucchini, and green beans)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Which color represents GRAINS? (ANSWER: Orange)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What types of foods does Peri Stolic suggest that are included in the Grains section? (ANSWER: whole grain bread, popcorn, whole grain cereal, whole grain pasta, brown rice, etc.)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.

<p>Which color represents PROTEINS? What does Madame Muscle suggest?</p> <p>(ANSWERS: (1) purple; (2) skinless chicken, lean steak, nuts, beans, eggs, seafood)</p>	<p>Call on students who have raised their hands to answer the question.</p>	<p>Respond and answer questions by raising hands.</p>
<p>What mineral does food from the milk group contain? Which foods does Calci list for this group?</p> <p>(ANSWERS: (1) calcium; (2) yogurt, cheese)</p>	<p>Call on students who have raised their hands to answer the question.</p>	<p>Respond and answer questions by raising hands.</p>
<p>Which color represents the MILK group? What items does Calci hide in the park scene?</p> <p>(ANSWER: (1) blue; (2) organic milk, cottage cheese, yogurt, frozen yogurt and cheese.</p>	<p>Call on students who have raised their hands to answer the question.</p>	<p>Respond and answer questions by raising hands.</p>
<p>What items does Hardy Heart want to make sure is added?</p> <p>(ANSWER: good fats – olive oil, olives, etc)</p>	<p>Call on students who have raised their hands to answer the question</p>	<p>Respond and answer questions by raising hands</p>
<p>What else do The Kidney Brothers add to the scene?</p> <p>(ANSWER: water)</p>	<p>Call on students who have raised their hands to answer the question</p>	<p>Respond and answer questions by raising hands</p>

Optional Follow-up Activity (if using companion activity books):

- Use pgs. 19 and 20 in the Companion Activity Book or download Activity Sheets found below the book.
- View the three short videos (1-2 minutes) found below the Activity Sheets.

LESSON TITLE: *A High-Fiber Movement*

Recommended Grade Level: 2nd Grade

Delivery Mode: Classroom

Time Allotted: 20 minutes

Of Participants: Class size: 10-30

Life Skill: Understanding how eating high-fiber foods aids in digestion

Character Focus: Self-responsibility

Integrated Curriculum Concepts*:

- Nutrition: Understanding what types of foods are rich in fiber
- Language Arts: Active Listening, Responding
- Health Science: Understanding how fiber helps the digestive process
- Social Studies: Developing self-help skills

Key Concepts:

- Making high-fiber food choices
- Eating plenty of fruits and vegetables

What you need for the Lesson:

- *A High-Fiber Movement* book
- Peri Stolic beanie (from OrganWise Gal/Guy, *optional*)
- Companion Activity Book pgs. 21 and 22 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:

What you Say:	What you Do:	What Participants Do:
Today we are going to hear from one of The OrganWise Guys, named Peri Stolic. Listen closely because I am going to ask you some questions after the story.	As you read the book, have the students answer any questions or interact if they are supposed to. Sit Peri next to you and read the book (WITH ENTHUSIASM)!	Sit quietly and listen until interactive parts of book.
What part of the body is Peri Stolic? (ANSWER: large intestine)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What is Peri Stolic's main job in the body? (ANSWER: waste elimination)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What types of foods keep Peri nice and full? (ANSWER: high-fiber ones)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What kinds of foods are rich in fiber? (Answer: fruits/veggies, whole grains, oatmeal, etc.)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Name one cereal that is high in fiber. (ANSWER: Raisin Bran)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Name some fruits and veggies on Peri's test. (ANSWER: apples, cabbage, carrots, grapes, strawberries, corn, plums, and bananas)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Have any of you ever entered a contest? If yes, what kind of contest was it? What was the prize? (ANSWER: Variable)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.

Optional Follow-up Activity (if using companion activity books):

- Use pgs. 21 and 22 in the Companion Activity Book or download Activity Sheets found below the book.
- View the three short videos (1-2 minutes) found below the Activity Sheets.
- Watch *Fiber Fandango* found in Feature Video section. (The video is approximately 15 minutes in length.)

LESSON TITLE: *Water Lessons from a Kid*

Recommended Grade Level: 2nd Grade

Delivery Mode: Classroom

Time Allotted: 20 minutes

Of Participants: Class size: 10-30

Life Skill: Understanding the importance of drinking enough water every day

Character Focus: Self-responsibility, self-discipline

Integrated Curriculum Concepts*:

- Nutrition: Fruits and vegetables contain water, nutrients, and fiber
- Language Arts: Active listening
- Health Science: Understanding the function of the kidneys/concept of dehydration
- Social Studies: Developing self-help skills

Key Concepts:

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

What you need for the Lesson:

- *Water Lessons from a Kid* book
- The Kidney Brothers beanie (from OrganWise Gal/Guy, *optional*)
- Companion Activity Book pgs. 23 and 24 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:

What you Say:	What you Do:	What Participants Do:
Today we are going to meet a couple of new OrganWise Guys characters named Sid and Kid Kidney, also known as The Kidney Brothers. They love everything having to do with water! Listen closely, I may ask some questions about the book.	As you read the book, have the students answer any questions or interact if they are supposed to. Sit the Kidney Brothers next to you and read the book (WITH ENTHUSIASM)!	Sit quietly and listen until interactive parts of book.
Do you remember which organs in the body Sid and Kid are? (ANSWER: the kidneys)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What is The Kidney Brother's favorite drink? (ANSWER: water)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What's the main job of The Kidney Brothers? (ANSWER: to filter out impurities in the body)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What food items are full of water? (Answer: fruits and vegetables)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Fruits and vegetables also contain what? (ANSWER: nutrients and fiber)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
On what type of healthy bread did Sid and Kid eat their sandwiches? (ANSWER: whole grain)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What is it called when your body does not have enough water? (ANSWER: dehydration)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.

Optional Follow-up Activity (if using companion activity books):

- Use pgs. 23 and 24 in the Companion Activity Book or download Activity Sheets found below the book.
- View the three short videos (1-2 minutes) found below the Activity Sheets.
- Watch *H2Ohhhhh!* found in the Feature Video section. (This video is approximately 20 minutes in length.)