

# Elementary School Activity Sheets



# Physical Activity

## Elementary School



### For the classroom teacher:

#### Physical activity and kids

Being physically active has many health benefits – and it’s fun, too! Regular physical activity in childhood and adolescence improves strength and endurance, helps build healthy bones and muscles, helps control weight, reduces anxiety and stress, and may improve blood pressure and cholesterol levels. Physically active and fit children also tend to perform better academically.

Establishing an active lifestyle early in life is important because kids who grow up being physically active tend to stay active as adults – and staying active can help reduce the risk of cancer, heart disease, high blood pressure, and diabetes.<sup>1</sup> Unfortunately, many kids do not meet the minimum physical activity recommendations. There are a number of reasons for this:

- Not enough safe, affordable places to play in neighborhoods and community designs that lack sidewalks, bike lanes, parks, and green space
- Reductions in physical education requirements in schools
- Competition from more sedentary activities, such as playing video games, watching television, or using a computer
- Physically active lifestyles can benefit your students, your school, and your community. So take steps toward better health by being more physically active each day!

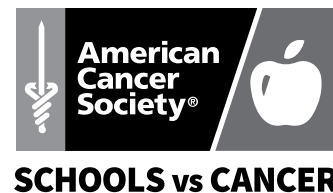
#### Did you know?

Getting enough physical activity is also important for maintaining a healthy weight. Too many American kids are sedentary, and this has helped make many kids overweight or obese. The combination of excess pounds and too little exercise is putting youth at risk for serious health problems as they get older. The following statistics show just how serious this problem is:

- In 2013, 47% of US youth nationwide reported being physically active for at least 60 minutes per day on more than 5 days per week. Just over 15% reported less than a total of 60 minutes of physical activity over the past seven days!<sup>2</sup>
- Only 29% of youth attended physical education classes daily in 2013, and only 48% had physical education class at least once a week.<sup>2</sup>
- In 2013, 41% of youth played video or computer games or used a computer for something other than school work for 3 or more hours on an average school day. And just over 32% watched TV for 3 or more hours a day.<sup>2</sup>
- Approximately 17% (or 12.7 million) school-age children are obese.<sup>4</sup>
- Obese children are more likely to become obese adults. And obesity in adulthood tends to be more severe in those who were overweight as children.<sup>5</sup>



# Physical Activity



## American Cancer Society Guidelines for Physical Activity

Parents and schools can help kids be physically active by keeping in mind the American Cancer Society's guidelines for physical activity:

- Children and teens should get at least 60 minutes of moderate - or vigorous-intensity activity each day, with vigorous activity on at least three days each week.
- Adults should get at least 150 minutes of moderate-intensity or 75 minutes of vigorous-intensity activity each week (or a combination of these), preferably spread throughout the week.
- Moderate physical activity includes walking, skating, or dancing, and sports such as baseball, badminton, doubles tennis, or golf. Vigorous activities include jogging and running, swimming, martial arts, jumping rope, and sports like soccer, hockey, singles tennis, and basketball.

## Physical activity and academic performance

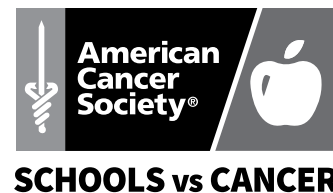
Physical activity is good for health and wellness, and schools are making changes. The percentage of districts that required elementary schools to teach physical education increased from 82.6% in 2000 to 93.6% in 2012.<sup>6</sup> And about 59% elementary schools provide regular scheduled recess.<sup>6</sup> But budget constraints and increasing pressure to improve standardized test scores continue to impact the time allotted to PE, recess, and other physical activity programs.

In some cases, school-based physical activity programs have been completely eliminated. However, the research on the relationship between physical activity and academic performance suggests the following:

- Cutting physical education for classroom time does not improve academic performance. Studies show that students whose time in PE or other physical activity at school was increased, maintained or improved their grades and standardized achievements test scores, even though they received less instructional class time than students in control groups.
- Kids who are more physically active tend to perform better academically. Many studies have found that regular participation in physical activity is associated with improved academic performance.
- Short activity breaks throughout the day can improve students' concentration skills and classroom behavior. Studies have shown better on-task behavior and overall improved behavior when students were given regular brief activity breaks throughout the day.



# Physical Activity



## Teaching your students about physical activity

The classroom activity sheets included in this folder support the following learning objectives:

- Students will learn how much physical activity is recommended for kids.
- Students will identify ways to be more active throughout the day.
- Students will identify ways to make schools, neighborhoods, and households more conducive to physical activity.

## Classroom activities

**Grades K-3:** My Favorite Physical Activity Coloring Page

**Grades 2-5:** Jumping Rope Is a Great Exercise! Math Activity  
Nutrition and Physical Tracking Sheets

**Grades 2-6:** Nutrition and Physical Activity Word Search  
(NOTE: This activity also appears in the Nutrition section.)

**Grades 2-6:** Running Laps Math Activity

**Grades 3-6:** Just Move it! Physical Activity Checklist

**Grades 4-6:** Go for the Goal! Physical Activity Tracker

**Grades 5-6:** Dave Loves to Run! Math Activity

Electronic copies of these activities are available online at [cancer.org/schools](http://cancer.org/schools). All kit materials may be reproduced for classroom use.

## Additional materials

**Physical Activities – A Family Affair Information Sheet** – This information sheet is designed to alert and motivate parents and caregivers to get active for themselves and for their families.

**Physical Fitness Activities for Your Schools vs Cancer Event Information Sheet** – This information sheet gives suggested activities to highlight physical activity information at your event.

## Resources

<sup>1</sup> Source: MMWR, A Report on Recommendations of the Task Force on Community Preventive Services; <http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5410a1.htm>

<sup>2</sup> Source: Youth Risk Behavior Surveillance – United States, 2013; [www.cdc.gov/mmwr/preview/mmwrhtml/ss6304a1.htm?s\\_cid=ss6304a1\\_w](http://www.cdc.gov/mmwr/preview/mmwrhtml/ss6304a1.htm?s_cid=ss6304a1_w)

<sup>3</sup> Source: Health and Academic Achievement; [www.cdc.gov/healthyyouth/health\\_and\\_academics/pdf/health-academic-achievement.pdf](http://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf)

<sup>4</sup> Source: Childhood Obesity Facts; [www.cdc.gov/obesity/data/childhood.html](http://www.cdc.gov/obesity/data/childhood.html)

<sup>5</sup> Source: Basics About Childhood Obesity; [www.cdc.gov/obesity/childhood/basics.html](http://www.cdc.gov/obesity/childhood/basics.html)

<sup>6</sup> Source: Results from the School Health Policies and Practices Study 2012; [www.cdc.gov/healthyyouth/shpps/2012/pdf/shpps-results\\_2012.pdf#page=39](http://www.cdc.gov/healthyyouth/shpps/2012/pdf/shpps-results_2012.pdf#page=39)



# Physical Activity



## My Favorite Physical Activity Coloring Page

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Draw a picture of yourself doing your favorite physical activity.**

I like to: \_\_\_\_\_ because: \_\_\_\_\_

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# Physical Activity



## Jumping Rope Is a Great Exercise! Math Activity

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**At her Schools vs Cancer event, Hannah entered a jumping rope competition. She won by jumping rope 30 times in one minute.**

1. How many times can she jump in 5 minutes? \_\_\_\_\_

2. How many times can she jump in 7 minutes? \_\_\_\_\_

3. How many times can she jump in 12 minutes and 30 seconds? \_\_\_\_\_

4. How many times can she jump in 48 seconds? \_\_\_\_\_

5. How many times can she jump in 3 minutes and 12 seconds? \_\_\_\_\_

6. Time yourself jumping rope for 1 minute. How many jumps? \_\_\_\_\_

7. How many jumps could you do in 5 minutes? \_\_\_\_\_



# Physical Activity



## Nutrition and Physical Activity Word Search

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Eating right and being active work together to make healthy bodies. Build your healthy body by eating different kinds of foods and being active each day. Can you find these healthful foods and activities hidden in the word search below?

### Word List:

APPLE  
RUN

BIKE  
ORANGE

BROCCOLI  
SWIM

DANCE  
STRAWBERRY

CARROT  
WALK

B	Q	S	F	O	R	A	N	G	E	R
I	H	I	D	N	V	I	E	K	W	U
K	L	A	W	N	I	E	D	Z	I	N
E	D	N	A	K	J	I	J	Q	H	A
J	B	R	O	C	C	O	L	I	C	V
K	M	D	U	E	Q	P	K	F	A	L
E	S	T	R	A	W	B	E	R	R	Y
R	Q	W	R	O	L	D	C	X	R	P
D	Y	A	I	I	K	G	A	J	O	M
N	L	L	E	M	V	I	A	N	T	I
D	I	K	B	R	N	C	D	A	C	K
I	A	P	P	L	E	D	Q	K	L	E



# Physical Activity



## Running Laps Math Activity

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**12 inches = 1 foot**  
**3 feet = 1 yard**  
**5,280 feet = 1 mile**  
**4 laps = 1 mile**

1. How many inches are in 1 yard? \_\_\_\_\_
2. If you run 2 miles, how many laps did you run? \_\_\_\_\_
3. If you run 2 miles, how many feet did you run? \_\_\_\_\_
4. If you run 6 laps, how many feet did you run? \_\_\_\_\_
5. How many yards are in 1 mile? \_\_\_\_\_





# Physical Activity



## Just Move It! Physical Activity Checklist

Name: \_\_\_\_\_

Date: \_\_\_\_\_

TV. Computers. Video games. These things may be fun, but when you're using them, you're usually not getting much physical activity.

The good news is that there are lots of fun ways to be more active each day. Set a goal to be active for at least 60 minutes each day of the week. You can do that all at once, or break the time up during the day. That could mean 20 minutes of being active in PE class, 20 minutes of playing soccer after school, and a 20-minute walk or bike ride after dinner. (Don't forget to do your homework!)

Think about doing different types of activities that help stretch and strengthen your muscles, build your bones, and give your heart a good workout.

**Stretch and strengthen your muscles!** Touch your toes, reach your arms high above your head, or do sit-ups, push-ups, and pull-ups. These help keep your muscles firm and strong and help keep your body flexible.

**Build your bones!** Walk, jog, dance, ride your bike, lift weights, or climb the stairs. These are called "weight-bearing" exercises, and they help you build and keep strong, healthy bones.

**Give your heart a good workout!** Aerobic exercise helps keep your heart healthy. Activities like running, skate boarding, jumping rope, and swimming are good ways to get aerobic exercise. These are just a few of the activities that give you an aerobic workout and strengthen your heart and lungs, too.

### Let's exercise your brain by answering the following questions:

1. How much time should you spend being physically active each day? \_\_\_\_\_
2. True or false: Some types of exercise can help you build strong bones. \_\_\_\_\_
3. True or false: Exercise helps keep your heart healthy. \_\_\_\_\_
4. Name 2 ways to stretch your muscles. \_\_\_\_\_
5. List ways you could be physically active for 60 minutes each day. Write down your favorite activities and how long you would need to do them to add up to 60 minutes.

Activity	Time
1. _____	_____
2. _____	_____
3. _____	_____

**Total Time** \_\_\_\_\_ = 60 Minutes



# Physical Activity



## Go for the Goal! Physical Activity Tracker

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Being active for at least 60 minutes each day of the week is good for you – and can be lots of fun too! Think about all the ways you like to be active, and set a goal to increase how much physical activity you do each day of the week. Use this sheet to write down your goal and how much activity you do each day. Then answer the questions below.

**My goal:** \_\_\_\_\_

How I did:

Day 1: \_\_\_\_\_

Day 2: \_\_\_\_\_

Day 3: \_\_\_\_\_

Day 4: \_\_\_\_\_

Day 5: \_\_\_\_\_

Day 6: \_\_\_\_\_

Day 7: \_\_\_\_\_

Did I meet my goal? \_\_\_\_\_

If I didn't meet my goal, what things got in my way of not being as active as I wanted?

\_\_\_\_\_

What could I do differently the next time to meet my goal?

\_\_\_\_\_

What was the best part about setting a goal to be more active each day?

\_\_\_\_\_



# Physical Activity



## Dave Loves to Run! Math Activity

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Dave can run 1 lap in 3 minutes. How long will it take to run 4 laps? \_\_\_\_\_

2. If Dave runs the first lap in 2 minutes, the second lap in  $2\frac{1}{2}$  minutes, the third lap in 3 minutes, and the fourth lap in 4 minutes, how long did it take to run the 4 laps? \_\_\_\_\_

3. How much slower was his last lap than his first lap? \_\_\_\_\_

4. If Dave ran every lap 30 seconds faster, how long would it take him to run the 4 laps? \_\_\_\_\_



# Physical Activity



## For parents: Physical activity - A family affair

Being active as a family has great rewards – not only can being active together help make your whole family healthier, it can give you some wonderful quality time together. Here are some ideas to get you started:

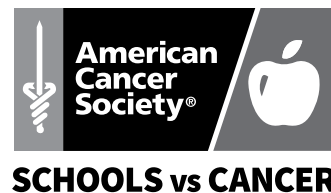
- Go for a walk after dinner.
- Set a “no” or “not too much” TV time rule during the week; encourage outdoor activity instead.
- When you do watch TV, make it a “family rule” to do something active during commercials, such as sit-ups, squats, or jumping jacks.
- Walk wherever you can, whenever you can: to the store for a few items, to the library, to a neighborhood restaurant, to the dry cleaner.
- Spend active time together on the weekends. Go for a hike or a bike ride or play tennis.
- Keep track of your activity. Keep a calendar and write down what activity you do as a family. Start a contest to see who has the most activity each week.
- Take active vacations: Go on a bike tour or a camping trip where you hike to your campsite.
- Get in the habit of parking your car as far as you can from the front door of the grocery store, mall, library, restaurant, or school. Extra steps add up!

## Give gifts that encourage physical activity, such as:

- Bikes, skateboards, and scooters
- Balls, bats, and rackets
- Tennis shoes or workout clothes
- Gift cards for athletic stores to purchase athletic equipment



# Physical Activity



## Physical activities at your Schools vs Cancer event

- Have a band (or some online music videos and good speakers) and get people dancing.
- Count your laps! As students complete each lap, give them a paper clip so that they can make a chain. At the end of the Schools vs Cancer event, they will have a chain of paper clips to commemorate their laps.
- Have an aerobics class. Check with local universities, YMCAs, or athletic clubs for some volunteer instructors.
- Set up volleyball or badminton nets and equipment.
- Provide balls, hacky sacks, Frisbees, croquet, or bocce balls for people to play with when they aren't walking.
- Organize active games like freeze tag, hide and seek, Red Rover, or kickball.
- Have activity-based contests:
  - Who can do the most jumping jacks without stopping
  - Who can do the most push-ups
- Pass out awards to:
  - People playing Frisbee, volleyball, walking extra laps, etc.
  - Adults playing games with kids
- Announce “special laps,” and invite the following groups to take a lap:
  - Any PE instructors, exercise leaders, or fitness trainers
  - Anyone who tries to get in physical activity each day of the week
  - Anyone who regularly takes the stairs instead of the elevator
  - Anyone who works out with a friend or family member
  - Anyone who gets up early to work out
  - Any kids who take PE class
  - Any kids who would rather ride their bike/roller blade/play outside than watch TV
- Have ongoing announcements throughout your Schools vs Cancer event geared toward adults, such as:
  - Be active for at least 60 minutes each day of the week!
  - Get up ... get moving ... have fun!
  - Add more physical activity to your day! Try:
    - Taking a family walk after dinner
    - Riding your bike
    - Playing with your kids
    - Dancing and skipping
    - Parking your car further from your office
    - Taking the stairs
    - Joining your Schools vs Cancer team for walk breaks during the day



# Physical Activity

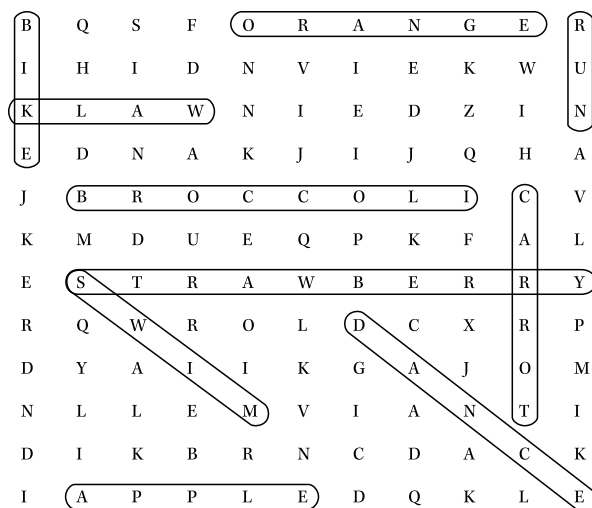
## Answer Key



### Jumping Rope Is a Great Exercise! Math Activity

1. 150 times
2. 210 times
3. 375 times
4. 24 times
5. 96 times

### Nutrition and Physical Activity Word Search



### Running Laps Math Activity

1. 36 inches
2. 8 laps
3. 10,560 feet
4. 7,920 feet
5. 1,760 yards

### Dave Loves to Run! Math Activity

1. 12 minutes
2. 11 1/2 minutes
3. 2 minutes
4. 9 1/2 minutes



# Nutrition



## For the classroom teacher:

### Nutrition, cancer, and general health

There's no doubt about it – eating a healthy diet is important for kids to get the nutrients they need to be healthy and grow strong. Eating well is also important for kids to perform at their best in school.

Unfortunately, there are many things working against our children's health, contributing to poor diets and increasing the number of youth who are considered overweight or obese. Among them:

- Families are eating out more often than they used to. These meals tend to be less nutritious and higher in calories than meals prepared at home.
- Restaurant and fast-food portion sizes have dramatically increased, and so has the number of calories we consume with these meals.
- There is extensive food advertising and marketing of low-nutrient, high-calorie foods and beverages to kids on TV, the Internet, food packages, and even in schools.

While healthy eating begins at home, what children learn in the classroom and the foods and beverages that are available to them at school are important, too. Working together, we can encourage kids and families to eat better and make changes at school, at home, and in our communities, making it easier for children to make healthier choices each and every day.

### Did you know?

Eating well isn't only important for delivering nutrients to growing bodies. It's also key to maintaining a healthy weight. Too many American kids are overweight or obese, putting them at risk for serious diseases such as diabetes and heart disease. Overweight kids are apt to remain overweight into adulthood, when those excess pounds also raise their risk for cancer. This is a serious problem: In 2012, more than one-third of children were overweight or obese.<sup>1</sup>



# Nutrition



## Nutrition stats

- Empty calories from added sugars and solid fats make up about 40% of the daily calorie intake for children and teens ages 2 to 18 years. This affects the overall quality of their diets. About half of these empty calories come from 6 sources: soda, fruit drinks, dairy desserts, grain desserts, pizza, and whole milk.<sup>2</sup>
- Of the more than \$200 billion children and youth collectively spend annually, the top four leading items children ages 8 to 12 years select, without parental permission, are high-calorie and low-nutrient foods and beverages.<sup>3</sup>
- Food and beverages – particularly candy, carbonated soft drinks, and salty snacks or chips – were ranked among the leading items that teens ages 13 to 17 years old purchase with their own money.<sup>3</sup>

## Advertising and marketing food to kids

- Food advertisements affect children's preferences, purchasing behaviors, and eating habits for different food and beverage categories, as well as for different product brands.<sup>3</sup>
- Food and beverage advertising on television influences children ages 2 to 11 years to prefer and purchase high-calorie and low-nutrient food and beverages.<sup>3</sup>
- Based on actual dollars spent in 2009, child- and teen-directed advertising is most often done to market fast-food restaurants, carbonated beverages, breakfast cereal, and snack foods.<sup>4</sup>

Elementary school age is a good time for students to learn to start making healthy decisions about what they consume.

## American Cancer Society Nutrition Guidelines

Parents and schools can help kids eat healthy by following the American Cancer Society's guidelines for nutrition:

- Eat a healthy diet, with an emphasis on plant sources.
- Choose foods and drinks in amounts that help you get to and stay at a healthy weight.
- Eat at least 2 1/2 cups of a variety of vegetables and fruits every day.
- Choose whole grains over processed (refined) grains.
- Limit intake of processed and red meats.

Choosing foods based on these guidelines will help both children and adults stay at a healthy weight, another important factor for improving overall health and reducing cancer risk.





# Nutrition



## Good nutrition and academic performance

Eating a healthy diet also is important for academic performance. Students who are well-nourished tend to be better students, while poorly nourished children tend to not perform as well and score lower on standardized achievement tests.

Inadequate intake of key food groups deprives children of nutrients they need for optimal cognitive function. Poor nutrition can also impact energy levels and immune function. Chronically undernourished children attain lower scores on standardized achievement tests, are more irritable, have more trouble concentrating in the classroom, and have lower energy levels. They also have less ability to resist infection and are more likely to become sick and miss school, which can negatively impact academic achievement.

Hungry children and those at risk for being hungry tend to have significantly lower standardized test scores and are more likely to repeat a grade, experience behavioral problems, and be suspended from school. Teachers also report higher levels of hyperactivity, absenteeism, and tardiness among children who are hungry or at risk for being hungry when compared to their peers who are not hungry.

Skipping breakfast can interfere with learning, even in well-nourished children. Numerous studies have found that increased participation in school breakfast programs is associated with increases in academic test scores, daily attendance, and class participation; it has also been linked to reductions in absences and tardiness. Both parents and teachers report that students participating in school breakfast programs are calmer in class and have more energy for studying.

Emerging evidence suggests an association between being overweight and lower academic achievement. It could be that this is related to absenteeism, which has been clearly and directly linked to poorer academic performance. Being overweight can contribute to a variety of chronic medical conditions in school-aged children, including asthma, joint problems, diabetes, high blood pressure, high cholesterol, depression, and sleep apnea. All of these have the potential to cause students to miss class time through absences or visits to the nurse's office. Overweight students may also face physical, psychological, and/or social problems that are directly related to their weight and can lead to academic challenges.

## Resources

<sup>1</sup>Source: CDC Healthy Youth, Childhood Obesity; [www.cdc.gov/HealthyYouth/obesity/index.htm](http://www.cdc.gov/HealthyYouth/obesity/index.htm)

<sup>2</sup>Source: Nutrition and Health of Young People; [www.cdc.gov/healthyyouth/nutrition/facts.htm](http://www.cdc.gov/healthyyouth/nutrition/facts.htm)

<sup>3</sup>Source: Overview of the IOM Report on Food Marketing to Children and Youth: Threat or Opportunity?; [www.iom.edu/~media/Files/Report%20Files/2005/Food-Marketing-to-Children-and-Youth-Threat-or-Opportunity/KFMOverviewfinal2906.pdf](http://www.iom.edu/~media/Files/Report%20Files/2005/Food-Marketing-to-Children-and-Youth-Threat-or-Opportunity/KFMOverviewfinal2906.pdf)

<sup>4</sup>Source: FTC, A Review of Food Marketing to Children and Adolescents, Dec 2012; [www.ftc.gov/sites/default/files/documents/reports/review-food-marketing-children-and-adolescents-follow-report/121221foodmarketingreport.pdf](http://www.ftc.gov/sites/default/files/documents/reports/review-food-marketing-children-and-adolescents-follow-report/121221foodmarketingreport.pdf)



# Nutrition



## Providing nutrition education to your students

The classroom activity sheets included in this packet support the following learning objectives:

- Students will learn about the link between good nutrition and good health.
- Students will learn and be motivated to choose foods that are good for them on a regular basis.

## Classroom activities

**Grades K-1:** Your Favorite Healthful Foods

**Grades 2-6:** Your Favorite Healthful Foods art project  
Nutrition and Physical Activity Word Search  
(Note: This also appears in the Physical Activity section.)  
Nutrition and Physical Activity Tracking Sheets  
(Note: This also appears in the Physical Activity section.)

**Grades 3-4:** Get Your Fruits and Veggies

**Grades 4-6:** Nutrition Cryptogram

**Grades 4-6:** Fruit and Vegetable Power: True/False Quiz and Word Search

Visit [cancer.org/schools](https://cancer.org/schools) for electronic copies of these activities.  
All kit materials may be reproduced for classroom use.

## Additional materials

**Help Your Child Eat Right Information Sheet** – This information sheet is designed to alert and motivate parents and caregivers to eat a healthy diet for themselves and for their families.

**Nutrition Activities for Your Schools vs Cancer Event Information Sheet** – This information sheet gives suggested activities to highlight nutrition information at your event.



# Nutrition

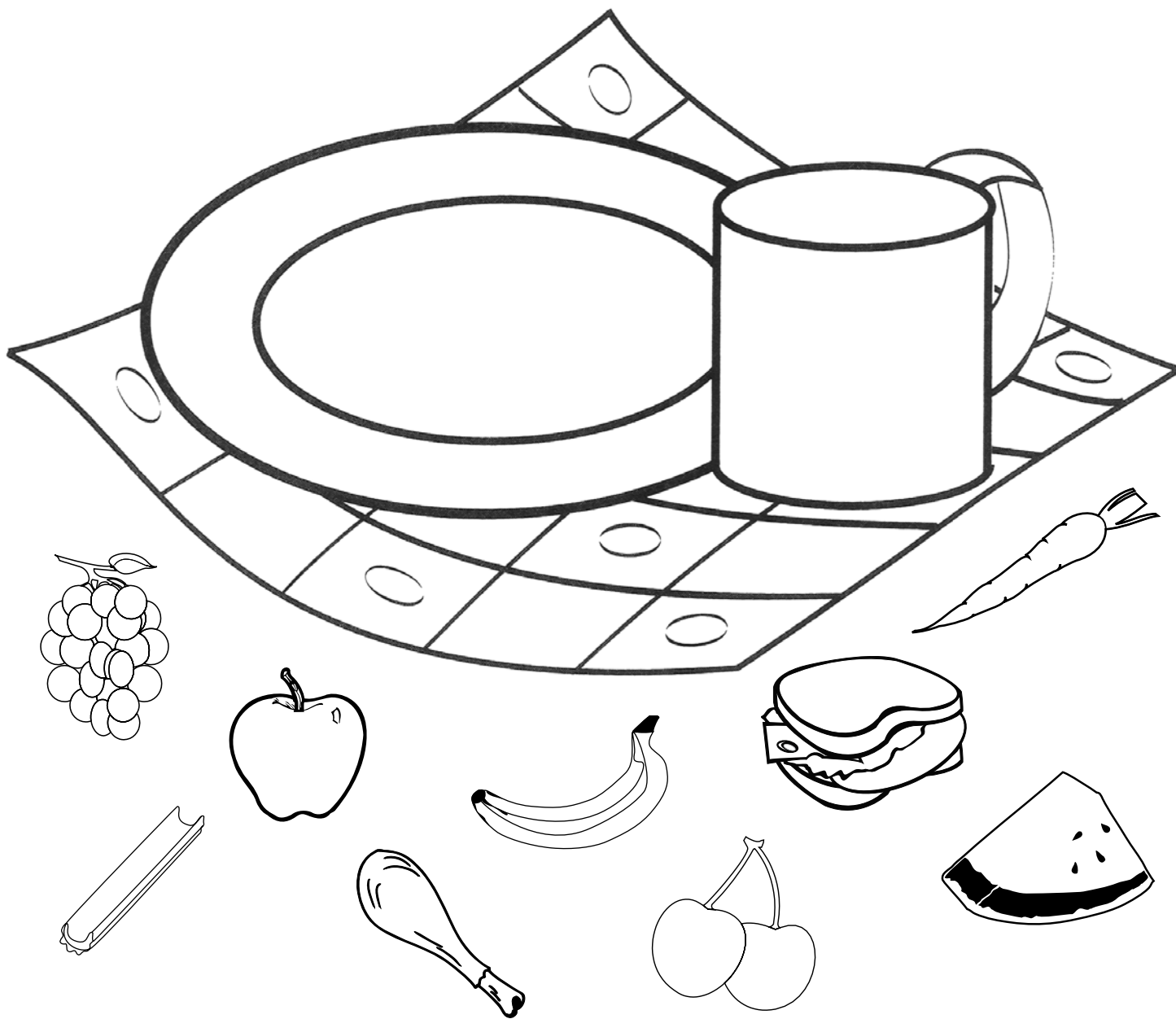


**SCHOOLS vs CANCER**

## Your Favorite Healthful Foods

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Color the pictures of the food below. Cut out the pictures and paste your favorite foods on the plate.



# Nutrition



## Nutrition and Physical Activity Word Search

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Eating well and being active work together to make healthy bodies. Build your healthy body by eating different kinds of foods and being active each day. Can you find these healthful foods and activities hidden in the word search below?

### Word List:

APPLE BIKE BROCCOLI DANCE CARROT RUN ORANGE SWIM STRAWBERRY WALK

B	Q	S	F	O	R	A	N	G	E	R
I	H	I	D	N	V	I	E	K	W	U
K	L	A	W	N	I	E	D	Z	I	N
E	D	N	A	K	J	I	J	Q	H	A
J	B	R	O	C	C	O	L	I	C	V
K	M	D	U	E	Q	P	K	F	A	L
E	S	T	R	A	W	B	E	R	R	Y
R	Q	W	R	O	L	D	C	X	R	P
D	Y	A	I	I	K	G	A	J	O	M
N	L	L	E	M	V	I	A	N	T	I
D	I	K	B	R	N	C	D	A	C	K
I	A	P	P	L	E	D	Q	K	L	E



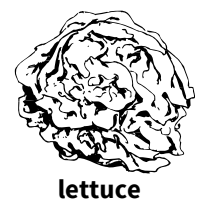
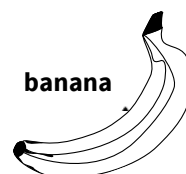
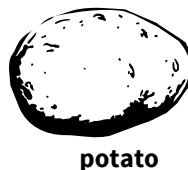
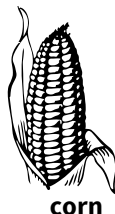
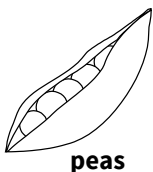
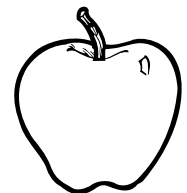
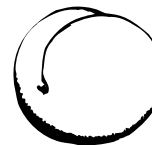
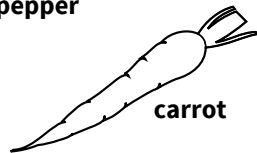
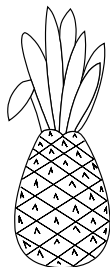
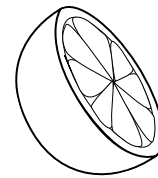
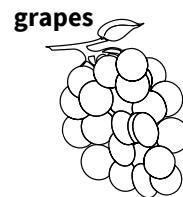
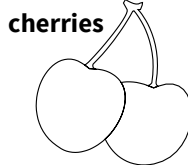
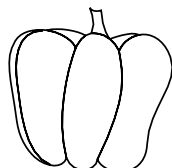
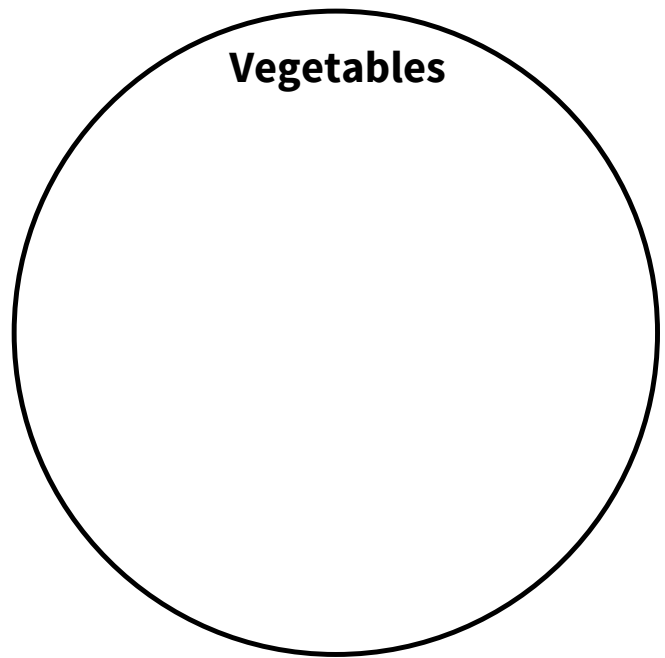
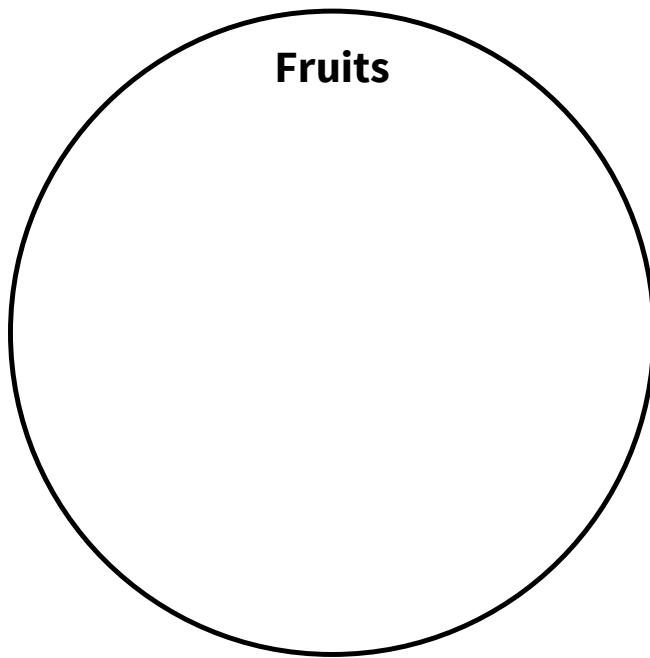
# Nutrition

## Get Your Fruits and Veggies

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Color the fruits and vegetables. Then, cut out and paste 4 FRUITS and 4 VEGETABLES into the diagram below.



# Nutrition



## Nutrition Cryptogram

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Each picture in the following cryptogram stands for a letter of the alphabet. Each “word” below is the name of a fruit or vegetable.

A	B	C	D	E	F	G	H	I	J	K	L	M
☺	✉	✍	☎	@	\$	*	#	&	!	=	+	—
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
♥	♦	♣	✓	l	s	n	□	●	✿	✂	→	📖

Example:

✍ ♦ l ♥  
C O R N

- = & ✿ & \_\_\_\_\_
- ☺ ♣ ♣ + @ \_\_\_\_\_
- ♦ l ☺ ♥ \* @ \_\_\_\_\_
- ✉ ☺ ♥ ☺ ♥ ☺ \_\_\_\_\_
- s ✓ □ ☺ s # \_\_\_\_\_
- \$ & \* \_\_\_\_\_
- sn l ☺ ✿ ✉ @ l l → \_\_\_\_\_
- ✍ ☺ l l ♦ n \_\_\_\_\_
- ! & ✍ ☺ — ☺ \_\_\_\_\_
- 📖 □ ✍ ✍ # & ♥ & \_\_\_\_\_
- @ ♥ ☎ & ● @ \_\_\_\_\_

# Nutrition



## Fruit and Vegetable Power: True/False Quiz and Word Search

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Nutrients are in the foods we eat.** We need nutrients to build our bodies and keep them strong and healthy. Fruits and vegetables provide many different types of nutrients: mostly carbohydrates, water, vitamins, and minerals.

**There are three types of carbohydrates – sugar, starch, and fiber.** Sugar and starch supply energy. Sugar is quick acting energy that only lasts a short time. Starch is long-lasting energy. Fiber, another type of carbohydrate, does not provide energy, but it does help a person’s digestive system.

**Two-thirds of our bodies are made up of water.** Water carries the other nutrients throughout the body.

**Vitamins and minerals are disease-fighting nutrients and help the body work properly.** They also help the body use the other nutrients. Minerals also act to strengthen bones and teeth and help the muscles move. Our bodies need many different vitamins and minerals.

**Fat is a nutrient our bodies need only in small amounts.** Only a small number of fruits and vegetables contain fat. Some are avocados, olives, and coconuts.

### A. Determine whether each of the following statements is true or false.

- |   |   |   |       |
|---|---|---|-------|
| 1. Fruits and vegetables provide many different types of <b>nutrients</b> . | T | F | _____ |
| 2. Carbohydrates that provide energy are sugar and <b>starch</b> .          | T | F | _____ |
| 3. Starch is a long-lasting <b>mineral</b> .                                | T | F | _____ |
| 4. <b>Fiber</b> is a carbohydrate that does not provide energy.             | T | F | _____ |
| 5. Two-thirds of our bodies are made up of <b>water</b> .                   | T | F | _____ |
| 6. <b>Vitamins</b> fight diseases.  | T | F | _____ |
| 7. <b>Fat</b> is a nutrient we need in big amounts.                         | T | F | _____ |
| 8. Broccoli, carrots, celery, and spinach are types of <b>vegetables</b> .  | T | F | _____ |
| 9. Apples, peaches, strawberries, and oranges are types of <b>fruits</b> .  | T | F | _____ |



# Nutrition



**SCHOOLS vs CANCER**

## B. Find the following words in the word search below:

### Word List:

NUTRIENTS STARCH MINERAL FIBER WATER VITAMINS FAT VEGETABLES FRUITS  
(THERE IS A BONUS WORD IN THE PUZZLE. IT IS A KIND OF FRUIT.)

R	A	G	U	S	C	D	G	I	L
N	U	F	R	E	B	I	F	M	P
C	N	R	E	L	R	E	T	A	W
B	A	U	V	B	T	N	M	G	T
S	V	I	T	A	M	I	N	S	H
H	U	T	L	T	N	P	R	A	B
C	S	T	N	E	I	R	T	U	N
R	C	E	R	G	F	H	I	M	O
A	W	A	T	E	N	E	R	G	Y
T	L	D	S	V	G	L	N	P	A
S	T	R	A	W	B	E	R	R	Y





# Nutrition



## For parents: Help your child eat right

We all want to do everything we can to make sure our kids get a good start on healthy eating habits for life. Good nutrition is important to help kids grow well and be healthy, and it can even help them do better at school.

It's also important to develop healthy habits early – the habits we develop as children tend to stay with us through adulthood. And healthy eating habits throughout life can help our kids stay well and reduce their risk of developing chronic diseases – such as cancer, heart disease, high blood pressure, and diabetes – in the future.

Follow these tips to help get and keep your kids on the path to lifelong healthy eating:

- First and foremost, be a good role model for healthy eating. Parents who eat well tend to have children who eat well. Be sure your kids see you eating a wide variety of healthy foods, including fruits, vegetables, and whole grains.
- Offer your kids a variety of different foods each day, and don't give up if they turn up their nose the first time around. It may take kids multiple times of trying something new for them to figure out they like it!
- Prepare foods in different ways. While your kids might not like cooked spinach, fresh spinach might be OK. Maybe they don't like the texture of baked sweet potatoes, but crispy baked sweet potato fries may have them asking for more.
- Keep healthy snacks available and in easy-to-reach places. Think baby carrots in the refrigerator, a bowl of apples on the counter, or frozen 100% juice bars on a low shelf in the freezer.
- Have your kids help plan and prepare meals and shop for foods. Let them pick a new recipe to try. Have them pick a new and different fruit or vegetable to eat each week. Get their help with mixing, pouring, and measuring.
- Look for ways to add more fruits, vegetables, and whole grains to their day. Slice a banana on top of their cereal, or whip up a smoothie for breakfast. Chop up peppers in their quesadillas. Serve sandwiches on whole-wheat bread.
- As much as possible, sit down to eat as a family. With crazy schedules and family members coming and going, this can be hard to do, but it will pay off many times over. Not only do meals eaten at home tend to be healthier than those eaten out, but family mealtime is a great time to catch up with each other and stay connected, too.



# Nutrition



## Nutrition activities at your Schools vs Cancer event

The American Cancer Society Schools vs Cancer event is a great time to promote healthy living! People are walking. They're running. They're eating. They're drinking. Take the time to plan some fun events and announcements that encourage all your Schools vs Cancer participants to eat their way to better health!

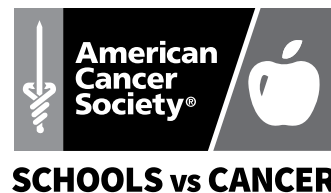
### Activities:

- Have a nutrition scavenger hunt. Have kids look for people eating healthy foods, such as fruits, vegetables, and whole grains.
- Play nutrition bingo or Jeopardy.
- Develop a nutrition “pit stop” where you can share fresh fruits, vegetables, and 100% juices with Schools vs Cancer participants.
- Ask local restaurants or well-known chefs to come and do a food demonstration and/or have a taste-testing.
- Announce special nutrition-themed laps throughout the event. Invite the following people to walk a lap:
  - Anyone who is eating a fruit or vegetable right now
  - Anyone who usually eats at least 5 servings of fruits and vegetables a day
  - Anyone who has made positive changes in their eating habits
  - Anyone who has asked for healthier foods at their workplace, school, church, or at a restaurant
  - Anyone who ate a healthy breakfast that day
  - Anyone who has eaten a fruit or vegetable for a snack that day
- Make general announcements throughout the event, such as:
  - Eat your way to good health!
  - Eating well and being active can help you stay well and reduce your risk of cancer and heart disease.
  - Eating well and being active help you look good and feel good!
- Remember these guidelines:
  - Watch your weight.
  - Get regular physical activity.
  - Eat a healthy diet.
- The best thing to do to stay well and reduce your risk of cancer? Don't smoke. The next best thing? Eat better and be active!
  - Eat more fruits and vegetables – at least 2 1/2 cups every day!
  - Fruits and vegetables with the most color are the most nutritious!
  - Fight cancer by eating more fruits and vegetables!

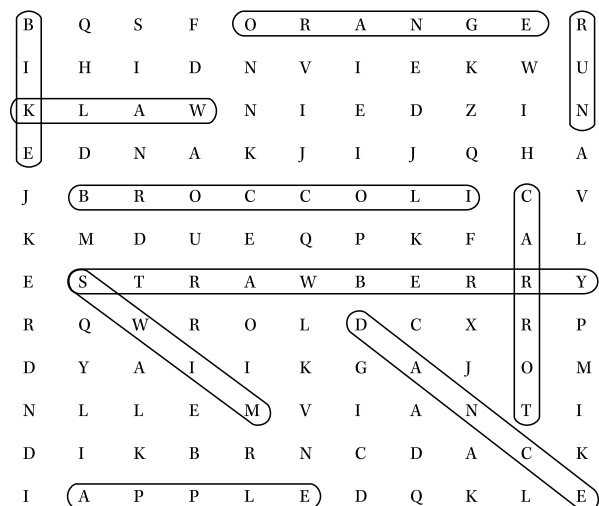


# Nutrition

## Answer Key



### Nutrition and Physical Activity Word Search



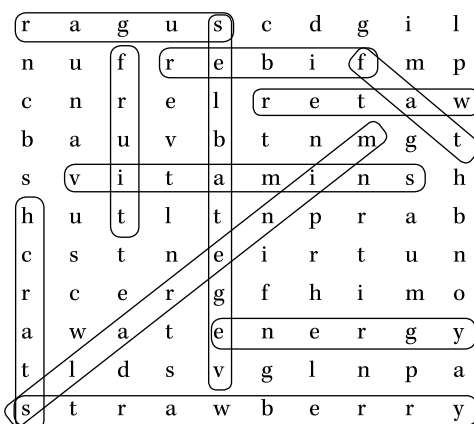
### Fruit and Vegetable Power: True/False Quiz and Word Search

#### Fruit and Vegetable Power A

1. True
2. True
3. False; it is a type of energy.
4. True
5. True
6. True
7. False; we need fat in small amounts.
8. False; they are vegetables.
9. False; they are fruits.

### Nutrition Cryptogram

1. kiwi
2. apple
3. orange
4. banana
5. squash
6. fig
7. strawberry
8. carrot
9. jicama
10. zucchini
11. endive



#### Fruit and Vegetable Power B

Word search bonus word: Strawberry



# Tobacco Prevention



## For the classroom teacher:

### Tobacco and tobacco use

While the number of younger Americans who smoke cigarettes has been going down since the late 1990s, tobacco use continues to be an issue. Each day, nearly 3,000 kids under the age of 18 try their first cigarette and another 700 become regular, daily smokers.<sup>1</sup> About one-third of these smokers will die prematurely from a smoking-related disease.

According to the 2012 Surgeon General's Report, very few people start smoking after age 25, in fact, 99% of adult smokers first smoked by age 26. Nearly 9 out of 10 adult smokers had their first smoke by age 18 – while they were still in school!<sup>2</sup> The younger a person is when they start using tobacco, the more likely they are to use it as an adult. And people who start regularly using tobacco when they are younger are more likely to have trouble quitting than people who start later in life. This means if we can keep kids tobacco free until age 18, most will never start using it.

Kids spend nearly one-third of their waking hours in school. Schools are in a powerful position to help prevent tobacco use by educating youth about the many risks of tobacco. In the face of aggressive and widespread tobacco marketing, it's important for kids to know the dangers of using tobacco.



# Tobacco Prevention



## Did you know?

- Each year in the US, tobacco use results in about 176,000 deaths.<sup>3</sup>
- Smoking accounts for at least 30% of all cancer deaths.<sup>3</sup>
- The 2013 Centers for Disease Control and Prevention's Youth Risk Behavior Survey (YRBS)<sup>4</sup> data revealed that:
  - Nationwide, more than 41% of students had tried cigarette smoking.
  - Nearly 16% of students were reported to be current cigarette smokers. Almost 4% of students smoked daily.
  - Almost 9% of students reported current use of chewing tobacco, snuff, or dip.
  - Just over 22% of students reported current use of some form of tobacco (cigarettes, cigars, or smokeless tobacco).

## Smoking and academic performance

The health and behavior problems linked to tobacco use are associated with absenteeism, suspension, and expulsion – all of which are linked with lower academic performance. Studies have shown that smokers are more likely to miss school than non-smokers, and absenteeism is linked with lower student grades.

Keeping students healthy, in school, and ready to learn is the responsibility of parents, educators, and the medical community. Most importantly, it is the responsibility of the students themselves. Schools can play a vital role by offering classroom health education, as well as opportunities for students to practice health-enhancing skills and behaviors during the school day.

## Resources

<sup>1</sup> Source: Results from the 2013 National Survey on Drug Use and Health: Summary of National Findings; [www.samhsa.gov/data/NSDUH/2013SummNatFindDetTables/NationalFindings/NSDUHresults2013.htm#ch4](http://www.samhsa.gov/data/NSDUH/2013SummNatFindDetTables/NationalFindings/NSDUHresults2013.htm#ch4)

<sup>2</sup> Source: Preventing Tobacco Use Among Youth and Young Adults, Fact Sheet; [www.surgeongeneral.gov/library/reports/preventing-youth-tobacco-use/factsheet.html](http://www.surgeongeneral.gov/library/reports/preventing-youth-tobacco-use/factsheet.html)

<sup>3</sup> Source: American Cancer Society Cancer Facts & Figures 2014; [www.cancer.org/research/cancerfactsstatistics/cancerfactsfigures2014/index](http://www.cancer.org/research/cancerfactsstatistics/cancerfactsfigures2014/index)

<sup>4</sup> Source: Facts Sheets – Underage Drinking; [www.cdc.gov/alcohol/fact-sheets/underage-drinking.htm](http://www.cdc.gov/alcohol/fact-sheets/underage-drinking.htm)



# Tobacco Prevention



## Providing tobacco education to your students

The classroom activity sheets included support the following learning objectives:

- Students will learn about the link between tobacco use and cancer risk and overall health, including:
  - Learning the effects of smoking on health
  - Learning the effects of secondhand smoke
  - Learning the addictive nature of cigarettes
  - Learning how to identify tobacco ads and understand that they are trying to manipulate
  - Learning to recognize the ingredients in cigarettes
- Students will complete activities that help them learn to make healthy choices about tobacco.
- This lesson addresses School Health Standards 1.2.1, 1.2.2, 1.5.1, 2.2.1, 2.5.5, and 3.5.1.

## Classroom activities

**Grades K-5:** The Hazards of Smoking Cigarettes: Classroom Discussion and Activity

**Grade 2-3:** Choose to Be Smoke-free Crossword Puzzle Worksheet

**Grade 2-4** (can be adapted by changing the math): The Cost of Cigarettes Math Game Worksheet

**Grade 2-5:** Tobacco-free Word Scramble Worksheet

**Grade 3-5:** Tobacco and the Media: Classroom Discussion and Activity

**Grade 4-6:** What's in a Cigarette? Worksheet

**Grade 5-6:** What Are Cigarettes and What Do They Do to My Body? Classroom Discussion and Activity

**ELECTRONIC COPIES OF THESE ACTIVITIES ARE AVAILABLE ON YOUR SCHOOLS VS CANCER WEBSITE. ALL KIT MATERIALS MAY BE REPRODUCED FOR CLASSROOM USE.**

## Additional materials

**Help Your Child Stay Smoke-free** – This information sheet is designed to alert and motivate parents and caregivers to practice tobacco-free behaviors for themselves and for the people they love.

**Tobacco-free Activities for Your Schools vs Cancer Event** – This information sheet gives suggested activities to highlight tobacco free information at your event.



# Tobacco Prevention



## The Hazards of Smoking Cigarettes: Classroom Discussion and Activity

### Objectives:

Have students understand the hazards of smoking cigarettes

### Grade level: K-5

### Materials:

- Markers, crayons, colored pencils
- Paper or posterboard

### Activities:

1. Discuss the hazards of smoking cigarettes. Visit [cancer.org](http://cancer.org) to find resources and information to share with your students. Talk about:
  - a. How smoking damages the lungs and the other organs of the body
  - b. How cigarettes leave an odor
  - c. How smoking discolors your teeth

Ask the kids to think of other damaging effects or more dangers of cigarette smoking. After talking with the students about the dangers of smoking, ask them how it makes them feel. (10 mins.)

2. Have a contest where the students draw a poster illustrating how smoking damages their body. You can ask the students to describe their poster and have the class vote on the best poster. The posters can then be displayed at your school's Schools vs Cancer event or your community's Relay For Life event.



# Tobacco Prevention



## Choose to Be Smoke-free Crossword Puzzle

Name: \_\_\_\_\_

Date: \_\_\_\_\_

					1					
2			3							
			4		5					
									6	
7										

1. Using tobacco makes your breath \_\_\_\_\_.
2. Cigarettes contain \_\_\_\_\_ – the main ingredient in nail polish remover.
3. It's up to me to be \_\_\_\_\_ free.
4. Smoking can cause lung \_\_\_\_\_ and heart disease.
5. \_\_\_\_\_ is the highly addictive substance found in cigarettes.
6. Most cases of \_\_\_\_\_ cancer are caused by smoking.
7. \_\_\_\_\_ smoke may be responsible for more than 49,000 lung cancer deaths in non-smoking adults each year.



# Tobacco Prevention



## The Cost of Cigarettes Math Game

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. If cigarettes cost \$5 per pack, how many packs can Bob buy with \$25?

- a. Four                  b. Five                  c. Six

2. If Bob had the same \$25 from above, how many packages of baseball cards could he buy if they cost \$2.50 each?

- a. Eight                  b. Nine                  c. Ten

3. If Bob spends \$20 every 2 weeks for cigarettes, how much money does he spend in 2 months?

- a. \$40                  b. \$60                  c. \$80

What else could Bob do with the money instead of buying cigarettes?

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# Tobacco Prevention



## Tobacco-free Word Scramble

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Unscramble the tobacco-related words below.

OBCATCO

--	--	--	--	--	--	--	--

NECRCA

--	--	--	--	--	--

INOOSP

--	--	--	--	--	--

TNISKS

--	--	--	--	--	--

FNSEIEVOF

--	--	--	--	--	--	--	--	--

ACNIRSE

--	--	--	--	--	--	--	--

CDAIDONIT

--	--	--	--	--	--	--	--	--

# Tobacco Prevention



## Tobacco and the Media: Classroom Discussion and Activity

### Objectives:

- Learn about the tobacco companies' tactics to get people to smoke.
- Learn how to recognize those tactics so you can avoid them

### Grade Level: 3

### Materials:

- Tobacco advertisements – Ask the students a few days in advance to look for them in magazines such as *People*, *Sports Illustrated*, etc. The school library may have old magazines they are willing to let you use.
- Markers
- Construction paper
- Scissors
- Glue or paste

### Activities:

- a. Ask students to share the tobacco ads they found. Ask if it was hard to find tobacco ads. (The answers should be “no,” since they are everywhere.)
  - b. Ask them to share some of the places where they found tobacco ads. Ask where people see them in their town. (You should get answers including billboards, magazines, and convenience stores.)
  - c. Take out a few ads, and ask how the tobacco company is trying to target kids. (This may be a new concept, so you may need to give some examples.) Indicate that these ads are trying to get people of all ages to smoke. Demonstrate that the ads make smoking look cool and fun when it is really not. Ask them how they feel about that. (10 mins.)
2. Pass out the construction paper, markers, scissors, and glue and ask the children to make their own ads that tell the truth about smoking. Encourage them to be creative. Make one ahead of time to use as an example. After they are done, have them take turns sharing their ads. (10 mins.)



# Tobacco Prevention



## What's in a Cigarette?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Cigarettes are made mostly from dried tobacco leaves, but they also have other ingredients in them you may not know about. In fact, scientists have identified more than 4,000 chemicals in cigarette smoke, including at least 60 that are known to cause cancer. Here are just a few of the chemicals found in cigarette smoke:

- **Acetone** – a colorless, flammable liquid that is the active ingredient in nail polish remover and paint thinner. Acetone is also used to make plastic, fibers, drugs, and other chemicals and is found naturally in the environment and even in small amounts in the human body.
- **Carbon monoxide** – a colorless, odorless, and tasteless gas that can damage your heart and nervous system. It is found in car exhaust and natural gas.
- **Hydrogen cyanide** – a colorless, very poisonous, and highly volatile liquid. It is found in rat poison.
- **Glycolic acid** – a colorless, odorless solid that is used in some skin care products, such as chemical peels, and to clean and engrave metals
- **Phenol** – a toxic, colorless solid that is used in medicines such as aspirin, mouthwashes, and throat lozenges. It can cause severe chemical burns in concentrated forms.
- **Ammonia** – a gas with a pungent odor and is found in fertilizer and household cleaning products.
- **Nicotine** – an oily liquid that can be used to kill insects

## Match the cigarette smoke ingredient to its common use.

### Found in cigarette smoke

1. Acetone
2. Carbon monoxide
3. Glycolic acid
4. Ammonia
5. Nicotine

### Common use

- car exhaust
- bug spray
- nail polish remover
- metal cleaners
- glass cleaner



# Tobacco Prevention



## What Are Cigarettes and What Do They Do to My Body? Classroom Discussion and Activity

### Objective:

Learn how smoking harms your body.

### Grade Level: 5

### Materials:

- Plastic straws
- Picture of cigarette (can be printed off the Internet)
- Chalkboard/flip-chart

### Activities:

1. Pass out the straws, and have the children blow through them to simulate having emphysema. At first it is easy to breathe, but after a minute, your lungs will have trouble keeping up. Ask the children what it would be like to breathe like this the rest of their lives. (10 mins.)
2. Put up a picture of a cigarette. Have the children brainstorm for a minute, and then ask them to share everything they know about cigarettes. If they have trouble, here are some questions you can ask to get them going:
  - What is a cigarette?
  - What does smoking do to your body?
  - Can smoking hurt your body even if you are not smoking?

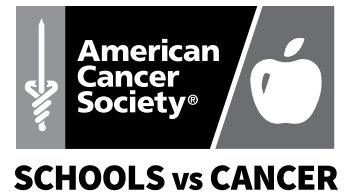
This should give you a good idea about what they know and what you need to cover. (10 mins.)

3. Explain what smoking does to the body. Talk about the dangers of secondhand smoke. Tell them how it affects your skin, teeth, lungs, liver, and heart. For more information, please visit:  
**[cancer.org/Cancer/CancerCauses/TobaccoCancer/QuestionsaboutSmokingTobaccoandHealth/index](http://cancer.org/Cancer/CancerCauses/TobaccoCancer/QuestionsaboutSmokingTobaccoandHealth/index) and [cancer.org/Cancer/CancerCauses/TobaccoCancer/CigaretteSmoking/index](http://cancer.org/Cancer/CancerCauses/TobaccoCancer/CigaretteSmoking/index). (10 mins.)**

4. Talk about oxygen and breathing. Explain how the lungs work and how smoking damages them. Talk about the disease emphysema and how it affects breathing.



# Tobacco Prevention



## For parents: Help your child stay smoke free

Parents' attitudes and values influence those of their children, including their opinions about tobacco use, smoking, and their behavior related to cigarette use. Parents can take the following actions to help ensure that their children remain or become tobacco-free:

1. If you don't smoke or use any form of tobacco, don't start. If you do use tobacco, quit. Call us if you need help to quit and stay quit (1-800-227-2345).
2. If you are a former smoker, share your quitting experience with your children.
3. Maintain a smoke-free and tobacco-free home.
4. Tell your kids that it's important for them not to smoke or use any other form of tobacco, and teach them that smoking leads to illnesses such as respiratory diseases and cancer. Make sure they know that there is no safe way to use tobacco.
5. Emphasize the immediate health effects of smoking such as bad breath, stained teeth, smelly clothes, early facial wrinkles, and a greater chance of illness.
6. Explain to your children that not everyone smokes, that in fact, only about 1 in 6 adults smoke.

Talking with your kids is a good start, but we must also ensure that our communities, restaurants, and schools have smoke-free policies. Here are some things that you can do to address the additional factors that influence kids to smoke:

1. Explain to your kids that cigarette ads and the images in them are designed to influence people to associate smoking with glamour, beauty, and popularity.
2. Ensure that your kids' school environments and campuses are smoke-free. Encourage tobacco prevention training for teachers, and work to ensure that all elementary and middle schools have tobacco-prevention education programs and that this education is reinforced in high school.
3. Support local and state tobacco-prevention and restriction efforts by being aware of regulations and laws in place. Support stronger laws and restrictions on tobacco use.
4. Support local, state, and federal programs to prevent and reduce tobacco use among kids and to ensure that adults have access to the help they may need to quit.



# Tobacco Prevention



## Tobacco-free activities for your Schools vs Cancer event

- Encourage students to develop their own anti-smoking and anti-tobacco use advertising campaign. Hold a competition and showcase the top advertising campaigns during the event.
- Have kids create posters with the before and after effects of smoking on facial appearance.
- Simulate the impact of cigarette smoke on lungs by providing a demonstration. Visit [quit.org.au/downloads/schools/Tar\\_Extractor.pdf](http://quit.org.au/downloads/schools/Tar_Extractor.pdf) for detailed instructions on an experiment that shows the amount of smoke a person takes in when they inhale and exhale.
- Calculate how much money cigarette smokers spend in a year (assume 1 pack per day at average retail prices for your area) and discuss how much money could be saved or provide examples of other things that could be purchased – such as toys, video games, etc. – if the person did not smoke.
- Knock down cigarettes in a bowling tournament. Make bowling pins that look like cigarettes, and knock them down with a bowling ball. Some have used frozen turkeys as the “ball” to indicate that you can quit cold turkey!



# Tobacco Prevention

## Answer Key



### Choose To Be Smoke-free Crossword Puzzle

1. stink
2. acetone
3. tobacco
4. cancer
5. nicotine
6. lung
7. secondhand

### The Cost of Cigarettes Math Game

1. B. Five
2. C. Ten
3. C. \$80

### Tobacco Free Word Scramble

- Tobacco
- Cancer
- Poison
- Stinks
- Offensive
- Arsenic
- Addiction

### What's in a Cigarette?

1. Nail polish remover
2. Car exhaust
3. Metal cleaner
4. Glass cleaner
5. Bug spray





# Sun Safety



## For the classroom teacher:

### Sun exposure and cancer risk

While some sun exposure can be enjoyable, and even helps the body make vitamin D, too much sun exposure is dangerous. Exposure to the sun's ultraviolet (UV) rays appears to be the most important environmental factor in developing skin cancer. This makes skin cancer a largely preventable disease when sun protective practices are used consistently.

### The burden of skin cancer

Skin cancer is the most common form of cancer in the United States. More than 91,000 cases of melanoma were estimated to be diagnosed in the US in 2018.<sup>1</sup> This is the most serious form of skin cancer. It can spread to other parts of the body quickly and is responsible for a large majority of all deaths from skin cancer.

### Did you know?

Everyone should practice sun-safe behaviors, but some people have a greater chance of developing skin cancer. You may have an increased risk of skin cancer if you have one or more of the following risk factors:

- You spend a lot of time outdoors.
- You have light skin color, hair color, or eye color.
- You have a family history of skin cancer.
- You have a personal history of skin cancer.
- You have a history of sunburns early in life.
- You live or vacation at high altitudes.
- You have freckles and burn quickly.
- You have many moles, irregularly shaped moles, or large moles.
- You have had an organ transplant.
- You have a weak immune system.



# Sun Safety



## Sun safety for children and youth

Parents, caregivers, schools, and communities have a responsibility to provide young people with sun-safe environments as well as the knowledge and skills necessary to practice sun-safe behaviors. Kids may spend a great deal of time outdoors exposed to the sun's harmful rays during school-related activities such as physical education class, recess, field trips, or sports practice. Parents, caregivers, and school staff must serve as role models, making sure schools work toward adopting policies and programs that promote sun safety and reduce the risk of skin cancer.

As an educator, you can have a profound influence on the health of your students. Giving them the knowledge and skills they need to protect their skin from the damaging effects of the sun beginning at a very young age can literally save a life. Youth are particularly at risk of overexposure since a substantial amount of the average person's lifetime UV exposure occurs before the age of 18.

## Sun-safety basic recommendations

The American Cancer Society recommends that people remember this simple phrase when it comes to sun safety: *Slip! Slop! Slap!*® and *Wrap!* It promotes the following sun safe behaviors:

**Slip on a shirt.** A long-sleeved shirt is best. If you choose a short-sleeved shirt, be sure to use sunscreen on the skin that is exposed.

**Slop on sunscreen.** Use broad-spectrum sunscreen with a sun protection factor (SPF) of 30 or higher. To be effective, sunscreen needs to be generously applied at least 30 minutes before sun exposure and reapplied every 2 hours and after swimming or sweating.

**Slap on a hat.** The head and neck are common places for skin cancer to start. For maximum protection, wear a hat with 3- to 4-inch brim all around. Be sure to use sunscreen on your ears and neck if you wear a smaller hat or a baseball cap.

**Wrap on sunglasses.** Sunglasses protect both the eyes and the skin around the eyes from harmful UV rays. Choose sunglasses that block 100% of both UVA and UVB rays.

**Seek shade.** Because the sun's UV rays are most intense between 10 a.m. and 4 p.m., outdoor activities should be minimized during this time. If you are outside during this time, find some shade and keep cool under a tree, umbrella, or structure.

It's also important to avoid indoor tanning beds, booths, and sunlamps. Like the sun, these are sources of harmful UV radiation. Indoor tanning devices are not safe!

## Sun safety and academic performance

Although there are no data that links sun safety behaviors to academic achievement, it is clear that severe sunburn can lead to an absence from school. High absenteeism is linked to lower academic achievement. The good news is that youth who engage in overall healthy behaviors tend to perform better at school.



# Sun Safety



## Teaching sun safety to your students

The classroom activity sheets included in this folder support the following learning objectives:

- Students will learn about and understand the link between UV radiation exposure and their lifelong risk for skin cancer.
- Students will understand and be motivated to practice sun-safe behaviors in order to protect themselves from skin cancer risk.

## Classroom activities

**Grades 1-6:** Sun-safety Poster Classroom Activity

**Grades 1-6:** Sun-exposure Experiment Classroom Activity

**Grades 2-6:** It's a Sunny, Sunny World Classroom Discussion and Activity

**Grades 2-6:** Sun-safety Investigation Interview Classroom Activity

**Grades 2-6:** Sun-safety Word Scramble

**These activities are also available online at [cancer.org/schools](https://cancer.org/schools). All kit materials may be reproduced for classroom use.**

Visit [cancer.org/schools](https://cancer.org/schools) for electronic versions of these activities.

All materials may be reproduced for classroom use.

## Additional materials

- **Be a Sun-safe Family Information Sheet** – This information sheet is designed to alert and motivate parents and caregivers to practice sun-safe behaviors for themselves and their families.
- **Sun-safety Activities for Your Schools vs Cancer Event Information Sheet** – This information sheet gives suggested activities to highlight sun-safety information at your event.

## Resources

<sup>1</sup> Source: Cancer Facts & Figures 2018



# Sun Safety



## Sun-safety Poster Classroom Activity

### Objective:

To have students participate in making a prominent visual aid that can be used to promote sun protection. Students learn that sun-safe practices are easily identified and can serve as reminders of everyday sun-safe behaviors.

### Grade Level: 1-6

### Materials:

- Magazines
- Scissors
- Glue or paste

### Activity:

Have students clip images related to sun protection from magazines. Let children paste their images onto a group collage. You may want to have groups of 2 or 3 children work on a smaller collage and then hang all of the collages together to make a large display for the classroom.

Examples of images for children to look for:

- People in the shade
- People sitting under beach umbrellas
- People wearing hats
- People wearing long sleeves
- People wearing sunglasses
- Sunscreen ads

### Additional activities:

You could modify this activity so that the individual student can:

- Create a collage that can be taken home for display.
- Create a collage that can be put on the cover of a student folder or workbook.
- Create a collage that can be laminated as a desktop or take-home placemat.
- Create a mobile using a hanger and string and some of your pictures.



# Sun Safety



## Sun-exposure Experiment Classroom Activity

### Objectives:

- Allow children to compare the effects of the sun on different substances.
- Show children the power of the sun's ultraviolet rays.

### Grade Level: 1-6

### Materials:

- Sun-reactive materials, including things like ice cubes, a measuring cup with 1/8 cup water in it, chocolate, gummy candy, crayons, sun-exposure beads or wristbands, or unwanted film negatives
- Construction paper
- Coins, paper clips, keys

### Activity:

Choose a hot, sunny day, and have each child select an item or substance to leave out in the sun. Put items in a sunny spot where they will not be disturbed. Look at items after one hour and again after one day; gauge the sun's effect.

Have students describe what happened. Discuss as a group how the results of this experiment can be related to the effects of the sun on unprotected skin. (Example: after one hour, an ice cube would be melted from the heat of the sun; after one day, the moisture from the melted ice would have dried/evaporated. The same heat that caused the melting and evaporation can damage our skin by burning it and causing it to feel dry.)

### Additional activity:

Have students select a brightly colored sheet of construction paper and choose from a collection of flat objects such as keys, coins, and paper clips. Write each student's name on their paper. Have each child place their paper in the sun with their objects on it. Leave the papers for 2 or more hours, after which time the outlines of the objects will be visible.

Have students describe what happened. Discuss as a group how the results of this experiment can be related to the effects of the sun on unprotected skin. (Example: after several hours, the paper not covered by the item is faded. Like our skin, the unprotected areas are changed by the sun's damaging UV rays.)



# Sun Safety



## It's a Sunny, Sunny World Classroom Discussion and Activity

### Objective:

Familiarize children with ways that people protect themselves from the sun in different parts of the world.

### Grade Level: 1-6

### Materials:

- Pictures of people protecting themselves from the sun in different ways from around the world (such as pictures of people in robes or with head coverings used in desert countries, cowboy hats, or straw hats)
- Sun-safe items of clothing, such as hats, scarves, sunglasses
- Clothing items that are not ideal for sun safety, such as sleeveless shirts or baseball caps
- Sunscreen, beach ball, other beach-related decorations

### Activities:

Find pictures (or have students bring them from home) of people protecting themselves from the sun in various locations around the world. (You may even want to have actual items on hand.) Have students select an item and talk about how the hat, clothing item, or accessory would protect them from the sun. You could mix in a few items that would not be appropriate for sun safety (baseball cap, or tank top/sleeveless shirt). You may want to mention the fact that in many hot, sunny parts of the world people take a midday nap or siesta to get out of the sun.

Students will describe how different climates (in particular, sunny climates) around the world have an influence on how people dress and how they protect themselves from the damaging effects of the sun.

Examples include:

- Robes/head coverings worn in desert countries
- Straw hats worn in warm, tropical countries
- Sombreros, cowboy hats
- Sunbonnets, straw hats
- Beach umbrellas
- Sunglasses
- Shade trees



# Sun Safety



## Additional activity

**Host a sun-safety “fashion show.”** Ask students to bring in an item from home that they could wear or use to help keep them safe from the sun.

**Plan a “Beach Day” in the classroom.** Have students bring beach towels to sit on, and have them wear shorts, T-shirts, and hats. At 2-hour intervals throughout the day, practice putting on sunscreen. (This can be a pretend activity, or if the student brings sunscreen from home, they could apply it; or you could use a common hand lotion for this demonstration.)

**Play catch with a small beach ball, passing the ball around the room.** When a student catches it, they can say one thing they have learned about staying safe in the sun.

**Add a simple Schools vs Cancer fundraising activity** – Have a “Hat Day” where students can pay \$1 to wear an appropriate sun-protecting hat (inside and out) to school all day.



# Sun Safety



## Sun-safety Investigation Interview Classroom Activity

### Objective:

Help students understand how families, communities, and schools can support sun safety. Students will gain the perspective of various people interviewed and then reflect on their personal thoughts and opinions. Students will recognize their own ability to be an advocate on behalf of very common cancer prevention behaviors.

### Grade Level: 2-6

### Materials:

Sun-safety Interview Questions

### Activity:

Have students interview “decision makers” at their school, at home, in their community, and at the Schools vs Cancer event to determine their awareness of and support for sun-safe behaviors. Students can work in teams or alone to conduct these interviews, compose a report, and offer their recommendations on what improvements need to be made.





# Sun Safety



## Sun-safety Interview Questions

### At school

1. Are the grounds at the school sun-safe? \_\_\_\_\_
2. Are there policies that support or restrict students' ability to wear hats and use sunscreen when outdoors during school hours? \_\_\_\_\_
3. Do teachers in the school practice sun-safe behaviors? \_\_\_\_\_
4. What recommendations would you make to keep students safe from the damaging effects of the sun?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### At home

1. How many people in your home have had sunburns? \_\_\_\_\_
2. Is there sunscreen in the house? \_\_\_\_\_
3. Is sunscreen use talked about and encouraged? \_\_\_\_\_
4. Does the family have access to sunscreen, hats, shade structures/umbrellas to use when working or playing outdoors? \_

### In your community

1. Is your community a sun-safe community? \_\_\_\_\_
2. Does the community have public spaces that offer shade, especially places for children? \_\_\_\_\_
3. Do you see advertisements for sunscreen use in your community? If so, where? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Where could your community do more to help support sun-safe behaviors? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Sun Safety



## At the Schools vs Cancer event

1. How long will participants be out in the sun? \_\_\_\_\_
2. Will sunscreen use be encouraged? \_\_\_\_\_
3. Are there places to seek shade at the Schools vs Cancer event? \_\_\_\_\_
4. What could be done to increase awareness about sun safety at the event? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Sun Safety



## Sun-safety Word Scramble

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Unscramble the sun safety-related words below.

BSULONCK PFS03

\_\_\_\_\_

GNLAUSSESS

\_\_\_\_\_

PSIL, LPOS, ALSP, PRAW

\_\_\_\_\_

LAURTETLIVO YRSA

\_\_\_\_\_

DWEI MBEDMRI THA

\_\_\_\_\_

KSNI ERCCNA VTORPEEINN

\_\_\_\_\_

NSURNBU

\_\_\_\_\_

MBULEALR

\_\_\_\_\_



# Sun Safety



## For parents: Be a sun-safe family!

Winter, spring, summer, or fall, kids and adults enjoy spending time outdoors and in the sun. Although some sun can be enjoyable, too much is dangerous. Overexposure to ultraviolet (UV) radiation in sunlight and from indoor tanning devices can result in serious health effects, including skin cancer. Youth are particularly at risk of overexposure since a substantial amount of the average person's lifetime UV exposure occurs before the age of 18.

Most people are not aware that skin cancer, while largely preventable, is the most common form of cancer in the United States. By following some simple steps, you can still enjoy time outdoors while protecting yourself and your family from overexposure to UV radiation.

The American Cancer Society recommends that you:

- **Slip on a shirt.** A long-sleeved shirt is best. If you choose a short-sleeved shirt, be sure to apply sunscreen on the skin that is exposed.
- **Slop on sunscreen.** Use broad-spectrum sunscreen with a sun protection factor (SPF) of 30. To be effective, sunscreen needs to be generously applied at least 30 minutes before sun exposure and reapplied every 2 hours and after swimming or sweating.
- **Slap on a hat.** The head and neck are common places for skin cancer to start. For maximum protection, wear a hat with 3- to 4-inch brim all around. Be sure to use sunscreen on your ears and neck if you wear a smaller hat or a baseball cap.
- **Wrap on sunglasses.** Sunglasses protect the eyes and the skin around the eyes. Choose sunglasses that block 100% of both UVA and UVB rays.
- **Seek shade.** Because the sun's UV rays are most intense between 10 a.m. and 4 p.m., outdoor activities should be minimized during this time. If you are outside during this time, find some shade, and keep cool under a tree, umbrella, or structure.
- **Say no to artificial rays.** Do not use indoor tanning beds, booths, and sunlamps. Like the sun, these are sources of harmful UV radiation. Indoor tanning devices are not safe!

## Protecting your family

### Infants

- Cover babies with protective clothing and hats when outdoors.
- Shade babies with carrier/stroller covers or umbrellas.
- Avoid direct sun exposure. An infant's sensitive skin can burn in minutes.
- Talk with your doctor before using sunscreen on babies under 6 months old.

### Kids

- Apply broad-spectrum sunscreen with a sun protection factor (SPF) of 30 or higher every day that outdoor activities are planned. To be most effective, sunscreen should be applied to skin at least 30 minutes before sun exposure.
- Teach kids to carry sunscreen and reapply every 2 hours and after swimming or sweating.
- Remind kids that sunburn is painful and damages their skin.

# Sun Safety



## Adults

- Apply a broad-spectrum sunscreen with a sun protection factor (SPF) of 30 or higher every day that outdoor activities are planned. To be most effective, sunscreen should be applied to skin at least 30 minutes before sun exposure.
- Avoid outdoor sunbathing.
- Reapply sunscreen every 2 hours and after swimming or sweating.
- Avoid indoor tanning, which also exposes the skin to UV radiation. Many people believe that indoor tanning is safe. It is not!

## Everyone

- Wear sunscreen daily, especially on your face, neck, and forearms. Even when you're not planning outdoor activities, be prepared. UV radiation exposure ages skin prematurely and contributes to wrinkles and sun spots, and it increases the risk of skin cancer.
- Limit the time you spend in the sun, especially during midday hours.
- Seek shady areas when outdoors.
- Wear protective clothing that includes a wide-brimmed hat and sunglasses.

## The truth about indoor tanning

Nearly all communities have local businesses that advertise and promote indoor tanning as a safe alternative to outdoor sunbathing. The fact is that this simply is not true. Many older tanning devices used light sources that emitted shortwave ultraviolet rays (UVB) that burned the skin. As a result, tanning devices were introduced in recent years that were designed to emit mostly longwave ultraviolet rays (UVA). UVA rays reduce the risk for burns, but they penetrate more deeply than UVB rays and weaken the skin's inner connective tissue.

Despite overwhelming evidence of the link between indoor tanning and the risk for skin cancer, more than 25,000 tanning salons around the country continue to entice people to get that "healthy tan." The majority of users are under 25 years of age. Many state governments have begun to take action to regulate the indoor tanning industry. Some states now have laws limiting a minor's access to indoor tanning facilities, including restricting access by age or requiring parental permission.

## Indoor tanning facts

- There are just as many risks associated with indoor tanning as outdoor tanning.
- Tanning beds, booths, and sunlamps release high levels of dangerous UV radiation, which can increase the risk of skin cancer.
- Indoor tanning to get a "base" tan does not protect you from sunburn.
- Contrary to current advertisements, the risks of skin injury far outweigh the small benefit of vitamin D absorption that that body gains from UVB/UVA radiation exposure. It is better to get vitamin D through food and supplements.
- Indoor tanning contributes to saggy, wrinkled skin later in life.

Whenever you're spending time outdoors, remember to *Slip! Slop! Slap!*® and *Wrap!*

# Sun Safety



## Sun-safety activities for your Schools vs Cancer event

- Show kids how much sunscreen they should put on by measuring it out in different ways, such as with a small breakfast glass, 2 big spoons, or a handful of candy. Have the whole class race to see who can rub in their sunscreen first. The winner gets a cool prize.
- Have a *Slip! Slop! Slap!*® and *Wrap!* relay race. Divide students into teams of approximately 5, and have them race to 4 different stations to perform *Slip! Slop! Slap!* and *Wrap!* (Slipping on a shirt, slopping on sunscreen, slapping on a hat, and wrapping on sunglasses) so they learn and remember these important steps before going outside. The first team to finish wins!
- Have the kids put small sun-screen samples into packets with sun-safety information to give to each team. During the Schools vs Cancer Recess event, have them pass out the kits to each team and remind them to *Slip! Slop! Slap!* and *Wrap!*
- Ask students to write short facts or sun-safety reminders on poster boards that are shaped like the sun. Display them at the event.
- Have the students create a skit that they can perform during the opening ceremony if the community Schools vs Cancer event is outside. (This can be during the “friendly reminders” portion of the opening.) Use props such as an umbrella, a beach blanket, or a beach chair. The kids will feel like celebrities!



# Sun Safety

## Answer Key



### Sun-safety Word Scramble

sunblock spf 30  
sunglasses  
slip slop slap wrap  
ultraviolet rays  
wide-brimmed hat  
skin cancer prevention  
sunburn  
umbrella

