



## Fitness, Nutrition, & Bone Health “Fit For Life!” Middle School

- The **MORE HEALTH** website is equipped with a classroom **TEACHER** section. Here you will find pre- and post-visit activities, vocabulary words, and in many cases pre- and post-visit videos.
- Visit [morehealthinc.org](https://www.morehealthinc.org) – <https://www.morehealthinc.org/teachers/>
- Password: resources

### Pre-Visit Activities

- Review the enclosed vocabulary. Students do not need to have a working knowledge of the terms, rather a beginning familiarity.
- Click the link to play videos:  
*Bone Basics: How They Heal + How to Keep Them Healthy (3:14)*  
[https://www.youtube.com/watch?v=0vLiPT\\_Otw](https://www.youtube.com/watch?v=0vLiPT_Otw)  
and/or  
*How to Improve Bone Health (2:19)* <https://www.youtube.com/watch?v=R070aeGWi8Y>

### Suggested Post-Visit Activities

- Ask your students to complete the Fitness, Nutrition, and Bone Health **and** My Daily Food Plan worksheets (in yellow booklet). Encourage your students to set realistic, attainable, and measurable goals to improve their diet and exercise habits that will help them be “Fit for Life!” starting now. They may be simple (i.e., “I will drink one more glass of milk and walk the dog three days a week.”) or complex (i.e., “I will try to eat from all five food groups daily and I will go out for a school sports team.”) You can ask your students to document their progress throughout the school year and share their results at a later time.
- The “Fit for Life!” concept could be used schoolwide involving everyone from cafeteria workers to P.E. teachers. To focus on **nutrition**, have students evaluate weekly menus identifying food groups, daily requirements, calcium rich and low-fat selections. To focus on fitness, have students start a school wide (students & employees) increased activity campaign.
- Poor diet and lack of activity/exercise can result in **Obesity**. Your students have been taught that obesity has many health consequences. Have your students visit these suggested websites to research the consequences and costs of obesity ([kidshealth.org](http://kidshealth.org), [americanheart.org](http://americanheart.org), [diabetes.org](http://diabetes.org), [cdc.gov](http://cdc.gov)) and report on their findings.

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#### Vocabulary

- **absorb<sub>v</sub>** to take in and make part of itself (i.e., bones take in and store calcium and other minerals)
- **balanced diet<sub>n</sub>** one that follows the USDA’s Food Guide in order to provide all the nutrients needed to maintain growth and good health and continuously repair damaged tissues
- **bone<sub>n</sub>** any of the hard, living tissue forming the skeleton
- **bone health<sub>n</sub>** a term used to define a lifetime commitment to taking care of your bones
- **bone mass/ density<sub>n</sub>** the strength and solidity of the bone; peak bone mass is bone at its strongest, most solid, most dense
- **bone remodeling<sub>n</sub>** the process in which old bone is broken down and new bone is formed
- **calcium<sub>n</sub>** a mineral needed to build strong bones and teeth and essential for good health (i.e., muscle contraction, nerve impulse transmission, blood coagulation, etc.)
- **diabetes<sub>n</sub>** a serious and sometimes fatal disease in which the body does not produce or properly use insulin, which is needed to convert sugars and starches into energy
- **eating disorders<sub>n</sub>** an abnormal relationship with food like anorexia and bulimia; can lead to a loss of bone mass
- **empty calories<sub>n</sub>** foods that contain a lot of calories but are low in nutrients
- **exercise<sub>n</sub>** active use of the body in order to make it stronger and/or healthier
  - **cardiovascular** systematically raising the heart rate and maintaining it there for a predetermined number of minutes
  - **weight-bearing** exercises in which your bones and muscles work against gravity; any exercise in which your feet and legs are bearing your weight (i.e., walking, stair climbing, soccer, etc.); most important for building and retaining strong bones
- **fitness<sub>n</sub>** the condition of being physically fit and healthy
- **fortified<sub>n</sub>** the addition of vitamins and minerals to increase the nutritional value to foods; (i.e., Orange Juice with Calcium, Cereal with Vitamin D)

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- **heart disease<sub>n</sub>** the term used to describe a variety of heart disorders like high blood pressure, blocked arteries, heart failure, and heart attack
- **muscular system<sub>n</sub>** a major body system involving around 600 muscles; muscles attach to bones across joints, giving the body the ability to move and bend
- **nutrition<sub>n</sub>** the science or study of proper diet
- **obesity<sub>n</sub>** a serious medical condition resulting from an excessive amount of body fat, occurring when a person's weight is in the unhealthy range for their height
- **osteoporosis<sub>n</sub>** porous bone; a disease characterized by loss of tissue from bone, causing it to become brittle and easily fractured
- **prevent<sub>v</sub>** to keep something from happening
- **skeletal system<sub>n</sub>** a major body system made up of 206 bones, their associated ligaments, and cartilage. It gives the body shape, provides places for the muscles to attach allowing movement, provides protection for major organs, produces blood cells, and absorbs and stores minerals
- **vitamin D<sub>n</sub>** the nutrient that promotes the absorption of calcium, helping build and maintain healthy bones

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#### Goals

- Students will know the importance of assuming responsibility for personal health behaviors.
- Students will understand the importance of bone health as it relates to an overall lifetime of good health.
- Students will understand the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems.

#### Objectives

- Students will be able to list and explain the three components in building strong bones.
- Students will be able to explain and use the My Plate guide and Activity Pyramid.
- Students will be able to identify calcium rich foods and explain how they can reach their daily calcium requirements.
- Students will be able to explain how eating disorders, alcohol consumption, caffeine, smoking, and lack of exercise can result in loss of bone mass and poor health.
- Students will be able to define osteoporosis, obesity, heart disease, and diabetes and explain how to prevent them.

#### Standards

The student will...

- HE.6.C.1.8 examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
- HE.6.C.2.1 examine how family behaviors influence health of adolescents.
- HE.6.C.2.3 identify the impact of health information conveyed to students by the school and community.
- HE.6.C.2.5 examine how media influences peer and community health behaviors.
- HE.6.C.2.7 investigate cultural changes related to health beliefs and behaviors. (*suggested post-visit activity*)
- HE.6.B.3.1 examine the validity of health information, products, and services.
- HE.6.B.3.3 investigate a variety of technologies to gather health information. (*suggested post-visit activity*)
- HE.6.B.5.2 choose healthy alternatives over unhealthy alternatives when making a decision.

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- HE.6.B.5.3 specify the potential outcomes of each option when making a health-related decision.
- HE.6.B.5.5 predict the potential outcomes of a health-related decision.
- HE.6.B.6.1 use various methods to measure personal health status.
- HE.6.B.6.2 develop an individual goal to adopt, maintain, or improve a personal health practice.
- HE.6.B.6.3 determine strategies and skills needed to attain a personal health goal.
- HE.6.B.6.4 monitor progress toward attaining a personal health goal.
- HE.6.P.7.2 write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
- HE.6.P.8.1 practice how to influence others to promote positive health choices. (*suggested post-visit activity*)
- HE.6.P.8.3 work cooperatively to advocate for healthy individuals, peers, and families. (*suggested post-visit activity*)
- LAFS.6.L.1.1 demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LAFS.6.L.2.3 use knowledge of language and its conventions when writing, speaking, reading, or listening.
- LAFS.6.L.3.6 acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- LAFS.6.RI.1.1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (*suggested post-visit activity*)
- LAFS.6.W.1.2 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (*suggested post-visit activity*)
- LAFS.6.W.3.7 conduct shore research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (*suggested post-visit activity*)
- LAFS.6.W.3.9 draw evidence from literary or informational texts to support analysis, reflection, and research. (*suggested post-visit activity*)
- LAFS.6.SL.1.1 engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

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