

LESSON TITLE: ***“Fiber Fandango” Video***

GLE Text and Benchmarks:

GLE # Mathematics

01	(PK-CM-N3) (N-1-E) (N-3-E) Count by ones to 10.
13	(PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E) Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements).

GLE # English Language Arts

24	(PK-LL-L2) (ELA-4-E2) Follow one- and two-step verbal and nonverbal directions.
28	(PK-LL-L5) (ELA-4-E6) Listen and orally respond to questions about media, including music and videos.
29	(PK-LL-S1) (PK-SE-C1) (ELA-4-E7) Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time.

GLE # Science

02	(PK-CS-I1) (SI-E-A1) Pose questions that can be answered by using students' own observations and scientific knowledge.
15	(PK-CS-P3) (PS-E-B3) Demonstrate motion by using students' own bodies.
26	(LS-E-A6) Classify various foods into the major groups (e.g., bread, meat, vegetable, fruit)
27	(LS-E-A6) Determine which foods are superior for developing a healthy body.
29	(LS-E-A3) Describe basic functions of parts of the body (e.g., lungs, heart, bones, muscles)
34	(LS-E-A1) Describe what the human body needs to grow and be healthy.
40	(LS-E-A5) Explain how the organs of the digestive system function.
42	(LS-E-A6) Describe the relationship between eating habits and maintaining a healthy body.

Grade Level: Pre-K/K-5

Delivery Mode: Classroom

Time Allotted: 20 minutes (Video: 15:35 minutes)

Of Participants: Class size: 10-30

Life Skill/General Health: Learning the importance of eating fiber and drinking water to keep the digestive system running smoothly.

Character Focus: Self-Responsibility

Integrated Curriculum Concepts:

- Language Arts: Active Listening, Sharing Experiences and Information
- Math: Counting
- Science: Unifying concepts and processes
- Social Studies: Developing self-help skills

Key Concepts:

- Concept of eating foods that contain high-fiber

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

What you need for the Lesson:

- “Fiber Fandango” Video/DVD
- VCR/DVD player/computer

Learning/Follow up Activity:

- Class Discussion

Getting Ready:

- Read the following overview of the movie and lesson plan.
- Overview: In “Fiber Fandango,” Peri Stolic, the intestine, reads a scary story called “The Boy Who Didn't Eat Enough Fiber.” You'll be relieved to know that the story has a happy ending as well as some memorable and “moving” songs!

Note to Helper:

- This educational and entertaining video targets young children with positive, health-related behavior habits. Empowering children with tools they need to make healthy choices for a lifetime is prevention at its best.

Lesson Plan:

What you Say:	What you Do:	What Participants Do:
Today we are going to watch a video starring the Organwise Guys Characters. They are going to teach you some very important information but in a very fun way. Listen up because I will be asking some questions afterwards. Enjoy!	Play the video.	Sit quietly and watch the video.
What organ is Peri Stolic? (ANSWER: The large intestine)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What does the large intestine do? (ANSWER: Eliminates waste/gets rid of the trash inside of you)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Fruits and vegetables are high in what? (ANSWER: Fiber)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What examples of high-fiber fruits and vegetables did you see in the video? (ANSWER: asparagus, mango, broccoli, corn, apples, watermelon, pineapple)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What other types of food have a lot of fiber? (ANSWER: Whole grain foods & black beans)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.

How does fiber help Peri do her job? (ANSWER: Keeps her full so it is easier to move the waste through)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
In addition to fiber, what else does the body need to help keep things running smoothly? (ANSWER: Water)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.