

Body Walk Scripts and Instructions for Station Presenters

Tips for Station Presenters

The information presented in each station will help students learn the key concepts and outcomes for that station. **You are an integral part of the learning experience because you will present all of the information and lead the activities.**

The paper script that you have been given to review will **NOT** be used on the day of Body Walk. You will use a large flipbook. The flipbook pages will have pictures on the front for students to look at and the script will be on the back of the page.

With the help of the OrganWise Guys, students tour the human body exhibit stopping at each station for five minutes where you will engage them in activities and discussion. Throughout the exhibit, they will learn how to apply healthy lifestyle choices.

To make the Body Walk experience more fun for everyone, here are a few tips:

- Familiarize yourself with the script prior to the Body Walk. This will ensure you are more relaxed and confident with the information you are presenting.
- Have fun yourself! The more animated and engaging you are, the more the students will learn and remember.
- Dress the part! A few suggestions are included in your script packet.
- Maintain eye contact with the students.
- Encourage everyone to participate.
- Ask students to sit down when they first enter the station.
- Ask students to **WALK** to the next station.
- Please ensure students handle the props carefully and only when invited to touch. No kicking /punching of exhibit walls.
- All presenters will be responsible for maintaining an atmosphere of learning rather than running or playing.
- The exhibit is enclosed. It could be stuffy or hot at your assigned station inside. Dress comfortably so that you can move freely with the students as you do activities together.
- Bring a bottle of water to keep your voice working!

Station 1 - Brain

Key Concept

Healthy food choices and vigorous exercise from Choose MyPlate help jump-start your brain!

Key Outcomes

Students will be able to:

- Identify the five food groups from Choose MyPlate.
- State the number of servings needed for good health from each Choose MyPlate group and the importance of eating breakfast.
- Explain what physical activity means. Tell how much physical activity a student needs everyday.
- State that helmets protect the brain while playing hard.

Station Description

Students will enter the domed Brain Station through one ear and exit through the other. There is a firm path from ear to ear inside the brain to ensure that it is handicap accessible.

Suggested Costume for Presenter

- “Superbrain” cape—can be made from an old sheet or large plastic trash bag.
- Surgical scrubs

Station 1 – Brain Flipbook	
Graphics	Script
Child thinking of foods and physical activity	<p>You use your brain everyday to make important choices in your life. YOU choose what foods you eat. YOU choose how much physical activity you have each day. Your parents may help you make these choices now, but as you get older, YOU will make these important choices every day. YOU make these choices by using your brain.</p> <p>Your brain sends messages to all parts of your body and controls everything your body does. The brain does this by sending impulses similar to an electrical current, to all parts of your body. Each flash is a message from your brain to your body.</p> <p><i>Point to electricity skull</i></p>

Brain showing lobes	<p>Your brain is soft like a bowl of jello, or noodles. Your skull helps protect your brain.</p> <p><i>Show brain model.</i></p>
Choose MyPlate	<p>Different parts of your brain let you think, talk, remember, move, see, taste, and smell. Your brain helps you choose the good foods you eat every day.</p> <p><i>Show Choose MyPlate on flip book and say the 5 main food groups. Show students the life-like plastic food models. Explain that each food is the correct portion size for a person their age.</i></p> <p>Do you eat this size portion? <i>(Probably the portion sizes eaten are larger –many restaurants super-size, etc.)</i></p>
Sir Rebrum eating breakfast (juice, cereal and banana)	<p>How many of you eat breakfast? Why is breakfast important? <i>Wait for responses</i></p> <p>Breakfast gives your brain energy to help “jump start” your day. It’s been a long time since you ate last night, so your body needs food to give you energy to think during the morning.</p>
Sir Rebrum & Hardy Heart demonstrating physical activity by playing chase.	<p>The OrganWise Guys like it when you PLAY HARD. Playing hard means you are physically active. Being physically active means a person does not spend all day sitting down, instead they move their body. Students your age need 1 HOUR of physical activity every day.</p> <p>What are some ways you can be physically active? <i>Wait for responses</i></p> <p>Sometimes we hear people talk about being physically fit. Physical fitness is being able to meet certain standards and goals. Both physical activity and physical fitness are part of good health and helps us grow. Being physically active reduces the risk of certain diseases, helps our bones to grow stronger, helps us make bigger muscles and keeps our bodies from storing too much fat.</p>
Sir Rebrum & Hardy Heart wearing the appropriate helmet for riding bicycles.	<p>We’ve talked about Eating Smart and Playing Hard to help our brain. What else can we do to protect our brain? <i>Wait for responses</i></p> <p>Always wear helmets when you ride a bike, roller blade, skateboard or do other activities where you could injure your head. Helmets protect your brain from injury. <i>Show helmet that you should always wear when riding your bicycle.</i></p> <p>We’re ready to leave the brain. At the next station, you’ll get a food bookmark. At the whistle, you’ll go out of the brain through the other ear.</p>

Station 2 - Choose MyPlate Station

Station Description

Give each student a food bookmark as they approach the Choose MyPlate station. There are 5 different colored food bookmarks. Be sure that within the group all 5 colored bookmarks are given to students. At the Choose MyPlate Station, students will be given a brief overview of Body Walk.

Script

I have just given each of you a food bookmark. The food bookmark tells what food you are as you are traveling through the body. Today we're going to see what happens to the food you eat. Each of you has been given a food from one of the five main food groups. Can you tell me what those groups are? (Wait for responses.)

- Grain group (bread, cereal, rice, pasta)
- Vegetable group
- Fruit group
- Dairy Group
- Protein Group

Give each student a food bookmark. There are 5 different colored food bookmarks. Be sure that within the group, all 5 colored bookmarks are given to students.

Look at your food bookmark. There is a nutrient symbol on it. This symbol tells you one of the major nutrients in that food.

- If you have an **orange** bookmark, you are a Grain. What's on your bookmark? Orange bookmarks have a "B" on them the back for Vitamin B. Vitamin B helps unlock the energy in your other foods. What are some other foods in the grain group that you like to eat? (Wait for responses.)
- If you have a **green** bookmark, you are a Vegetable. What's on your bookmark? Green bookmarks have an "A" or "C" for Vitamin A or C. Vitamin A helps us see well. Vitamin C helps heal cuts. What are some other foods in the vegetable group that you like to eat? (Wait for responses.)
- If you have a **red** bookmark, you are a Fruit. What's on your bookmark? Red bookmarks have a "C" or "A" for Vitamin C and A. Vitamin C helps heal cuts. Vitamin A helps us see well. What are some other foods in the fruit group that you like to eat? (Wait for responses)
- If you have a **blue** bookmark, you are a Dairy product. What's on your bookmark? Blue bookmarks have a "Ca" on the back for Calcium. Calcium helps us have strong bones

and teeth. What are some other foods in the dairy group that you like to eat? *(Wait for responses.)*

- If you have a **purple** bookmark, you are from the Protein group. What's on your bookmark? Purple bookmarks have a "P" on the back for Protein. Protein helps us build muscles. What are some other foods in the meat group that you like to eat? *(Wait for responses.)*

Now that you have your food bookmark, let me tell you about your trip through the body. In the **MOUTH** you will get chewed and swallowed and go down the esophagus to the **STOMACH**.

But we're just pretending! You won't really get chewed and swallowed! In the **STOMACH** you'll mix with digestive juices and break into smaller parts.

In the **SMALL INTESTINE**, you'll become a tiny, tiny part called a nutrient and be absorbed into the blood stream.

After you're in the blood stream, you'll be able to visit the **HEART, LUNGS, MUSCLES, BONES, and SKIN**.

Do you know what the 5 senses are in your body? *(Wait for responses.)*

Touching Seeing Hearing Smelling Tasting

Each of these 5 senses is important but the two most important ones are seeing and hearing. If a person could not see, hear, feel, taste, or smell, that person would not be able to tell anything about the outside world. Each of the 5 senses helps us make wise choices.

We said one of the 5 senses is taste. Do you know how you taste your food? *(Wait for responses.)*

We have taste buds on our tongue that help us tell when foods are salty, bitter, sweet and sour. Look at the tongue here on the floor. *(Point to tongue in front of mouth.)*

The areas that are marked sweet, bitter, and so forth are the part of our tongue where we can detect that particular taste the best.

The OrganWise Guys are going with us today on our trip through the body. We're going to learn why it is important to make wise health choices, like eating right and exercising. Watch for pictures of The OrganWise Guys as you go into all parts of the body.

At each of the body stations you'll be visiting, there will be someone to tell you about that body part. Please listen quietly unless the adult asks you to do something. The next stop in our Body Walk will be the **MOUTH**.

Station 3 - Mouth

Key Concept

You need a healthy mouth to enjoy your food.

Key Outcomes

Students will be able to:

- Explain the importance of a healthy mouth (lips, teeth, gums, and tongue).
- Explain how to floss and brush properly.
- Identify foods that should be limited.
- Identify foods that build strong teeth.
- Identify foods that are good for gums.
- State that tobacco products can harm teeth, gums, and mouth.

Station Description

Students enter the domed Mouth Station by walking on a large tongue. The tongue has areas marked where taste buds for specific tastes are located. Inside the mouth, students will sit on stools shaped like teeth. If there are not enough stools for all students, ask remaining students to sit on the floor.

Suggested Costume for Presenter

White lab coat to represent a dentist.

Station 3 – Mouth Flipbook	
Graphics	Script
Body Walk Mouth	Welcome to the mouth! Please sit down on one of the teeth.
Children brushing and flossing	Why do you need a healthy mouth and strong teeth? <i>(Wait for responses.)</i> We need healthy teeth to: <ul style="list-style-type: none">➤ Eat chewy or crunchy foods, and➤ Help cut up food to be digested. You need healthy gums to hold your teeth and a healthy tongue to enjoy the taste of your food. To keep your teeth, gums, and tongue healthy, it's important to floss and brush after meals and snacks. Do you know that there's a "right" way to brush and floss your teeth? <i>Tell students to look at the drawing of the kids brushing and flossing.</i>
A smile	Let's take my big toothbrush to brush these big teeth you're sitting on. <i>Show toothbrush.</i> You should always brush up and down on your teeth. This helps the bristles get

	<p>between the teeth. <i>Demonstrate brushing up and down on teeth (stools) or ask a student to demonstrate.</i></p> <p>A toothbrush, even one this big, can't reach all of the tiny food pieces that get stuck between the teeth. So after you brush, you also need to floss your teeth. <i>Ask for 2 volunteers to hold each end of the rope (floss). Instruct them to put the ropes on the floor between 2 teeth (stools) and pull the rope gently back and forth.</i></p>
<p>Popular foods with a high sugar content</p>	<p>Sticky, sugary foods (like candy), sweet drinks (like soda and flavored instant drink mixes), and gum all contribute to tooth decay. It's OK to have sticky, sugary foods sometimes, but not every day. Let's look at how much sugar is in some of your favorite foods. <i>Show sugar tubes and tell the amount of sugar in each of the foods.</i></p>
<p>Calci M. Bone & friend surrounded by low-fat dairy foods such as low-fat milk, yogurt, low-fat cheese</p>	<p>Do you know what foods help build strong teeth? <i>(Dairy foods)</i></p> <p>Look at the food bookmark you have and raise your hand if you are a dairy food. <i>(Cheese, milk, yogurt)</i></p> <p>There are other foods, too, that help build strong teeth. Some of these include broccoli and canned fish, like salmon.</p> <p>Calcium is the nutrient in these good foods that helps build strong bones. Say it with me, "CALCIUM".</p>
<p>Calci M. Bone showing her healthy gums</p>	<p>When you eat vitamin C it helps you have healthy gums. Calci M. Bone is showing you her healthy gums. Many fruits and vegetables have vitamin C. Raise your hand if your food bookmark has a fruit or vegetable on it.</p> <p>Besides eating the right foods and brushing and flossing, there are other ways that we can keep our mouth healthy. Avoiding all tobacco products helps you have a healthy mouth. <i>Show Mr. Gross Mouth</i></p> <p>This is Mr. Gross Mouth. This is what can happen if you use smokeless tobacco. Would you want your teeth or mouth to look like this from using smokeless tobacco? <i>Point out sores in mouth caused from tobacco products.</i></p> <p>Each of you has a mouth that looks nicer than Mr. Gross Mouth. Keep your mouth looking nice.</p>
<p>Smile</p>	<p>You are now ready for your trip through the esophagus <i>(Point out narrow walk way to the stomach)</i></p> <p><i>Instruct students to look at their own smile in the mirrors as they leave the mouth.</i></p>

Station 4 - Stomach

Key Concept

Digestion begins in the mouth and continues in the stomach and small intestine.

Key Outcomes

Students will be able to:

- State why we need to eat foods from the different food groups.
- Describe how food moves through the digestive tract.
- Describe the digestive action that takes place in the stomach.

Station Description

Students enter the domed Stomach Station by passing through the esophagus from the mouth. The stomach wall features a large Choose MyPlate illustration.

Suggested Costume for Presenter

Tent dress or garbage bag with food labels or pictures of foods attached.

Station 4 – Stomach Flipbook	
Graphics	Script
Pepto the Stomach	Welcome to the stomach! Please come in and have a seat. Look at your food bookmark and see if you can figure out which MyPlate food group your food belongs to.
Mouth, esophagus, and stomach	You just came from the mouth. Did you just drop down here in to the stomach? No, you were squeezed through the esophagus, a tube from the mouth to the stomach.
Foods breaking into small parts inside the stomach	Digestion means “to divide”. When food is digested it is divided into smaller and smaller parts so the body can use it. In the stomach, several sets of muscles help churn the food into small pieces and digestive juices help break the food apart. The stomach is like a stretchy bag that holds the food after it is eaten. When the stomach is empty, it shrinks like a balloon without air.
Pepto the Stomach cooking health food	Think of your favorite food. Raise your hand if your favorite food fits into the group when the group is named. <i>Name food groups- grain group, fruit group, vegetable group, dairy group, protein group.</i> Did anybody’s favorite food fit into more than one of these groups? <i>Pizza might fit into the bread group, protein group, vegetable group and dairy group-cheese)</i> Let’s look at some foods and decide which group they belong to. <i>Use laminated pictures of foods and have students decide where on the MyPlate they belong.</i>

<p>Drawing of 5 nutrient symbols</p>	<p>Do you know why we need foods from different food groups? Because each food group gives us different building blocks our bodies need. These building blocks are called nutrients. Our bodies need different nutrients for different jobs in the body.</p> <p>This is a symbol for protein. <i>Point to protein symbol (P)</i>. From which food groups do we get protein? (<i>meat, beans, seafood, eggs, nuts and seeds, and milk</i>)</p> <p>From which food group do we get calcium? (<i>milk</i>) <i>Ask students to raise their hand if they have a Calcium (Ca) blue food bookmark</i></p> <p>From which food group do we get most carbohydrates? (<i>bread</i>) <i>Ask students to raise their hand if they have a Vitamin B, orange food bookmark</i></p> <p>From which food groups do we get the most vitamins and minerals? (<i>fruits and vegetables</i>) <i>Ask students to raise their hand if they have a vitamin C or vitamin A (fruit or vegetable) red or green food bookmark</i></p> <p>You'll be learning more about nutrients when you visit the small intestines.</p>
<p>Drawing of a churning stomach</p>	<p>When our food is broken down into smaller pieces in the stomach, there is a “churning” action. This movement mashes and stirs the food while it is broken into smaller pieces. Let’s pretend we’re being digested! Watch me first and I’ll tell you when to join in.</p> <p><i>Start by standing up, putting your arms out and then stretching and wiggling while you gradually shrink to a squatting position. Have students that have protein on their food bookmark stand up. Point out that the protein-rich foods are in the Protein and Dairy groups. Have the proteins begin the digestion process. Add all other nutrient groups (vitamin B, calcium, other vitamins, minerals, etc.) to be “broken down.” Ask students to sit down.</i></p>
<p>Drawing of Pepto the Stomach with his stomach saying, “Grrrr...”</p>	<p>Do you know why your stomach growls?</p> <p>Sometimes your stomach churns when there is not much food in it. Then the gases in your stomach make a gurgling sound. If your stomach growls, it may mean you are hungry. Your body gives you hints that you should listen to. Eat when you’re hungry, but STOP when you feel full. The full-feeling is a message from your body, too!</p> <p>You are now ready for a trip through the small intestine—go and be absorbed by the villi hanging from the intestine.</p>

Station 5 - Small Intestine

Key Concept

In the small intestine, foods are broken into small parts called nutrients and the nutrients travel to all parts of your body.

Key Outcomes

Students will be able to:

- State what a nutrient is.
- Discuss what happens to food in the small intestine.
- State that food has nutrients that make us grow, provide energy and help us heal.
- Name foods high in fiber.

Key Concept

Drink water! Water is an important nutrient needed during exercise. Water helps carry nutrients away from the small intestine to other parts of the body.

Key Outcomes

- State one reason water is needed in the small intestine.
- State why water is important during exercise.
- State how much water they should drink each day.

Station Description

Students enter the domed Small Intestine from the stomach. This station is a 22-foot long tunnel. The interior of the small intestine has “villi” hanging from the ceiling.

Suggested Costume for Presenter:

Exercise clothing for active sports, bottle of water.

Station 5 – Small Intestine Flipbook	
Graphics	Script
Peri Stolic	Welcome to the small intestine. This is Peri Stolic®. Please sit down.
Peri Stolic with nutrients going to	The small intestine squeezes food along like toothpaste is squeezed through a tube. Here in the small intestine the pieces of food are broken down in the

all parts of his body	stomach and become even smaller pieces. The tiny pieces of food are called nutrients . Nutrients move through the walls of the small intestine (<i>point to sides of exhibit</i>) and then travel in the bloodstream to all parts of the body. After the nutrients reach all parts of the body, they have many different jobs. They help give us energy, help us grow, and help us heal.
Villi in the intestine	<i>Point out strips hanging from the ceiling.</i> These are called villi. We all have villi in our small intestine. The villi are not just on the top of the intestines inside our body, but also on the sides and bottom. The villi give us more surface area than if the inside of our intestine were flat. Because there's more surface area, we can absorb the nutrients from our food better and faster. The nutrients get between the villi and then go through the intestinal wall into the blood stream. Villi are like doors in the walls of the intestine. The villi in your body are tiny and hair-like.
Child and house	Do you know how long your small intestines are? <i>Wait for responses</i> About 22 feet!!! If your intestines weren't curled up inside of you, you would have to be about as tall as a 2 story house for your "stretched out" intestines to fit inside your body. <i>Ask for a volunteer to help you demonstrate how long your intestines are (22 feet). Ask the student to take the end of the rope that is sticking out of the jug. Instruct them to pull slowly until all 22 feet of the rope are on the floor.</i>
Body showing that 60% of his body is made up of water	Did you know that 60% of your body is water and you need to constantly replace it? Do you know how much 60% is? That's more than half! You lose water when you exercise and perspire so it's particularly important to drink lots of water when you're running and playing.
Nutrients going through intestinal wall to show absorption	The body needs lots of water to absorb nutrients. Water also helps the nutrients move to all parts of your body. I'm going to set some glasses of pretend water here. <i>Start by setting 1 glass on the prop box.</i> <i>Continue to add 1 more glass and ask students to tell you when you have set out the correct number of glasses of water needed daily.</i> <i>(8 glasses are needed)</i>
Peri Stolic with 8 glasses of water The Kidney Brothers giving each other water.	Every day you need at least 8 glasses of water. Raise your hand if you think you drink 8 glasses of water (only water!) everyday. Is it OK to drink soda instead of water? <i>(NO. Juice, soda and other drinks are not good substitutes for water. Drinks, such as soda, that contain caffeine actually make you lose water!)</i> And by the way what part of the body do you think these two friends of Peri Stolic are? That's right they are the kidneys. <i>These are The Kidney Brothers.</i> So next time you are thirsty, drink a glass of water.

Peri Stolic with
fruits, vegetables
and whole grains

For our small intestine to be healthy, we also need fiber in our diet.
Fiber helps sweep waste from our body. Do you know what foods you should eat to get fiber?
We get fiber from eating lots of fruits, vegetables and whole grains.
At the whistle, walk slowly into the next station. We need to walk slowly so we will be absorbed into the blood stream and can then travel through the bloodstream to the heart.

Ask students to stand and walk slowly toward the end of the small intestine.

Let's walk together slowly to the end of the small intestine. We need to walk slowly so we will be absorbed into the bloodstream and can then travel through the bloodstream to the heart.

Station 6 - Heart

Key Concept

Low-fat foods are good for your heart.

Key Outcomes

Students will be able to:

- Feel their heart beat.
- Explain the function of the heart and why the pumping action of the heart is important.
- Name heart-healthy foods.

Key Concept

Exercise keeps your heart healthy.

Key Outcomes

Students will be able to:

- State what happens to blood vessels if the diet is too high in fat.
- State what happens to the heart during exercise.
- Identify 2 things they can do to keep their heart healthy.

Suggested Costume for Presenter:

Colorful hearts on clothing or accessories, paper heart cutouts pinned on clothing, pink or red clothing.

Station 6 – Heart Flipbook	
Graphics	Script
Hardy Heart Holding Barbell	You have just entered the heart. This is Hardy Heart. Here in the heart we're going to talk about why your heart needs to be healthy to function well. <i>Show heart model</i> Your heart is in the center of your chest. This heart shows what the heart in your body looks like. Do you know how big your own heart is? <i>About the size of your two fists</i>
Heart showing four chambers	Your heart has 4 sections called chambers. <i>Point to drawing on wall panel.</i> Your blood moves through all of these chambers. The 2 chambers on the right of your body (<i>point to right side</i>) take in used blood from the body and the 2

	<p>chambers on the left side (<i>point to left side</i>) pump fresh blood back to the body. In less than 1 minute your blood makes a trip all around your body. This is called <u>circulation</u>.</p>
Hardy Heart showing blood flow	<p>The heart muscles squeezes each time your heart beats and makes the heart act like a pump. When the walls of the heart squeeze together they pump blood, just the way you can squeeze water out of a plastic bottle.</p>
Hardy Heart with heart-healthy foods & Sir Rebrum showing a clean artery	<p>If you choose low-fat food and high-fiber grain products (like whole-wheat bread and oatmeal), fruits and vegetables you can reduce the risk of heart diseases.</p>
Hardy Heart with a high-fat meal & Sir Rebrum showing a clogged artery	<p>Too much fat in the diet is unhealthy for the heart and may cause clogged blood vessels. <i>Show fat tubes as you describe foods.</i> Let's look at some of the foods we eat. This is the amount of fat in one slice of pizza. And this is the amount of fat in one small order of fries. This is how much fat is in chicken nuggets. <i>Compare these to the amount of fat in a baked potato and grilled chicken.</i> <i>Show death of an Artery exhibit board. Explain that this is the inside of an artery. Explain the right model is a healthy artery.</i> However, if you eat too much fat, arteries may become clogged with fat and your heart doesn't work properly.</p>
Child checking his pulse	<p>When you feel your pulse, you are really feeling your heart beat. <i>Ask students to put their fingertips on their neck just below and slightly behind their ear and find their pulse (can also use pulse stick).</i></p>
Children engaged in vigorous physical activity	<p>When you exercise, your heart beats faster. You can hear it or feel it in your pulse. Have students take their pulse on their wrist or neck using their 2 fingers. What does this number tell us? (how many times your heart beats each minute) Have students march in place for 10 seconds and take their pulse again What happened? Why? Is exercise good for your heart? Wait for responses Yes, when you exercise, you build your heart muscle. When you exercise regularly, your heart stays healthy and strong. A strong heart muscle lets you play hard. The next body part you're going to visit is the lungs.</p>

Station 7 - Lungs

Key Concept

Healthy lungs help you breathe faster when you run and play.

Key Outcomes

Students will be able to:

- Explain how lungs function to help keep the body healthy.
- State what smoking does to the lungs.
- Tell why second-hand smoke may be harmful.
- Name factors that are important in keeping lungs healthy.

Suggested Costume for Presenter:

Exercise clothing for active sports, bottle of water.

Station 7 – Lungs Flipbook	
Graphics	Script
Windy the Lungs	You are now in the lungs. Let me introduce you to Windy® the Lungs!
Man with Windy the Lungs	Where are your lungs located in your body? <i>Upper chest</i> Put your hands over your lungs. Lungs take the oxygen from the air you breathe and pass it to the blood so it can go to all parts of your body. We get new oxygen from the air each time we breathe IN. And we get rid of waste gas (carbon dioxide) each time we breathe OUT. On the count of three, let's all take in a deep breath. <i>Count to three, and as students take in a big breath, say, "In – Oxygen".</i> <i>Repeat but have them breathe out and say, "Out – Carbon Dioxide."</i> Let's see what a healthy lung should look like. <i>Show healthy lung.</i> You just learned in the heart that the heart beats faster when you exercise. Do you breathe faster too? <i>yes</i> When you breathe faster, do your lungs work harder? <i>yes</i> Playing hard helps keeps your lungs healthy just like it keeps your heart healthy. Healthy lungs help you breathe faster and better.
Healthy pink lungs	What color are your lungs? <i>pink-like your tongue</i> How can you keep your lungs pink? <i>don't smoke</i>

A smoker's lung	<p>What happens to your lungs when you smoke? Lungs turn dark gray from tars and nicotine in the smoke. Smoking causes lung disease and you aren't able to breathe as well. <i>Show lung model of someone who smokes</i></p>
Second-hand smoke drifting to a child	<p>Is it harmful to be around other people who are smoking? Yes, smoke from someone else's cigarette, cigar, or pipe is called second-hand smoke. It can affect or hurt people that don't smoke. Tobacco smoke contains hundreds of poisons that circulate in the air. These can be inhaled by anyone nearby.</p>
Child cutting off the oxygen to Windy the Lungs.	<p>Emphysema is a breathing disorder that is caused by smoking. Emphysema destroys lung tissue and makes it almost impossible to breathe. The disease puts holes in the lungs, making breathing like trying to blow up a balloon with holes in it. <i>Give each student a small straw. Instruct them to put the straw in their mouth, but don't chew on it. Have students pinch their nostrils together with one hand and breathe through the straw in their mouth as long as they can.</i> This is what breathing would be like if you had emphysema. Do you think you could live a normal life if you had emphysema? <i>NO</i> What things would you not be able to do? <i>(play outdoors, walk up stairs, run, etc.)</i> <i>Ask students to put straws in waste basket..</i></p>
Pollution	<p>The air you breathe is often polluted with smoke, germs, dirt and much more. Sometimes you can see and smell the bad air, but sometimes you can't. Your lungs try to clean up as much of the air as they can when you are breathing air in, but you can help by trying to avoid air pollution and fighting to prevent it.</p>
Windy the Lungs leading a clean air parade	<p>What are some things we can do to keep the air clean? <i>Wait for responses</i></p> <ul style="list-style-type: none"> • Don't smoke • Ask others not to smoke • Ride your bike or walk instead of always riding in a vehicle <p>Where can you find clean air? <i>(near trees, in parks, in areas away from cars and factories)</i> The next body part you're going to visit is the bones.</p>

Station 8 - Bones

Key Concept

Bones provide the framework for the body and calcium in milk builds strong bones.

Key Outcomes

Students will be able to:

- State a function of bones.
- Name foods that will help build strong bones.
- Name a nutrient that is needed for strong bones
- State how many servings of dairy products are needed daily.

Key Concept

Exercise helps build strong bones.

Key Outcome

Students will be able to describe how exercise helps build strong bones.

Suggested Costume for Presenter:

A hard hat is provided. Other clothing might include carpenter overalls and/or tools.

Station 8 – Bones Flipbook	
Graphics	Script
Body Walk Bones	<i>Volunteer facilitator wears hard hat.</i> I am wearing a hard hat because I am building something. What do you think I am building? <i>Strong Bones</i>
Calci M. Bone nailing a board	Do I really build strong bones by wearing my hard hat? <i>No</i> How do you build strong bones? <i>Wait for responses</i> We build strong bones by eating a variety of foods, especially foods that are high in calcium. The dairy group supplies nutrients needed for strong bones. Skim milk or low-fat dairy products have all of the nutrients you need to build strong bones, but not the extra fat. What are some foods in the dairy group that are good sources of calcium? <i>(milk, yogurt, and cheese) Show glass of milk</i>

	<p>Some vegetables like spinach and broccoli also supply nutrients for strong bones. Calcium, Vitamin D and Protein are all important for keeping bones strong. We also build strong bones by being physically active.</p> <p>Our bones change all the time. So when we build strong bones it doesn't mean they will stay strong forever. We need to eat calcium-rich foods all our life. If we quit, bones become brittle and can break easily.</p>
Calci M. Bone drinking milk with the Calcium symbol	<p>Look at your food bookmark. If you're a food source of calcium, raise your hand. Now look at the symbol below your food picture. If you have the calcium (CA) symbol, you are a food high in calcium.</p> <p>All of these foods will help us build strong bones.</p>
Soda Can	<p>Will the soda in this can work instead of milk to build strong bones? <i>No</i></p> <p>Why?</p> <p>Soda doesn't have the nutrients needed to build strong bones. In fact, caffeine found in soda actually takes calcium OUT of your bones.</p>
Calci M. Bone with milk and yogurt	<p>How much milk do you need every day? <i>(3 glasses)</i></p> <p><i>Show students 3 food model replicas of milk.</i></p> <p>Can part of the 3 servings come from other dairy foods? <i>Wait for responses</i></p> <p>Yes, it's OK to have 2 glasses of milk and a carton of yogurt.</p> <p><i>Show 2 glasses of milk and 1 yogurt replica.</i></p> <p>Or 1 glass of milk, a carton of yogurt and a piece of cheese.</p> <p><i>Show replicas of milk, yogurt, and cheese slice.</i></p>
Calci M. Bone showing his skeletal system	<p>Our bones are covered with muscle, fat, and skin. After we finish talking about the bones, you're going onto the muscle and skin stations.</p> <p><i>Instruct students to feel their ear lobe.</i></p> <p>What does it feel like? <i>(soft)</i></p> <p>If you didn't have strong bones, your whole body would feel like your ear. You'd be like a bowl full of jelly!</p>
Calci M. Bone x-raying a child	<p>Our bodies have 206 bones in them. Our framework or our bones are called our skeleton. Our bones are long, short, round, flat, big and little. About 100 of our bones are in our hands and feet. Our smallest bone is in our ear and it is smaller than a grain of rice.</p> <p>This is Mr. Poly Bones.</p> <p><i>Point to the flexible floor skeleton in many colors.</i></p> <p><i>Ask students to place the missing skeleton parts on Mr. Poly Bones.</i></p>
Calci M. Bone doing a lot of different physical activities	<p>Plenty of physical activity helps build strong bones.</p> <p>When you run and play, ride your bike or ride your skateboard, your bones use the calcium in your body better.</p> <p>Your bones can't move by themselves. Bones are attached to muscles and muscles move the bones. So the next body part you're going to visit is the muscle</p>

Station 9 - Muscles

Key Concept

Foods containing carbohydrates provide fuel for exercising muscles, and protein helps build muscle tissue.

Key Outcomes

Students will be able to:

- Name 2 nutrients that are important for exercising muscles.
- Name foods that provide carbohydrates.
- Name foods that provide protein for building muscle tissue.

Key Concept

Exercise increases muscle strength and lets you play longer.

Key Outcome

Students will be able to describe an activity that exercises muscles.

Suggested Costume for Presenter:

“Muscles” will be provided. Exercise clothing, bottle of water.

Station 9 – Muscles Flipbook	
Graphics	Script
Body Walk Muscles	You are now in the muscles. How many of you have strong muscles? Show me your muscles. <i>Flex your arm muscle as the students flex theirs</i> Very good! You DO have strong muscles! How did you get your strong muscles? <i>eating healthy foods and exercising</i>

<p>Madame Muscle flexing her muscles</p>	<p>This is Madame Muscle® What do our muscles do in our bodies? <i>wait for responses</i> That's right---muscles help us move. Some muscles are attached to bones and move the bones. You've already learned about a muscle that pumps blood. What was that muscle called? <i>Heart</i> <i>Show model of bone and muscle.</i> When the muscles contract (get shorter), they pull on the bones and make the bones move. Then you move. Muscles have lots of different jobs in the body.</p>
<p>Muscles in the body</p>	<p>How many muscles do you think each of us has in our body? <i>wait for responses</i> Those are good guesses, but they're not quite right. We have 636 different muscles! Our muscles are different sizes. We have large muscles, small muscles and in-between sized muscles. <i>Show muscle replica.</i> This is what 1 lb. of muscle tissue looks like in our body. <i>Show muscle replica.</i> This is what 1 lb. of fat tissue looks like in our body. Which do you think is healthier? <i>muscle</i> Give a beanbag to each student. Instruct students to gently squeeze the beanbag and watch the movement in their hands. <i>Explain that a muscle causes each movement. Collect the beanbags from students.</i></p>
<p>Pork chop, cheese, muffin, green beans and banana, yogurt</p>	<p>We said earlier that we needed healthy foods for strong muscles. What foods build strong muscles? <i>those from the meat and dairy groups</i> The meat and dairy groups provide a nutrient called protein that helps build strong muscles. Our muscles need other foods too - from the grain, vegetable and fruit groups. Do you know what nutrient we get from these foods? <i>Carbohydrates</i> We need carbohydrates to provide fuel when our muscles are exercising. Ask students to identify which group the foods on the flip book fit into. <i>pork chop in meat, cheese in dairy, muffin in grains, green beans in vegetable, and banana in fruit.</i></p>
<p>Madame Muscle giving clues</p>	<p>There's one other thing our muscles need to be healthy. Does anybody have an idea what that might be? <i>If students don't know, give them this clue:</i> It's something you drink. Water! Our muscles need lots of water just like all other parts of our body!</p>

<p>Calci M. Bone, Madame Muscle, Peri Stolic & Sir Rebrum around Choose MyPlate</p>	<p>Stand up if you have a food bookmark that provides carbohydrates (which are grains, fruits and vegetables). <i>Students should remain standing.</i></p> <p>Stand up if you have a food bookmark that provides protein which are meat and dairy foods. <i>Students should remain standing.</i> <i>Everyone should now be standing.</i></p>
<p>Madame Muscle, Hardy Heart & Windy engaged in several different physical activities</p>	<p>Physical activity is also important for our muscles. Exercise increases muscle strength, helps you exercise longer, and keeps you more flexible. Tell me some examples of a physical activity that exercises muscles. <i>Wait for responses and accept almost any activity – running, riding bike, riding skateboard, swimming, etc.</i></p> <p>Now we're going to stretch our muscles. Give each student a stretchy dynaband. <i>Have students hold one end of the band in each hand and stand on the middle of the band. Pull up with both hands to stretch arm muscles. Lean to the left, then the right to stretch muscles. When finished, collect dynabands.</i></p> <p>You have one more stop in the body—the skin. Are you ready to move to the skin?</p>

Station 10 - Skin

Key Concept

Nutrients in our food help the skin heal itself and remain healthy.

Key Outcomes

Students will be able to:

- State a function of skin.
- State how to care for the skin by eating foods with protein and vitamin C.
- Explain the importance of frequent hand washing.

Key Concept

Outdoor exercise and other physical activities help to build a strong body.

Key Outcomes

Students will be able to:

- Describe what happens if skin is exposed to the sun too long.
- State two ways to care for the skin on the outside.

Suggested Costume for Presenter:

Will be provided.

Station 10 – Skin Flipbook	
Graphics	Script
Body Walk Skin	<i>Volunteer facilitator wears straw hat.</i> You are now on the inside of the skin. We're going to talk about how important it is to take good care of our skin on both the inside and the outside. After we're done here, you will be able to leave the body through that cut in the skin. <i>Point to cut in the skin where students will exit this station.</i>
Child walking in sunlight	Can anybody tell me something that our skin does for us? <i>Wait for responses</i> Skin is a protective covering for the body. It covers all of the other body parts you've visited. It helps protect your muscles, your bones, your heart – all of your body parts. You need to take good care of your skin.
Hardy Heart putting a band-aid on a cut	One way we can take good care of our skin is by being careful to avoid cuts, scrapes, and bruises. But if we do injure our skin, it's important to keep cuts clean and covered.

<p>Choose MyPlate</p>	<p>In the muscles you learned that protein is important to build strong muscles. But protein is important for your skin too. Protein and vitamin C help heal cuts in the skin. Do you remember which foods are high in protein? <i>Wait for response</i> Right! Protein comes from the meat and dairy groups. Where do you think we get vitamin C? <i>Use food models and show that are good sources of vitamin C.</i> The body doesn't store vitamin C so you need to eat foods with vitamin C every day.</p>
<p>Hands being washed with soap and water</p>	<p>If we wash our hands often, we can help keep the skin on our hands clean. Clean hands help protect the food we eat. Even if we try to keep our hands clean, it's very easy to get germs from someone else. Let's look at how we pass germs from one person to another. <i>Ask a volunteer to have "pretend" germs sprayed on their hand. Explain that it doesn't hurt and it's really not germs. Spray the right hand of one child lightly with Clue Spray. Ask child to hold up hand.</i> Can anyone see the pretend germs? No, they are just like real germs. They are too small for us to see. <i>Ask child to put the hand under the black light and ask other children to look at the pretend germs. Now ask 2 children to put their hand under the black light. Do they have the germs? No. Now ask the first child to shake hands with the other students. All children should now put their hands under the black light and look at the "germs". Point out how easily germs were spread just by shaking hands.</i></p>
<p>Child with too much sun exposure</p>	<p><i>Point to poster of girl.</i> What happened to this girl's skin? <i>she was in the sun too long</i> Too much sun exposure can hurt the skin. Wearing sunscreen helps protect the skin. How many of you use sunscreen? <i>Wait for a show of hands</i> It's a good idea to wear sunscreen whenever our skin is exposed to the sun. Let's put on our sunscreen! <i>Ask students to join you as you mime putting sunscreen on arms, face, neck and be sure to include ears!</i> Other ways to protect our skin from sun damage is to wear a big hat or long sleeves.</p>
<p>Calci M. Bone riding a skateboard wearing a helmet, knee pads and elbow pads</p>	<p>There are other ways we can protect our skin. Can anybody tell me what some of those are? <i>wearing helmets, knee pads, elbow pads</i> When do we need to wear helmets and pads? <i>Anytime we are doing activities we could easily fall and scrape or cut our skin.</i> Now you're ready to leave the body through the cut in the skin. When you get to the other side, be sure to turn around and look at the outside of the skin. As you</p>

leave, the OrganWise Guys are going to take you along their pathway of life and help you remember everything you've learned today...about being Smart from the Inside Out!!!



Station 11 –The OrganWise Guy’s Pathway to Life

Station Description

At the Pathway to Life Station, students will be given a review of each of the stations they just visited in Body Walk. The volunteer will interact with the children using the script provided and the large banners which make up the station. After completing the script, the presenter will give each child an Activity Booklet to be completed at home or in class.

Script

This is the OrganWise Guys pathway to Life. Here in the Pathway we’re going to talk about some of the things you just learned.

- *Point to Sir Rebrum with balloons over his head.*

Some of the things you learned in the **BRAIN** were:

- Always wear helmets when you play hard
- Choose foods from the MyPlate (fruits, veggies, whole grains, low-fat meat and dairy)
- Choose the correct portion sizes of foods, and
- Move around and play every day for at least an hour.

- *Point to the Open Mouth with milk, refusing tobacco products, flossing and brushing.*

In the **MOUTH**, you learned about the importance of eating and drinking dairy products like low-fat milk so you’ll have strong teeth. You also learned that tobacco products can hurt your mouth, teeth and gums. Flossing and brushing are important too!

- *Point to Pepto surrounded by foods with nutrient symbols.*

When you were in the **STOMACH**, you talked about the important nutrients you get from the five basic food groups on the MyPlate logo. You also learned that food is broken into smaller pieces in the stomach.

- *Point to Peri Stolic.*

In the **SMALL INTESTINE**, you learned that food is broken down even more into tiny pieces called nutrients. To help the nutrients travel to all parts of your body, you need to drink at least 8 glasses of water every day.

➤ *Point to Hardy Heart surrounded by heart healthy foods.*

When you visited the **HEART**, you heard about heart-healthy foods. Hardy Heart is reminding you what some of those heart-healthy foods are. And here is a child taking his pulse just like you did in the heart.

➤ *Point to Windy the Lungs.*

In the lungs you learned that to have healthy **LUNGS**, it's important to not smoke and to breathe in as much fresh, healthy air as you can.

➤ *Point to Calci M. Bone.*

Here's Calci M. Bone enjoying her hour of physical activity and drinking milk so she'll have strong, healthy **BONES** just like you!

➤ *Point to Madame Muscle showing her strong muscles.*

When you got to the **MUSCLES**, you showed us your strong muscles and Madame Muscle is showing her strong muscles too!

➤ *Point to the Skin Earth Suit.*

Hardy Heart has smooth healthy **SKIN**. He always uses sunscreen when he goes outdoors. He also washes his hand before he eats.

Did you enjoy your Body Walk? Your food bookmark is yours to keep. You can even show it to your friends and family! Remember to tell them about your adventures in the Body Walk with the OrganWise Guys!

Give each student an activity book.