

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

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LESSON 3.17

Breathe Easy

Unit:
MAKING GOOD CHOICES

PRECEPTS

- N. Decision Making
- N3. Make ethical decisions



Lesson Type:
Large Group

NATIONAL STANDARDS

- CS.02.01.02.b. Implement a plan for respecting one's body.
- NL-ENG.K-12.12 – Applying Language Skills
- NL-ENG.K-12.5 – Communication Strategies
- NM-MEA.6-8.1 – Understand Measurable Attributes of Objects and the Units, Systems and Processes of Measurement
- NS.K-4.6 – Science in Personal and Social Perspectives

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

- Understand *respiration*.
- Conduct a breathe balloon test.
- Describe the effects of smoking and drugs.





TIME

Instruction time for this lesson: **50 minutes**.



RESOURCES

Your Lungs. Kids Health: Children, Youth and Women's Health Services. June 25, 2009. <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=152&id=2406>

National FFA Organization. (2003). LifeKnowledge Precepts and Signs of Success.



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ One balloon per group
- ✓ Ruler per group
- ✓ Conversion chart of cubic inches per group
- ✓ Pen and pencil per student
- ✓ Clean syringes
- ✓ Cotton balls
- ✓ One cigarette
- ✓ One box of matches
- ✓ PALS.3.17.LG.AS.B – one per student
- ✓ PALS3.17.LG.ASSESS.A – one per student

KEY TERMS



The following term is presented in this lesson and appears in ***bold italics***:

Respiration



CONTENT OUTLINE

- I. ***Respiration***
 - A. The process by which oxygen is taken in and used by tissues in the body and carbon dioxide is released
- II. Rules of ***Respiration***
 - A. Inhaling and exhaling are a natural body behavior
 - B. Taking care of your body is essential to easy breathing
 - C. Breathing can be negatively altered by putting harmful things into your body
- III. Effects of drugs
 - A. Drugs interfere with a healthy lifestyle
 - B. Drugs are harmful to your body
 - C. There are many good ways to say no to drugs

INTEREST APPROACH

Students will start by brainstorming with a neighbor activities that individuals do to maintain a healthy lifestyle. After a short period of brainstorming, each group will act out their method of healthy living while the remaining class members guess the action.



Today we are going to work out! First, we will work out our minds and second we will work out our bodies. Raise your hand if you can think of something that kids and adults should do to stay healthy. Excellent. When I say BRAINSTORM, think of five or more things that a human being could do to live a healthy lifestyle and write them down on a piece of paper. We will work in groups of three. Each group will have two minutes. What questions are there?

BRAINSTORM!

Walk amongst the student groups to evaluate the progress of the list being made. When students have finished, move forward.

Students will choose one healthy lifestyle choice from their list and act it out as a charade in front of the classroom. The audience will shout out their guesses of what the presenting group is acting out in the charade.



Marcel Marceau e-Moment®

Give me thumbs up if you have completed your lists. Great. We have worked out our minds so far; now it's time to work out our bodies. Each group will choose one healthy lifestyle choice from their list and act it out as a charade. When I say ACT, take turns presenting your healthy lifestyle in front of the class. Those of you sitting in the audience will shout out what healthy lifestyle action the presenting group acts. Remember, when you're acting out your charade, no words are allowed, just motions. Each group will get 15 seconds to act out their charade. What questions are there?

ACT

Great job! Now that we know some healthy lifestyle choices, let's learn how to stay healthy and avoid negative choices that would stop us from being healthy kids. As we return to our seats, think of one negative choice you have been offered to participate in and be prepared to share it with the class.

Once everyone has found their seats, ask them to share.



Who will be the first to share a negative choice they have been offered?

Allow two or three to share.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. | Understand *respiration*.



Breathing is an important part of our daily lives. We inhale and exhale many gases including oxygen, nitrogen and carbon dioxide every day. This process is called **respiration**.

I. **Respiration**

A. Respiration: The process by which oxygen is taken in and used by tissues in the body and carbon dioxide is released.



Each day you take in more than 20,000 breaths and breathe in more than 35 pounds of air. Breathing is so important that you don't have to spend all your time thinking "breathe in, breathe out", your body does it automatically. Let's see how we inhale and exhale air, by using a balloon.

OBJECTIVE 2. | Conduct a breathe balloon test.



Provide students with the materials to conduct the balloon test. Students will work in partners inhaling and exhaling into a balloon to show their ability of blowing air into a balloon. Relate their healthy lifestyle to their ability to blow up the balloon.



When I say MOVE, return to your groups from the beginning of the lesson and obtain the following materials from the front of the room. One balloon, one ruler, and one conversion chart. Return to your seats and wait for further instruction. You have 30 seconds. What questions do you have?

MOVE

- I. Obtain the needed materials:
 - A. One balloon
 - B. One ruler
 - C. One conversion chart for cubic inches
- II. Using your balloon, have one of your PALS exhale normally into the balloon.

- III. Another PALS will use the ruler to measure the balloon at its broadest point.
Write down your measurement.
- IV. Using the conversion chart, determine the cubic inches of air. Write it down.
- V. Have your same PAL, inhale normally and expel all the remaining air into the balloon, putting as much pressure on his/her lungs as possible.
- VI. Measure the balloon again and refigure the cubic inches of air.

Instruct students to discuss their findings between the first and second inhalation of the balloon.



Great Job! Take 30 seconds and discuss with your PALS the differences you found in the size of the balloon from the first to the second time you blew air into it.

Excellent. Taking care of your body and living in a healthy lifestyle are important so that breathing is easy.

Now that we understand just how important it is to be able to breathe easy, are there reasons why breathing can be difficult?

Elicit answers from group. Student responses may include the use of drugs, bad nutrition, inactive lifestyle, etc.



Correct. Harmful things and actions can cause us to be unable to breathe easy. Watch carefully and see how bad decisions and using drugs can cause us to have an unhealthy lifestyle.

II. Rules of **Respiration**

- A. Inhaling and exhaling are a natural body behavior
- B. Taking care of your body is essential to easy breathing
- C. Breathing can be negatively altered by putting harmful things into your body



OBJECTIVE 3. | Describe the effects of smoking and drugs.



Students will make observations about the negative effects of drugs.



Using your pen and pencil from earlier, let's engage in a simple memory test. When I say GO, listen to the words that are read aloud and write down as many as you can remember. After I read the list, you will have 90 seconds to finish writing them down. What questions do you have?

GO

Read PALS3.17.LG.AS.A at a moderate pace. Do not stop or pause at any time while reading the list. When you are finished, ask students to put their pencils down and raise both hands in the air.



Time's up! Please place your pencils on the table and raise both hands in the air to show me you can hear me.

Ask for four volunteers to complete the next portion of the activity. Instruct those four students that we will be conducting the same test, but this time they will be paired on opposite sides of the room and hold a loud conversation about what their favorite foods are while you read another list again aloud to the class. Remind them to speak loudly.



To complete the next part of our activity, we need four volunteers. Please stand if you will be a volunteer. Excellent.

Choose four students, bring them to the front of the room and explain their responsibilities.



We are going to do this test one more time with a new list of words and a little something extra. Follow my directions, but remember to pay attention. Maybe you can figure out the difference our second time around.

When I say GO, listen to the words that are read aloud and write down as many as you can remember. After I read the list, you will have 90 seconds to finish writing them down. What questions are there?

GO

Read PALS3.17.LG.AS.B.



Time's up! Pencils down. How did that round go for you? Was it easier or harder the second time you made your list?

Elicit answers. Students should reference the difficulty of the second round as it was harder to hear, listen and concentrate when others were talking and off task. Have students compare the number of words they wrote correctly in the first round compared to the second round.



Correct. Just like the students who were talking loudly, interrupting your ability to concentrate, drugs and smoking interfere with your normal ability to comprehend information and live a healthy lifestyle. When you make good, ethical decisions, you can think clearly and act with integrity.



You just learned that drugs are bad and harmful to your body. Why do you think people still do it?

Elicit answers. Answers may include it looks cool, peer pressure, etc.



How can you tell someone no if they ask you to do drugs?

Elicit answers. Answers may include:

1. Tell them it's illegal.
2. Tell them the consequences of using drugs.
3. Tell them how it's not part of a healthy lifestyle.



Very good. I can see that each one of you will make the right decisions and say no to drugs.

III. Effects of drugs

- A. Drugs interfere with a healthy lifestyle
- B. Drugs are harmful to your bod.
- C. There are many good ways to say no to drugs



REVIEW / SUMMARY

As a review, ask students to recall what it takes to breathe easy and have a healthy lifestyle. Complete the following two demonstrations to show that a lifestyle on drugs is harmful, but a lifestyle without them is clean and easy.



What happens when people put harmful toxins, like drugs, into their bodies? *Elicit answers.*

Correct! They can't breathe easily or live a healthy lifestyle. Watch and see what happens when you do drugs.

Complete the following demonstration. Demonstration steps:

1. Prepare two clean syringes stuffed with clean cotton balls.
2. Insert one end of the syringe into the filter end of a cigarette.
3. Light the cigarette, and let burn for 10 seconds.
4. Pull back on the plunger to draw the smoke into the syringe, causing the cotton balls to turn black.



What just happened? *Elicit answers.*
Watch carefully as we do this again.

Complete the last two steps of the demonstration, demonstrating the non-use of drugs.

5. Point the second stuffed syringe into the air.

6. Pull back on the plunger drawing air into the syringe, causing no color change to the cotton balls.



What was different this time? *Elicit answers.*

You are very smart! Thanks for being such a great audience and remember if you want to live a healthy lifestyle, just say no to drugs!

APPLICATION



Small Group Suggestion

In groups of two to three, create an informative poster about the harmful impacts of drugs to your body and lifestyle.



One-on-One Suggestion

Discuss with a classmate different ways that you use to say no to drugs.

PALS3.17.LG.ASSESS.A | EVALUATION ANSWER KEY

1. True
2. True
3. False
4. False
5. Possible answers may include, but should not be excluded to:
 - a. Drugs are illegal
 - b. Drugs have negative consequences
 - c. Drugs are not a part of a healthy lifestyle

PALS3.17.LG.AS.A

WORD SHEET A

1. Safety
2. Health
3. Harmful
4. Toxins
5. Destructive
6. Drugs
7. Pressure
8. Smart
9. Friends
10. Teachers
11. Breathing
12. Careful
13. Respiration
14. Success
15. Potential
16. Knowledge
17. Decision
18. Think
19. Air
20. Oxygen

PALS3.17.LG.AS.B

WORD SHEET B

1. Fuzzy
2. Interfere
3. Transfer
4. Smoke
5. Loud
6. Process
7. Mumble
8. Sleepy
9. Loss
10. Hurt
11. Cough
12. Unhealthy
13. Noisy
14. Bummer
15. Tough
16. Scary
17. Destruction
18. Sick
19. Addiction
20. Lost

PALS3.17.LG.ASSESS.A

Name _____

True or False

1. _____ The process by which oxygen is taken in and carbon dioxide is exhaled is respiration.
2. _____ Each day we take in less than 20,000 breaths of air.
3. _____ Harmful things and actions such as drugs can cause us to be unable to breathe easy.
4. _____ Using drugs makes it easier to live a healthy lifestyle.

Short Answer

List three ways that you could say no to drugs.