

HEALTHY HABITS, TOO



Lesson 8:  
Your Body –  
**ALL SYSTEMS GO!**



**TRIPLE  
PLAY**  
a game plan for the mind, body and soul



## FACILITATING THE LESSON

### PROGRAM OVERVIEW

This program contains the background information, step-by-step plans and handouts you need to teach sessions and conduct activities on 10 topics. Sessions are designed for four age groups: 6-to-9-year-olds, 10-to-12-year-olds, 13-to-15-year-olds and 16-to-18-year-olds.

Generally, each lesson and activity takes about 30 minutes for 6-to-9-year-olds and about 45 minutes for older youth. You can shorten or lengthen the time frame according to the needs and interests of your group.

### LESSON FORMAT

Each lesson includes tools to make it easier for you to teach youth about the topic.

- **Objectives.** Each session is designed to meet specific objectives for each age group.
- **Materials.** Materials needed to conduct the activity are listed at the start of each session.
- **Resources and Handouts.** A listing of resources and handouts details the materials you need to prepare for and facilitate the lesson (all necessary resources and handouts follow immediately after the lesson directions).
- **Advance Preparation.** Steps for preparation are detailed at the start of each lesson.
- **Key Teaching Points.** To guide you in teaching youth about the topic, each lesson summarizes key points, the important lessons youth will take away from the session. Adapt the level of detail you provide to the age and learning level of the group.
- **Leading the Activity.** Step-by-step guidelines are included for leading the activity.
  - *Warm-up Exercise* — To promote physical activity during each session, lead the kids in at least one warm-up exercise and review the benefits of physical activity. Choose an idea from the Get-Moving Exercises list (on [page 16](#) of this Implementation Manual), come up with your own idea or ask kids to think of creative ways to get moving.
  - *Introduction* — Each lesson provides step-by-step instructions to help you prepare for and conduct the lesson. It is a good idea to read the lesson carefully a few days in advance, so you will have time to prepare.
  - *Group Learning Activity* — The group learning activity is the core of each session, the time when youth practice, develop or demonstrate what they have learned. The activities are age-appropriate and designed to be fun while reinforcing key concepts.
  - *Individual Application* — Brief application activities follow the group activity, giving youth a chance to apply learning in their own lives. They also promote small steps toward adopting healthy habits.
  - *Snack Time* — During snack time, youth share new learning and insights.
  - *Take-home Challenges* — At the end of each session, you will find suggested challenges for participants to do at home before the next meeting. These challenges reinforce what members have learned about healthy eating and physical activity.
- **Additional Resources.** Additional websites are listed at the end of each lesson for finding more information on the lesson's topic.

## LEADING THE ACTIVITIES

*Before an Activity.* You will have more success if you do the following before each lesson:

- **Review the Activity.** Review the activities and become familiar with the issues yourself, including key terms used.
- **Prepare Youth.** Before beginning the activities with youth, you may want to spend a few minutes telling them what they will be doing and why, asking questions to see how much they already know and introducing key terms in language they understand.
- **Gather Materials.** Be sure all materials are available before beginning each activity.

*During an Activity.* While conducting the activities/lessons, be sure to:

- **Establish Ground Rules.** Make it clear which behaviors will be acceptable and which behaviors will not be acceptable by setting ground rules and reinforcing them as necessary.
- **Be Patient.** Keep in mind that some activities will be difficult for some youth and easy for others. Encourage, challenge and support youth, but do not push them.
- **Take Advantage of Learning Opportunities.** Be ready for the “teachable moment” and use it to further understanding of the concepts.

*After an Activity.* At the end of each activity or session, it is a good idea to do the following:

- **Provide Closure.** Give youth a chance to reflect on what they have learned after each activity and discussion.
- **Evaluate the Activity.** Consider whether the objective of the activity was accomplished and try to understand why it was or was not.

## RESPONDING TO DIFFERENT AGE GROUPS

Activities in this Resource Guide are geared specifically to youth in the targeted age group. You may, however, want to divide the group of 6- to 9-year-olds, for example, into two smaller age groups. Because there is such a difference in interest, reading level and maturity between a 6-year-old and a 9-year-old, having two groups may be more effective. With the youngest children (6-year-olds), you will have to assist with reading, simplify the language you use and eliminate terms they may not understand.

Youth in the 10- to 12-year-old group present a challenge, especially when it comes to working in groups. This is a time when youth in this age group are developing identity, so peer influences are particularly strong. They may be reluctant to share personal experiences, attitudes or feelings. Give them time to get comfortable and encourage them to speak, but do not force them if they are reluctant.

Youth in the 13-to-15 and 16-to-18-year-old group respond well to performance-based activities such as drama, dance, video, music and anything that involves use of computers.

## LESSON FOR YOUTH AGES 6 TO 9 YEARS

**LESSON OVERVIEW**

Members play a game of Body Bingo to help them remember the important parts of the human body and what each body part does.

**ESTIMATED TIME:** 30 minutes

**OBJECTIVES**

1. Explore body parts and their functions.
2. Understand what is needed to keep body parts healthy.
3. Understand the importance of daily physical activity for the body.
4. Explore ways to keep the body healthy.

**MATERIALS**

- Heavy card stock
- Scissors
- Pennies, checkers or other small items to use as markers
- Small bag or cup
- Pens or pencils

**RESOURCES AND HANDOUTS**

- What's This for Anyway? (page 317)
- Body Bingo (page 318)

**ADVANCE PREPARATION**

1. Visit the [Inner Body.com](http://InnerBody.com) website to become familiar with human anatomy and the various systems of the body.
2. Copy **Body Bingo** onto heavy card stock and cut apart. There are four bingo cards per page for a total of 12 different bingo cards.
3. Make an extra copy of two cards and cut up the squares. Put the squares in a small bag or cup to draw from during the bingo game.
4. Select a snack to serve during the session wrap-up.

## KEY TEACHING POINTS

- Every body part has an important function.
- Certain foods are good for different parts of the body.
- Kids need to form habits to keep their bodies healthy.
- Eating nutritious foods from all five food groups is a way to take care of the body.
- Doing physical activity 60 minutes a day is also important for keeping the body healthy.

## LEADING THE ACTIVITY

### I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on [page 16](#) in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

### II. INTRODUCTION

1. Begin by asking, “What do you know about the parts of your body? What do you want to know about parts of the body?”
2. Let group members know that the health habits they form now make a difference. Many of the behaviors that cause health problems later in life start at a very young age. Youth can make choices to form habits that keep their bodies healthy.
3. Point out that our bodies are like machines, and like machines, need proper maintenance to make sure they run smoothly. Basic maintenance means eating foods according to the MyPlate guidelines and getting lots of physical activity.
4. Ask youth whether they can name some eating habits that are good for keeping the body healthy. During the discussion, make sure to mention:
  - eating breakfast every day, including foods from three food groups;
  - eating foods from all five food groups every day;
  - eating five servings a day of fruit and vegetables;
  - drinking low-fat and non-fat milk, 100-percent fruit juice, water or any zero or low-calorie beverage; and
  - eating whole grains and healthy snacks.
5. Ask youth to name eating habits that are not good for the body. Be sure to mention:
  - skipping meals;
  - eating too many foods with a lot added sugar, sodium or fat;
  - eating only “energy-rich” foods as opposed to “nutrient-rich” foods;
  - not eating the right amount and type of food for age, gender and amount of physical activity; or
  - following fad diets.
6. Point out that getting at least 60 minutes of physical activity a day is an important way to keep the body healthy. Kids should keep active to strengthen their bones and heart, to build muscles and to stay in a healthy weight range.

7. Stress that kids should spend less time sitting around watching TV or using the computer (no more than two hours) and more time being physically active (at least 60 minutes each day).<sup>1</sup> Exercise and moving around a lot revs up the body by getting our hearts pumping and our blood moving.

### III. GROUP LEARNING ACTIVITY — BODY BINGO

1. Distribute one **Body Bingo** sheet and markers to each youth.
2. Draw a word from the bag and call it out.
3. Ask youth to mark the square on their cards with the name of that body part.
4. As you call out each word, review with the group what each part does (using **What's This for Anyway?** as a resource).
5. The first youth to fill three squares horizontally, vertically or diagonally wins.
6. Play several rounds to allow more chances to win.
7. End by asking, "What did you learn about different systems of the body?"

### IV. INDIVIDUAL APPLICATION

1. Invite youth to jot down one thing they could eat to help a specific body part.
2. Ask them also to write down an activity they could do to keep their bodies healthy.

### V. SNACK TIME

1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today.
3. While youth are snacking, ask them to share what they remember most from today's activity.

### VI. TAKE-HOME CHALLENGES

Challenge group members to do one of these activities before you meet again:

1. Target their muscles with 10 minutes of push-ups, handstands, cartwheels or playing on a jungle gym.
2. Build cardio strength by walking fast, running, dancing jumping rope, bike riding, playing basketball or doing any other activity they enjoy.

### ADDITIONAL RESOURCES

- Youth can visit [Kidnetic.com](http://Kidnetic.com) to see an inside view of different body parts and their functions, as well as healthy and unhealthy habits that affect that part of the body.
- KidsHealth® for Kids has an interactive page, [How the Body Works](#), featuring movies, quizzes, articles, activities designed to help youth understand body systems.
- Science Net Links has an interactive game called [All Systems Go](#) that gives youth a chance to practice matching organs with the appropriate body systems.

## CLEANLINESS AND FOOD ALLERGIES

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today's snack. The major food allergens are milk, eggs, fish, shellfish, nuts, wheat, peanuts and soybeans.

## LESSON FOR YOUTH AGES 10 TO 12 YEARS

**LESSON OVERVIEW**

Youth play a fun activity to see how well they know the body parts, what each body part does and what kinds of foods and activities are needed to stay healthy.

**ESTIMATED TIME:** 30 minutes

**OBJECTIVES**

1. Identify body parts and their functions.
2. Understand what is needed to keep body parts healthy.
3. Recognize the benefits of daily physical activity for the body.
4. Understand that different activities target different body parts.
5. Explore ways to keep the body healthy.

**MATERIALS**

- Pens or pencils

**RESOURCES AND HANDOUTS**

- What's This for Anyway? (page 317)
- Hidden Body Parts (page 321)
- Hidden Body Parts (Answer Key) (page 322)

**ADVANCE PREPARATION**

1. Visit the [Inner Body.com](http://InnerBody.com) website to become familiar with human anatomy and the various systems of the body.
2. Copy **Hidden Body Parts** (one per pair).
3. Select a snack to serve during the session wrap-up.

**KEY TEACHING POINTS**

- Every body part has an important function.
- Certain foods are good for different parts of the body.
- Kids need to form habits to keep their bodies healthy.
- Eating nutritious foods from all five food groups is a way to take care of the body.
- Doing physical activity 60 minutes a day also is important for keeping the body healthy.



## LEADING THE ACTIVITY

### I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on page 16 in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

### II. INTRODUCTION

1. Begin by asking, “What do you know about the parts of your body? What do you want to know about parts of the body?”
2. Let group members know that the health habits they form now make a difference. Many of the behaviors that cause health problems later in life start at a very young age. Youth can make choices to form habits that keep their bodies healthy.
3. Point out that our bodies are like machines, and like machines, need proper maintenance to make sure they run smoothly. Basic maintenance means eating foods according to the MyPlate guidelines and getting lots of physical activity.
4. Ask youth whether they can name some eating habits that are good for keeping the body healthy. During the discussion, make sure to mention:
  - eating breakfast every day, including foods from three food groups;
  - eating foods from all five food groups every day;
  - eating five servings a day of fruit and vegetables;
  - drinking low-fat and non-fat milk, 100-percent fruit juice, water or any zero or low-calorie beverage; and
  - eating whole grains and healthy snacks.
5. Ask youth to name eating habits that are not good for the body. Be sure to mention:
  - skipping meals;
  - eating too many foods with a lot added sugar, sodium or fat;
  - eating only “energy-rich” foods as opposed to “nutrient-rich” foods;
  - not eating the right amount and type of food for age, gender and amount of physical activity; or
  - following fad diets.
6. Point out that getting at least 60 minutes of physical activity is an important way to keep the body healthy. Everyone, especially kids, should keep active to strengthen their bones and heart, to build muscles and to stay in a healthy weight range.
7. Stress that kids should spend less time sitting around watching TV or using the computer (no more than two hours) and more time being physically active (at least 60 minutes each day).<sup>2</sup> Exercise and moving around a lot revs up the body by getting our hearts pumping and our blood moving.

### III. GROUP LEARNING ACTIVITY — HIDDEN BODY PARTS

1. Divide the large group into pairs.
2. Tell youth that they are going to play a fun activity to see how well they know the body parts — what they do for us and what kinds of foods and activities they need.
3. Distribute copies of **Hidden Body Parts** (one per team).

4. Explain that you will say a description of a body part and what foods/activities are good for that part, and pairs will find the body part hidden in the puzzle.
5. Use **What's This for Anyway?** as a resource to read out the clues, giving youth time to find the hidden body parts.
6. The team that finds the most hidden body parts is the winning team.
7. End by asking, "What did you learn about different systems of the body?"

#### IV. INDIVIDUAL APPLICATION

1. Invite youth to jot down one thing they could eat to help a specific body part.
2. Ask them also to write down an activity they could do to keep their bodies healthy.

#### V. SNACK TIME

1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today.
3. While youth are snacking, ask them to share what they remember most from today's activity.

#### VI. TAKE-HOME CHALLENGES

Challenge group members to do one of these activities before you meet again:

1. Target their muscles with 10 minutes of push-ups, handstands, cartwheels or playing on a jungle gym.
2. Build cardio strength by walking fast, running, dancing jumping rope, bike riding, playing basketball or doing any other activity they enjoy.

#### ADDITIONAL RESOURCES

- Youth can visit [Kidnetic.com](http://Kidnetic.com) to see an inside view of different body parts and their functions, as well as healthy and unhealthy habits that affect that part of the body.
- KidsHealth® for Kids has an interactive page, [How the Body Works](#), featuring movies, quizzes, articles, activities designed to help youth understand body systems.
- Science Net Links has an interactive game called [All Systems Go](#) that gives youth a chance to practice matching organs with the appropriate body systems.

#### CLEANLINESS AND FOOD ALLERGIES

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today's snack. The major food allergens are milk, eggs, fish, shellfish, nuts, wheat, peanuts and soybeans.

## LESSON FOR YOUTH AGES 13 TO 15 YEARS

## LESSON OVERVIEW

Members participate in a scavenger hunt; by correctly answering questions about the human body, they find and follow a trail of clues that leads to a prize.

**ESTIMATED TIME:** 45 minutes

## OBJECTIVES

1. Examine various body systems, their functions and their relation to wellness.
2. Identify what is needed to keep body parts healthy.
3. Identify the benefits of daily physical activity for the body.
4. Understand that different activities target different body parts.
5. Explore ways to keep the body healthy.

## MATERIALS

- Plain white envelopes
- Pens or pencils
- Rewards/prizes for three teams

## RESOURCES AND HANDOUTS

- What's This for Anyway? (page 317)
- Body Works Scavenger Hunt (page 323)

## ADVANCE PREPARATION

1. Visit the [Inner Body.com](http://InnerBody.com) website to become familiar with human anatomy and the various systems of the body.
2. Copy **What's This for Anyway?** (one per team).
3. Identify spots within the Club where you can hide clues. You will need 27 hiding spots because there are 10 clues and nine of them need to be hidden in a different spot for each of the three teams. Even in a small space, clues can be hidden in a wastebasket, on a bulletin board, tucked inside a book, under a computer keyboard, taped to the floor or any other inconspicuous spot. Make sure the locations are different for each team.
4. Print **Body Works Scavenger Hunt** and fill in the blanks with the locations you have identified. Cut the clues into strips and place them in separate envelopes with the appropriate team color on the outside. Keep the envelopes with Clue #1, and hide the others in the locations associated with the correct answer to the questions.
5. Place a reward for each team at the end of the Scavenger Hunt.
6. Select a snack to serve during the session wrap-up.

## KEY TEACHING POINTS

- Every body part has an important function.
- Certain foods and certain activities are good for different parts of the body.
- Kids need to form habits to keep their bodies healthy.
- Eating nutritious foods from all five food groups is a way to take care of the body.
- Doing physical activity 60 minutes a day also is important for keeping the body healthy.

## LEADING THE ACTIVITY

### I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on [page 16](#) in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

### II. INTRODUCTION

1. Begin by asking, “What do you know about the parts of your body? What do you want to know about parts of the body?”
2. Let group members know that the health habits they form now make a difference. Many of the behaviors that cause health problems later in life start at a very young age. Youth can make choices to form habits that keep their bodies healthy.
3. Point out that our bodies are like machines and, like machines, need proper maintenance to make sure they run smoothly. Basic maintenance means eating foods according to the MyPlate guidelines and getting lots of physical activity.
4. Ask youth whether they can name some eating habits that are good for keeping the body healthy. During the discussion, make sure to mention:
  - eating breakfast every day, including foods from three food groups;
  - eating foods from all five food groups every day;
  - eating five servings a day of fruit and vegetables;
  - drinking low-fat and non-fat milk, 100-percent fruit juice, water or any zero or low-calorie beverage; and
  - eating whole grains and healthy snacks.
5. Ask youth to name eating habits that are not good for the body. Be sure to mention:
  - skipping meals;
  - eating too many foods with a lot added sugar, sodium or fat;
  - eating only “energy-rich” foods as opposed to “nutrient-rich” foods;
  - not eating the right amount and type of food for your age, gender and amount of physical activity; or
  - following fad diets.

6. Explain that maintaining a healthy body as a young person is extremely important because some diseases that occur later in life are directly linked to behaviors that begin in childhood. For example:
  - obesity can lead to heart disease or diabetes;
  - too much exposure to the sun can cause skin cancer;
  - a lack of calcium can cause a weakening of the bones and osteoporosis;
  - not getting enough iron in the blood can cause anemia; and
  - smoking can cause cancer, gum disease or emphysema.
7. Point out that getting at least 60 minutes of physical activity is an important way to keep the body healthy. Everyone, especially kids, should keep active to strengthen their bones and heart, to build muscles and to stay in a healthy weight range.
8. Stress that kids should spend less time sitting around watching TV or using the computer (no more than two hours) and more time being physically active (at least 60 minutes each day).<sup>3</sup> Exercise and moving around a lot revs up the body by getting our hearts pumping and our blood moving.
9. Point out that certain types of foods are especially good at keeping certain body parts healthy and working well.

### III. GROUP LEARNING ACTIVITY — BODY WORKS SCAVENGER HUNT

1. Divide the large group into three teams: purple, red and green.
2. Explain that this is a team activity in which members answer questions to find out where clues are hidden.
3. Give each team an envelope with Clue #1 in it.
4. Distribute a copy of **What's This for Anyway?** to each team and ask youth to use it as a resource during the activity.
5. Explain the Scavenger Hunt to youth, instructing them to use the resource to find answers to the questions on the **Body Works Scavenger Hunt** handout.
6. Explain that if they answer the questions correctly, they will find a prize at the end.
7. End by asking, "What did you learn about different systems of the body?"

### IV. INDIVIDUAL APPLICATION

1. Invite youth to jot down one thing they could eat to help a specific body part.
2. Ask them also to write down an activity they could do to keep their bodies healthy.

### V. SNACK TIME

1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today.
3. While youth are snacking, ask them to share what they remember most from today's activity.

### VI. TAKE-HOME CHALLENGES

Challenge group members to do one of these activities before you meet again:

1. Target their muscles with 10 minutes of push-ups, handstands, cartwheels or playing on a jungle gym.
2. Build cardio strength by walking fast, running, dancing jumping rope, bike riding, playing basketball or doing any other activity they enjoy.

## ADDITIONAL RESOURCES

- Youth can visit [Kidnetic.com](http://Kidnetic.com) to see an inside view of different body parts and their functions, as well as healthy and unhealthy habits that affect that part of the body.
- KidsHealth® for Teens has a [Body](#) page that features a series of articles on the basics of the human body (including self-care).

### CLEANLINESS AND FOOD ALLERGIES

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today's snack. The major food allergens are milk, eggs, fish, shellfish, nuts, wheat, peanuts and soybeans.

## LESSON FOR YOUTH AGES 16 TO 18 YEARS

**LESSON OVERVIEW**

Youth play several rounds of Jeopardy in teams to see how well they know the body parts, what the parts do and what types of food are good for them.

**ESTIMATED TIME:** 45 minutes

**OBJECTIVES**

1. Examine various body systems, their functions and their relation to wellness.
2. Identify what is needed to keep body parts healthy.
3. Identify the specific benefits of daily physical activity for the body.
4. Understand that different activities target different body parts.
5. Explore ways to keep the body healthy.

**MATERIALS**

- Flip chart and markers
- Pens or pencils

**RESOURCES AND HANDOUTS**

- What's This for Anyway? (page 317)
- Body Jeopardy Responses/Questions (page 329)

**ADVANCE PREPARATION**

1. Visit the [Inner Body.com](http://InnerBody.com) website to become familiar with human anatomy and the various systems of the body.
2. Copy **What's This for Anyway?** (one per team).
3. Prepare flip chart page to simulate a Jeopardy board (with 10 categories for 10 body parts and three different dollar values: \$100, \$200, \$300).
4. Select a snack to serve during the session wrap-up.

## KEY TEACHING POINTS

- Every body part has an important function.
- Certain foods and certain activities are good for different parts of the body.
- Kids need to form habits to keep their bodies healthy.
- Eating nutritious foods from all five food groups is a way to take care of the body.
- Doing physical activity 60 minutes a day also is important for keeping the body healthy.

## LEADING THE ACTIVITY

### I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on [page 16](#) in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

### II. INTRODUCTION

1. Begin by asking, “What do you know about the parts of your body? What do you want to know about parts of the body?”
2. Let group members know that the health habits they form now make a difference. Many of the behaviors that cause health problems later in life start at a very young age. Youth can make choices to form habits that keep their bodies healthy.
3. Point out that our bodies are like machines, and like machines, need proper maintenance to make sure they run smoothly. Basic maintenance means eating foods according to the MyPlate guidelines and getting lots of physical activity.
4. Ask youth whether they can name some eating habits that are good for keeping the body healthy. During the discussion, make sure to mention:
  - eating breakfast every day, including foods from three food groups;
  - eating foods from all five food groups every day;
  - eating five servings a day of fruit and vegetables;
  - drinking low-fat and non-fat milk, 100-percent fruit juice, water or any zero or low-calorie beverage; and
  - eating whole grains and healthy snacks.
5. Ask youth to name eating habits that are not good for the body. Be sure to mention:
  - skipping meals;
  - eating too many foods with a lot added sugar, sodium or fat;
  - eating only “energy-rich” foods as opposed to “nutrient-rich” foods;
  - not eating the right amount and type of food for your age, gender and amount of physical activity; or
  - following fad diets.



6. Explain that maintaining a healthy body as a young person is extremely important because some diseases that occur later in life are directly linked to behaviors that begin in childhood. For example:
  - obesity can lead to heart disease or diabetes;
  - too much exposure to the sun can cause skin cancer;
  - a lack of calcium can cause a weakening of the bones and osteoporosis;
  - not getting enough iron in the blood can cause anemia; and
  - smoking can cause cancer, gum disease or emphysema.
7. Point out that getting at least 60 minutes of physical activity is an important way to keep the body healthy. Everyone, especially kids, should keep active to strengthen their bones and heart, to build muscles and to stay in a healthy weight range.
8. Stress that kids should spend less time sitting around watching TV or using the computer (no more than two hours) and more time being physically active (at least 60 minutes each day).<sup>4</sup> Exercise and moving around a lot revs up the body by getting our hearts pumping and our blood moving.
9. Point out that certain types of foods are especially good at keeping certain body parts healthy and working well.

### III. GROUP LEARNING ACTIVITY — BODY JEOPARDY

1. Divide the large group into two smaller teams.
2. Tell youth they are going to play a game similar to Jeopardy to see how well they know the body parts, what the parts do and what types of foods are good for them.
3. Refer to **What's This for Anyway?** and ask youth to use it as a resource.
4. Direct their attention to the flip chart you have prepared and explain the rules:
  - There are two teams, with one player on each team competing per round.
  - Players rotate in, so each player gets several chances to play.
  - The first player chooses a category and a dollar value, you read an answer for the category and value chosen, and the player responds in the form of a question. (For example: you say, “the organ that pumps blood to the rest of the body,” and the player says, “what is the heart?”)
  - If a player answers correctly, another player steps in from the same team and continues the round.
  - If a player answers incorrectly, the other team gets a chance to answer.
5. Use **Body Jeopardy Responses/Questions** for categories and responses.
6. Keep a tally of each team's winnings. The team with the most money at the end of the game is the winning team.
7. End by asking, “What did you learn about different systems of the body?”

### IV. INDIVIDUAL APPLICATION

1. Invite youth to jot down one thing they could eat to help a specific body part.
2. Ask them also to write down an activity they could do to keep their bodies healthy.

### V. SNACK TIME

1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today.
3. While youth are snacking, ask them to share what they remember most from today's activity.

## VI. TAKE-HOME CHALLENGES

Challenge group members to do one of these activities before you meet again.

1. Target their muscles with 10 minutes of push-ups, handstands, cartwheels or playing on a jungle gym.
2. Build cardio strength by walking fast, running, dancing jumping rope, bike riding, playing basketball or doing any other activity they enjoy.

## ADDITIONAL RESOURCES

- Youth can visit [Kidnetic.com](http://Kidnetic.com) to see an inside view of different body parts and their functions, as well as healthy and unhealthy habits that affect that part of the body.
- KidsHealth® for Teens has a [Body](#) page that features a series of articles on the basics of the human body (including self-care).

### CLEANLINESS AND FOOD ALLERGIES

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today's snack. The major food allergens are milk, eggs, fish, shellfish, nuts, wheat, peanuts and soybeans.

## RESOURCES AND HANDOUTS

## WHAT'S THIS FOR ANYWAY?

Body Part	Here's My Job	What's Good for This Part
Brain	Controls your ability to think, speak, see, hear, remember things and feel stuff	Breads, noodles (pasta), rice, cereal, fruits: carbohydrates (Kar-bow-hi-drates)
Eyes	Send images to your brain so you can see	Fruits and vegetables, especially brightly colored ones (carrots, spinach, berries, cantaloupe, red peppers)
Teeth	Grind up your food into tiny pieces so you can swallow it	Calcium from milk, yogurt, cheese; fluoride from water
Intestines	Absorb nutrients (like carbohydrates, protein, fat, vitamins and minerals) from food and make solid waste from the rest that comes out when you go to the bathroom	Foods with fiber: whole-wheat breads and cereals, fruits, veggies, beans Also: drink fluids and play hard (jump rope, bike riding, basketball, running, etc.)
Muscles	Contract so you can move your body	Carbohydrates in breads, noodles, fruits and some protein from meat or beans (not tons) Exercise: make them work by using the jungle gym, or doing handstands, cartwheels, push-ups, or tug of war
Blood	Carries oxygen and nutrients to your cells and hauls away waste	Iron in foods like meat, chicken, fish, beans, cereals and breads
Bones	Form your framework so you can stand up straight and tall	Calcium in foods like milk, yogurt, cheese, orange juice with calcium, and soy milk product
Heart	Pumps blood to all parts of the body	Colorful fruits and veggies, and low fat foods like skim milk and lean meats Exercise: make your heart work by jumping rope, bike riding, basketball, running, etc.
Liver	Filters and cleans germs out of your blood and stores some vitamins until you need them	Carbohydrates (again!) like breads, noodles (pasta), rice, cereal, and fruits; also eating from all the groups of MyPlate
Kidneys	Work constantly to filter extra water and other things from your blood to make urine	All fluids

Source: Adapted with permission from the [Kidnetic.com](http://Kidnetic.com) *Leader's Guide to Healthy Eating & Active Living for Children & Families*.

## BODY BINGO

<b>TEETH</b>	<b>BRAIN</b>	<b>EYES</b>
<b>HEART</b>	<b>MUSCLES</b>	<b>BLOOD</b>
<b>LIVER</b>	<b>BONES</b>	<b>KIDNEYS</b>

<b>BONES</b>	<b>LIVER</b>	<b>MUSCLES</b>
<b>BLOOD</b>	<b>KIDNEYS</b>	<b>HEART</b>
<b>BRAIN</b>	<b>EYES</b>	<b>INTESTINES</b>

<b>BRAIN</b>	<b>EYES</b>	<b>MUSCLES</b>
<b>HEART</b>	<b>TEETH</b>	<b>BLOOD</b>
<b>BONES</b>	<b>LIVER</b>	<b>INTESTINES</b>

<b>KIDNEYS</b>	<b>HEART</b>	<b>LIVER</b>
<b>EYES</b>	<b>BRAIN</b>	<b>BONES</b>
<b>TEETH</b>	<b>MUSCLES</b>	<b>BLOOD</b>

## BODY BINGO

<b>TEETH</b>	<b>BONES</b>	<b>HEART</b>
<b>EYES</b>	<b>INTESTINES</b>	<b>BLOOD</b>
<b>LIVER</b>	<b>BRAIN</b>	<b>KIDNEYS</b>

<b>BONES</b>	<b>EYES</b>	<b>BRAIN</b>
<b>BLOOD</b>	<b>KIDNEYS</b>	<b>HEART</b>
<b>MUSCLES</b>	<b>LIVER</b>	<b>INTESTINES</b>

<b>BLOOD</b>	<b>INTESTINES</b>	<b>MUSCLES</b>
<b>TEETH</b>	<b>HEART</b>	<b>BRAIN</b>
<b>BONES</b>	<b>LIVER</b>	<b>EYES</b>

<b>KIDNEYS</b>	<b>HEART</b>	<b>EYES</b>
<b>LIVER</b>	<b>BLOOD</b>	<b>BRAIN</b>
<b>TEETH</b>	<b>MUSCLES</b>	<b>BONES</b>

## BODY BINGO

<b>TEETH</b>	<b>BRAIN</b>	<b>BLOOD</b>
<b>LIVER</b>	<b>EYES</b>	<b>MUSCLES</b>
<b>HEART</b>	<b>BONES</b>	<b>KIDNEYS</b>

<b>BLOOD</b>	<b>LIVER</b>	<b>EYES</b>
<b>BONES</b>	<b>KIDNEYS</b>	<b>HEART</b>
<b>BRAIN</b>	<b>MUSCLES</b>	<b>INTESTINES</b>

<b>BRAIN</b>	<b>TEETH</b>	<b>MUSCLES</b>
<b>BLOOD</b>	<b>EYES</b>	<b>HEART</b>
<b>LIVER</b>	<b>BONES</b>	<b>INTESTINES</b>

<b>INTESTINES</b>	<b>KIDNEYS</b>	<b>LIVER</b>
<b>EYES</b>	<b>BLOOD</b>	<b>BONES</b>
<b>TEETH</b>	<b>MUSCLES</b>	<b>BRAIN</b>

## HIDDEN BODY PARTS

Find the names of body parts hidden in this puzzle.

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

**HIDDEN BODY PARTS (ANSWER KEY)**

Find the names of body parts hidden in this puzzle.

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



**BODY WORKS SCAVENGER HUNT****PURPLE TEAM**

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**CLUE #1**

I am the control center for the body, the part that controls your ability to think, speak, see, hear, remember things and feel feelings. What am I?

Heart – go to the \_\_\_\_\_ to find Clue #2.

Brain – go to the \_\_\_\_\_ to find Clue #2.

Bones – go to the \_\_\_\_\_ to find Clue #2.

Intestines – go to the \_\_\_\_\_ to find Clue #2.

**CLUE #2**

I send images to your brain so you can see. What am I?

Teeth – go to the \_\_\_\_\_ to find Clue #3.

Brain – go to the \_\_\_\_\_ to find Clue #3.

Kidney – go to the \_\_\_\_\_ to find Clue #3.

Eyes – go to the \_\_\_\_\_ to find Clue #3.

**CLUE #3**

I grind up your food into tiny pieces so it is easy to swallow. What am I?

Heart – go to the \_\_\_\_\_ to find Clue #4.

Eyes – go to the \_\_\_\_\_ to find Clue #4.

Teeth – go to the \_\_\_\_\_ to find Clue #4.

Liver – go to the \_\_\_\_\_ to find Clue #4.

**CLUE #4**

I am the organ that absorbs nutrients from food and makes solid waste from the rest that comes out when you go to the bathroom. What am I?

Intestines – go to the \_\_\_\_\_ to find Clue #5.

Kidney – go to the \_\_\_\_\_ to find Clue #5.

Blood – go to the \_\_\_\_\_ to find Clue #5.

Liver – go to the \_\_\_\_\_ to find Clue #5.

**CLUE #5**

I contract and stretch so you can move your body in many different ways. What am I?

Bones – go to the \_\_\_\_\_ to find Clue #6.

Blood – go to the \_\_\_\_\_ to find Clue #6.

Brain – go to the \_\_\_\_\_ to find Clue #6.

Muscles – go to the \_\_\_\_\_ to find Clue #6.

**BODY WORKS SCAVENGER HUNT****PURPLE TEAM**

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**CLUE #6**

I carry oxygen and nutrients to your cells and haul away waste. What am I?

Kidney – go to the \_\_\_\_\_ to find Clue #7.

Blood – go to the \_\_\_\_\_ to find Clue #7.

Heart – go to the \_\_\_\_\_ to find Clue #7.

Intestines – go to the \_\_\_\_\_ to find Clue #7.

**CLUE #7**

I form the framework of your body so you can stand up straight and tall. What am I?

Kidneys – go to the \_\_\_\_\_ to find Clue #8.

Teeth – go to the \_\_\_\_\_ to find Clue #8.

Brain – go to the \_\_\_\_\_ to find Clue #8.

Bones – go to the \_\_\_\_\_ to find Clue #8.

**CLUE #8**

I pump blood to all parts of the body. What am I?

Heart – go to the \_\_\_\_\_ to find Clue #9.

Blood – go to the \_\_\_\_\_ to find Clue #9.

Bones – go to the \_\_\_\_\_ to find Clue #9.

Brain – go to the \_\_\_\_\_ to find Clue #9.

**CLUE #9**

I filter and clean germs out of your blood and store some vitamins until you need them. What am I?

Kidney – go to the \_\_\_\_\_ to find Clue #10.

Intestines – go to the \_\_\_\_\_ to find Clue #10.

Liver – go to the \_\_\_\_\_ to find Clue #10.

Muscles – go to the \_\_\_\_\_ to find Clue #10.

**CLUE #10**

I work to filter extra water and other things from your blood to make urine. What am I?

Kidneys – go to the \_\_\_\_\_ to find the prize.

Liver – go to the \_\_\_\_\_ to find the prize.

Blood – go to the \_\_\_\_\_ to find the prize.

Intestines – go to the \_\_\_\_\_ to find the prize.

**Answer Key (Purple Team)**

1 – Brain; 2 – Eyes; 3 – Teeth; 4 – Intestines; 5 – Muscles; 6 – Blood; 7 – Bones; 8 – Heart; 9 – Liver; 10 – Kidneys

**BODY WORKS SCAVENGER HUNT****RED TEAM**

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**CLUE #1**

I am the control center for the body, the part that controls your ability to think, speak, see, hear, remember things and feel feelings. What am I?

Heart – go to the \_\_\_\_\_ to find Clue #2.

Brain – go to the \_\_\_\_\_ to find Clue #2.

Bones – go to the \_\_\_\_\_ to find Clue #2.

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Eyes – go to the \_\_\_\_\_ to find Clue #3.

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I grind up your food into tiny pieces so it is easy to swallow. What am I?

Heart – go to the \_\_\_\_\_ to find Clue #4.

Eyes – go to the \_\_\_\_\_ to find Clue #4.

Teeth – go to the \_\_\_\_\_ to find Clue #4.

Liver – go to the \_\_\_\_\_ to find Clue #4.

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**BODY WORKS SCAVENGER HUNT****RED TEAM**

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Bones – go to the \_\_\_\_\_ to find Clue #9.

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**CLUE #9**

I filter and clean germs out of your blood and store some vitamins until you need them. What am I?

Kidney – go to the \_\_\_\_\_ to find Clue #10.

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Liver – go to the \_\_\_\_\_ to find Clue #10.

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Liver – go to the \_\_\_\_\_ to find the prize.

Blood – go to the \_\_\_\_\_ to find the prize.

Intestines – go to the \_\_\_\_\_ to find the prize.

**Answer Key (Red Team)**

1 – Brain; 2 – Eyes; 3 – Teeth; 4 – Intestines; 5 – Muscles; 6 – Blood; 7 – Bones; 8 – Heart; 9 – Liver; 10 – Kidneys

## BODY WORKS SCAVENGER HUNT

### GREEN TEAM

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#### CLUE #1

I am the control center for the body, the part that controls your ability to think, speak, see, hear, remember things and feel feelings. What am I?

Heart – go to the \_\_\_\_\_ to find Clue #2.

Brain – go to the \_\_\_\_\_ to find Clue #2.

Bones – go to the \_\_\_\_\_ to find Clue #2.

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#### CLUE #3

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Teeth – go to the \_\_\_\_\_ to find Clue #4.

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Brain – go to the \_\_\_\_\_ to find Clue #6.

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**BODY WORKS SCAVENGER HUNT****GREEN TEAM**

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**CLUE #6**

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I work to filter extra water and other things from your blood to make urine. What am I?

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Liver – go to the \_\_\_\_\_ to find the prize.

Blood – go to the \_\_\_\_\_ to find the prize.

Intestines – go to the \_\_\_\_\_ to find the prize.

**Answer Key (Green Team)**

1 – Brain; 2 – Eyes; 3 – Teeth; 4 – Intestines; 5 – Muscles; 6 – Blood; 7 – Bones; 8 – Heart; 9 – Liver; 10 – Kidneys

## BODY JEOPARDY RESPONSES/QUESTIONS

Category	\$100	\$200	\$300
Brain	Control center of the body	Part of the body that controls ability to speak, think, see, hear, remember and feel	Body part that runs mostly on glucose
Eyes	Control sight	Part of the body that sends images to the brain to allow you to see	Body part that likes brightly-colored fruits and vegetables
Teeth	Small structures found in the mouth	Part of the body that grinds up food into tiny pieces so it is easy to swallow	Body part that requires brushing and flossing to keep strong and healthy
Intestines	Organ that is part of the digestive system	Part of the body that absorbs nutrients from food and makes waste from the rest	Body part that needs lot of fiber to stay healthy
Muscles	Function is to produce force and cause motion	Part of the body that contracts and stretches so you can move in various ways	Body part that requires carbohydrates for fuel
Blood	Body fluid necessary for life	Part of the body that carries oxygen and nutrients to your cells and hauls away waste	Iron — found in meat and beans and grains — is a mineral that is really good for this part
Bones	Form the skeletal system	Part of the body that forms a framework so you can stand up straight and tall	Calcium found in milk products keeps this body part healthy and strong
Heart	Center of the circulatory system	Part of the body that pumps blood to all other parts of the body	Skim milk and lean meats are good for this body part
Liver	Reddish-brown organ	Part of the body that cleans germs out of the blood and stores vitamins until needed	Body part that stores carbohydrates as an emergency fuel source
Kidneys	Paired organ that is part of the urinary system	Part of the body that filters extra water and other things from blood to make urine	Drinking water regularly keeps this organ healthy