

# “Ready, Set, Test!”

## Interactive Presentation Slide Notes

Personal & Consumer Health / Grades 4-5

### Slide 1



### Notes:

- Ask a student to read the slide.
- Pose the question: “What do you think this presentation is about?”
- Explain that this presentation will present four different healthy habits students can try to get ready to take tests. Can students guess what these might be?
- Use the pink arrow on the right/middle part of the screen to advance the slides in this presentation.

## Slide 2



### Notes:

- Read the slide.
- Ask students to brainstorm why some people like to take tests. Possible answers include: they might get a reward for doing well, they feel good about accomplishing something, they're competitive and they like to see how well they can perform
- Ask students to brainstorm why some students do NOT like to take tests. Possible answers include: they're afraid to make a mistake, they don't want to feel stupid, tests make them nervous, tests make them feel sick, tests take a long time, etc.

## Slide 3



**Notes:**

- See if students can unscramble the words to reveal the four healthy habits that can help them be ready to take tests.
- Ask student volunteers to type or write each word:
  - SLEEP
  - EAT
  - EXERCISE
  - BREATHE
- After all four words are entered, click on the arrow to see if the answers are correct.

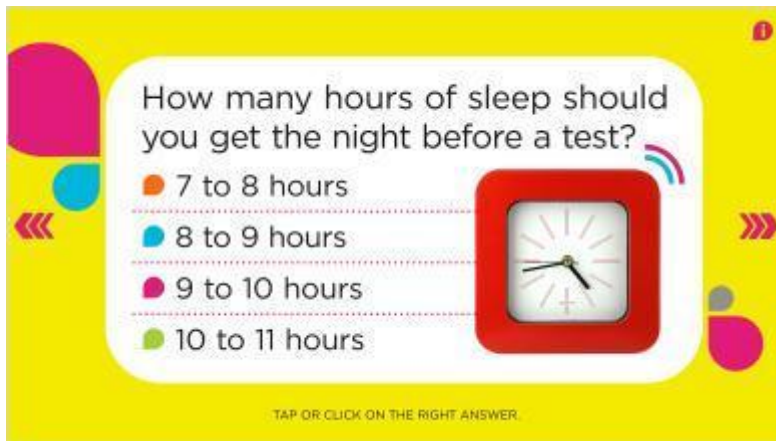
***Slide 4***



**Notes:**

- Ask a student to read the slide.
- This slide introduces SLEEP as the first strategy that can help students get ready to take a test.

### Slide 5



### Notes:

- This slide allows student to guess how many hours of sleep elementary-school-aged kids need each night.
- Ask students to raise their hands to vote on the answer they think is correct.
- Invite a student to click on the answer that gets the most votes. Then click on the right arrow to see if the selected response was correct.
- The correct response is 10 to 11 hours.

### Slide 6



**Notes:**

- This slide is a sleep calculator.
- Select a student to operate the sleep calculator.
- Ask the student to click on the left clock and select their bedtime from the drop-down menu. Next the student should click on the right clock and select their wake time from the drop-down menu.
- Click on the pink “calculate” button to find out how many hours of sleep the student got.
- Did the number of hours of sleep fall into the recommended range of 10 or 11 hours? If so, let the student know they already have an important habit that will help them be ready to take a test. If not, encourage them to get to bed earlier if they are getting fewer than 10 hours of sleep.
- You can select another student to repeat the activity.

**Slide 7**



**Notes:**

- Ask students what they think would be an early enough bedtime to get adequate sleep.
- For most kids their age, the answer is 8 or 9 pm. (Remind students that their bedtime depends on how early a student must wake up in the morning.)

## Slide 8



### Notes:

- Ask a student to read the slide.
- This slide introduces EATING BREAKFAST as the second strategy that can help students get ready to take a test.

## Slide 9





## Notes:

- This slide introduces the three elements that comprise a nutrient-rich breakfast. (“Nutrient-rich” describes a food that has lots of important substances that give us energy, and help us grow and be healthy.
- Invite a student to come to the front and select three food items representing each category in a balanced breakfast.
- Drag a whole grain food onto the #1 on the plate (whole grains include cereal, toast, breakfast bars)
- Drag a fruit or vegetable onto the #2 on the plate
- Drag a protein food onto the #3 on the plate (proteins include eggs, nuts, and dairy products)
- Then click the right arrow to see if the choices are correct.
- You can select another student to create additional breakfast combinations.

## Slide 10



## Notes:

- This slide explains that breakfast is important since it supplies fuel to the brain. Ask students why this is important if they want to be ready to take a test.
- Select a student to click on the breakfast they think is the best source of fuel for the brain using what they learned from the previous slide. Click on the right arrow to reveal the correct response.
- The answer is A - the bowl of cereal with milk and berries.
- Additional fact: Your brain uses “glycogen”-from complex carbohydrates like whole grains, milk and fruit-for fuel. Glycogen cannot be stored, so it must be replaced throughout the day by eating complex carbohydrates in order for the brain to work best.

**Slide 11**



**Notes:**

- Ask a student to read the slide.
- This slide introduces EXERCISE as the third strategy that can help students get ready to take a test.

**Slide 12**

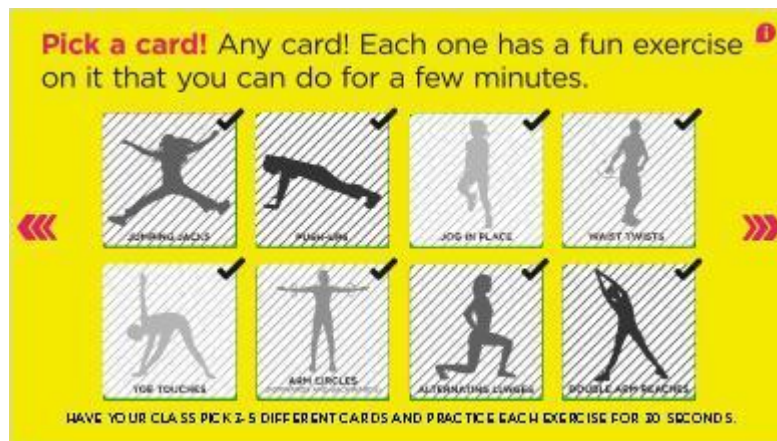




## **Notes:**

- Ask a student to read the slide.
- By a raise of hands, find out how many students feel like their brains are mushy, or not feeling sharp, right now.
- Point out that short exercise breaks can get the blood flowing to your brain and help it work better.

## **Slide 13**



## **Notes:**

- Give students a chance to create a mini exercise break.
- Select a student to choose an activity card.
- When revealed, ask your students to stand to the side of their desks and do the exercise for 30 seconds.
- Pick another student to select a different card.
- Repeat this until students have selected four different activity cards.
- After the exercise break, ask students to raise their hands again if their brains feel mushy. Compare this number to before the exercise break.

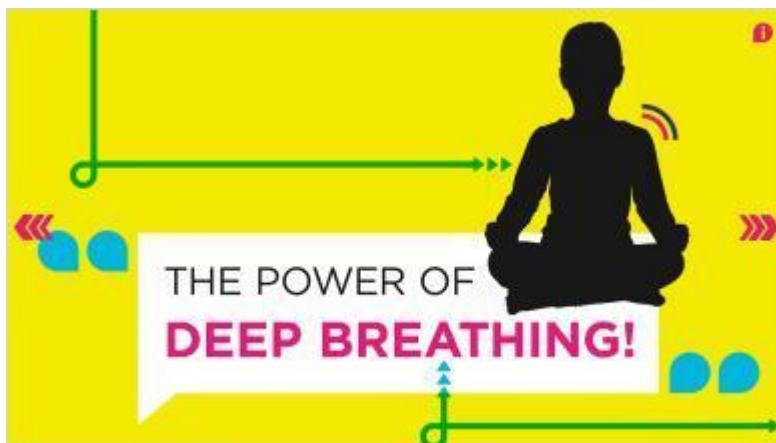
## Slide 14



### Notes:

- Ask a student to read the slide.
- Emphasize that while short bursts of exercise may energize the brain, students need a minimum of 60 minutes of physical activity every day to keep their bodies healthy. Additional fact: Research shows that kids who are more active also get better grades.

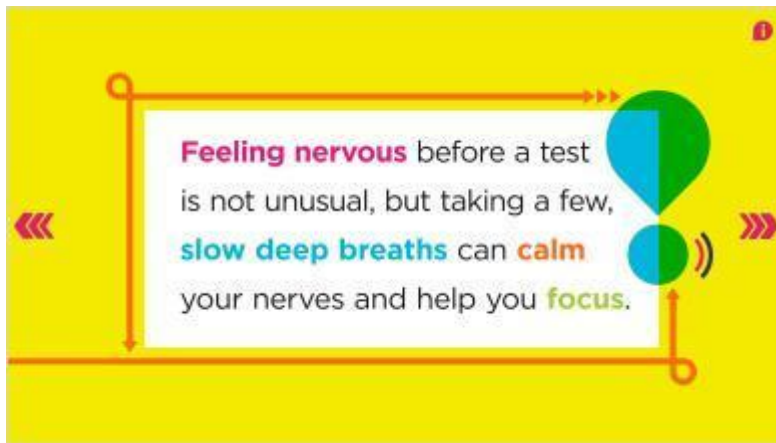
## Slide 15



### Notes:

- Ask a student to read the slide.
- This slide introduces DEEP BREATHING as the fourth strategy that can help students get ready to take a test.

## Slide 16



### Notes:

- Ask a student to read the slide.
- Ask students to raise hands to show if they ever feel nervous before a test.
- Explain that it may be helpful to try deep breathing before a test to relax and focus.

## Slide 17



**Notes:**

- This slide will lead students through a simple deep breathing exercise for 90 seconds.
- Ask students to prepare their bodies to try deep breathing: Sit up straight in your chair. Lengthen your spine, keep your feet on the floor and relax your shoulders. Place your hands in your lap. You will breathe in through your nose. Each time you inhale, try to make your belly inflate like a balloon. You will breathe out through your mouth. Each time you exhale, imagine the balloon deflating.
- Click on the play arrow to start the video.
- At the end of the video, explain that doing simple deep breathing before a test is a good habit to get the brain ready to focus on the test. Tell students that this is a useful habit to calm themselves anytime they feel nervous, angry or out of control.

**Slide 18**



**Notes:**

- After students have finished the deep breathing practice, brainstorm words to describe how they feel: calm, focused, able to concentrate, relaxed, happy, etc.

## Slide 19

List **one way** each of the healthy habits in **SEEB** can help you get ready for a test.

**SLEEP**

.....

« **EAT**  »

.....

**EXERCISE**

.....

**BREATHE**

.....

FILL IN THE BLANKS.

### Notes:

- This slide reviews how these four healthy habits can help students get ready to take a test. Possible answers are as follows:
- SLEEP: Sleep improves concentration. It improves memory. It gives your body time to recover.
- BREAKFAST: A nutrient-rich breakfast gives your brain fuel. It can help your brain think.
- EXERCISE: Physical activity activates the brain. It gets your blood flowing.
- DEEP BREATHING: Deep breathing can help the brain focus. It can help you feel calm.

## Slide 20



**Notes:**

- This concluding slide reveals a goal for students.
- Ask the students to read the goal aloud together.
- Ask students to turn to a classmate and discuss how they will accomplish this goal (what time they will go to bed, what they plan to eat for breakfast, what kind of exercise they might try, and when they might practice deep breathing).