

“Test Best!”

Interactive Presentation Slide Notes

Personal & Consumer Health / Grades 2-3

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.
- Use the blue arrow on the right/middle part of the screen to advance the slides in this presentation.

Slide 2



Notes:

- This slide reveals the 4 healthy habits students can practice to get ready to take tests.
- Ask students to guess what habits are listed under each question mark by filling in the blank spaces on each colored burst.
- After students have guessed, invite a student to click on each question mark one at a time. Doing so will reveal the 4 healthy habits:
 - Sleep
 - Eat breakfast
 - Exercise
 - Breathe

Slide 3



Notes:

- This slide introduces Sleep as the first habit that helps students get ready for tests.
- Ask a student to read the slide.
- See if students can come up with some ideas how sleep helps them get ready for tests.

Slide 4



Notes:

- This is a simple true/false test that helps students find out how sleep helps them get ready to take a test.
- Select a student to tap on the true or false next to each option.
- Click the right arrow to find out if the student was correct.
- The correct responses are as follows:
 - Focus - true
 - Concentrate - true
 - Blink - false
 - Be creative - true

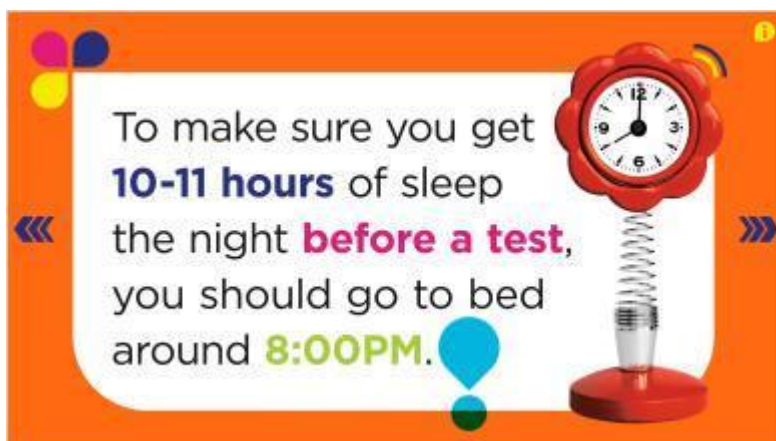
Slide 5



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:

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

Slide 7



Notes:

- Ask a student to read the slide.
- This slide introduces EATING BREAKFAST as the second healthy habit that can help students get ready to take a test.
- Ask students the kinds of things they eat for breakfast.

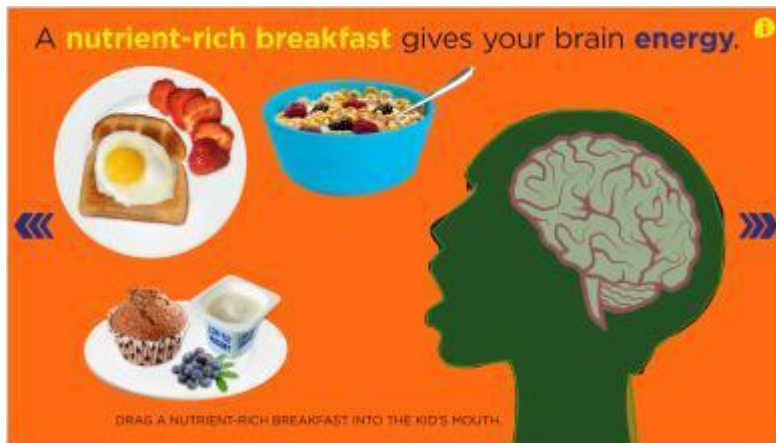
Slide 8



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 9



Notes:

- This slide tells students that breakfast is important because it gives the brain energy.
- Review the 3 elements of a nutrient-rich breakfast:
 - A complex carbohydrate like whole grain cereal, toast, muffin, oatmeal, pancake, etc.
 - A low-fat protein like milk, yogurt, cheese, egg, meat, nuts
 - A fruit or vegetable
- Invite a student to drag one of the breakfasts into the head and click on the right arrow to see what happens (Note: The brain lights up as if energized and the student smiles.)
- The slide also reveals that there are many different combinations that meet the criteria of a nutrient-rich breakfast. Have students identify the three elements present in each breakfast (all of which are nutrient-rich):
 - Toast (whole grain), egg (protein), and strawberries (fruit)
 - Cereal (whole grain), milk (protein) and berries (fruit)
 - Muffin (whole grain), yogurt (protein) and blueberries (fruit)
- 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 10



Notes:

- Ask a student to read the slide.
- This slide introduces EXERCISE as the third healthy habit that can help students get ready to take a test.
- See if students can explain why exercise helps them get ready for a test.

Slide 11



Notes:

- Ask a student to read the slide.
- Point out that short exercise breaks can get the blood flowing to your brain and help it work better.

Slide 12



Notes:

- Give students a chance to create a mini exercise break.
- Ask students to raise their hands if they are feeling tired or have low energy. This is a sign their brain needs more blood.
- 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 three to five different activity cards.
- After the exercise break, ask students to raise their hands if they still feel tired or have low energy. Compare this number to before the exercise break.
- Additional fact: People need a minimum of 60 minutes of physical activity every day to keep their bodies healthy. Research shows that more active kids also get better grades.

Slide 13



Notes:

- Ask a student to read the slide.
- This slide introduces DEEP BREATHING as the fourth healthy habit that can help students get ready to take a test.
- See if students can explain how deep breathing can help them get ready to take a test.

Slide 14



Notes:

- Ask a student to read the slide.
- Have students raise their hands to show if they ever feel nervous before a test.
- Explain that before taking a test they could try deep breathing to help their brain focus.

Slide 15



Notes:

- Read the slide.
- 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 16



Notes:

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

Slide 17



Notes:

- This slide reviews the four healthy habits that can help students get ready to take a test.
- Type student responses in the spaces as they recall them. The answers are as follows:
 - SLEEP
 - BREAKFAST
 - EXERCISE
 - DEEP BREATHING

Slide 18



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).