
The Best Me Educator Guide





The Best Me: Educator Guide

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*No copying needed. All activity sheets can be found in *The Best Me: My Activity Guide*.

About The Best Me

The Best Me is a comprehensive educational theatre program that inspires upper elementary school students—and their families—to eat more healthfully and be more active. The goal of *The Best Me* is to motivate students and their families to make healthy choices at the table, at the grocery store, at home, at school, and at play. Offered free of charge, *The Best Me* is a community benefit program of Kaiser Permanente.

The Best Me Program Components

- **The Principal and Teacher Orientation**, facilitated by a community health liaison, informs the school staff about the nation’s obesity epidemic and provides important program information.
- **The Performance** follows four friends in their last year of elementary school. They learn the importance of playing hard at least one hour every day; reducing screen time to no more than one hour a day; eating a variety of foods, especially fruits, vegetables, and whole grains; drinking water when thirsty; and limiting soda and juice drinks. The friends find ways to make healthy choices to become the best they can be and showcase their discoveries in an end-of-the-year performance called *The Best Me*.
- **The Workshop** for each class is led by Kaiser Permanente’s performer/educators in the days following the performance. During an hour-long session each student receives *The Best Me: My Activity Guide* and learns to use the *Best Me Promise* and other tools and strategies to make healthy eating and active living choices.
- **Family Night** is an evening of education and entertainment for the whole family. The program begins with a free healthy meal, followed by an interactive performance of *The Best Me* designed to help families work together to make healthier food and lifestyle choices. Families can also take home resources that reinforce *The Best Me* messages.
- **The Educator Guide** provides educators with supplemental activities that use different learning modalities to support *The Best Me* messages. *The Best Me: Educator Guide* meets California State Board of Education content standards.
- **Additional Support and Partnerships** can be developed to meet the needs of your community. For example, based on your school’s wellness goals, you may elect to have physician presentations, health fairs, follow-up workshops, or activities involving your local agencies.



Why Is *The Best Me* Important?

Over the past three decades, the childhood obesity rate has more than tripled for children aged 6-11 years.¹ In addition, according to a 2005 study from the nonprofit California Center for Public Health Advocacy (CCPHA), more than 28 percent of California children in grades 5, 7, and 9 are overweight or obese.² As a result, young people today are facing an increased risk of chronic medical conditions, including cardiovascular disease and diabetes, as well as decreased life expectancy. Educating elementary school students and their families about healthy choices can make an enormous impact in preventing obesity and improving overall health.

Why Theatre?

Live theatre enables students to identify and engage emotionally with the characters, as well as learn information in a dynamic way. *The Best Me* is one of many live theatre programs offered by Kaiser Permanente's Educational Theatre Programs to inspire children, teens, and adults to make informed decisions about their health and to build stronger, healthier neighborhoods.

1 Institute of Medicine of the National Academies, *Preventing Childhood Obesity: Health in Balance*, 2005.
2 UCLA/UCSF/Kaiser Permanente Supplement to *The New York Times*, 2006.



About *The Best Me: Educator Guide*

This curriculum corresponds to the four content areas of *The Best Me* play.



- **Move for an Hour!**

Get up and play hard at least one hour a day.

- **Get Away from the Screen!**

Limit screen time to no more than one hour a day.



- **Water All Day Long**

Drink water when you are thirsty; limit soda and juice drinks.

- **Good Food**

Eat more fruits and vegetables—at least five a day.



The section, **Before and After the Show**, which precedes the main curriculum, introduces the concept of feeling our best and ways to accomplish that, while **Putting It All Together**, which follows the main curriculum, provides opportunities to integrate and implement learning from the four content areas.

Special Features of *The Best Me: Educator Guide*

- **Non-Sequential Lessons:** Activities are independent of each other; the order can be customized to complement your class' needs.
- **California Content Standards Correlations:** Activities correlate to the following content standards: language arts, mathematics, science, physical education, theatre, and health framework.
- **“No Copying Needed” Activities:** These activities are starred in the Contents. “No Copying Needed” indicates these lessons' accompanying activity sheets are already printed in *The Best Me: My Activity Guide*, which each student receives during the workshop.

- **Quick Energizers:** Some lessons feature a short, fun energizer activity that can be used before the lesson or at any time during the school day. *(Students often demonstrate increased attentiveness and academic performance, as well as decreased behavior problems after being physically active. To stay safe when moving, ensure there is enough open space to facilitate safe movement and have students warm up before doing strenuous activities.)*
- **The Best Me Review:** Questions separated by content area can be used to check for understanding upon completion of a set of activities; or the entire review can be used upon completion of the Guide.

Best Me Show & Tell





This optional component accompanying many of the lessons offers ideas for how your students can share what they have learned with others. You can combine two or more of the Show & Tell components to create a presentation, or you might want to use select Show & Tell components for a Readers' Theatre—theatre with little or no stage sets, costumes, or memorization that can create interest and skill in reading. The audience for your presentation or Readers' Theatre can simply be the other students in your class, or you can share your students' accomplishments with a broader audience: other classes in your grade, your class' families, or the entire school.













**Content
Standards
Correlations**

The Best Me: Educator Guide Content Standards Correlations

Pre-performance: Be Your Best!						
	Language Arts	Mathematics	Science	P.E.	Health Framework	Theatre
Grade 3	Listening & Speaking 1.8, 2.1				Expectations 1, 4	
Grade 4	Listening & Speaking 2.1				Expectations 1, 4	
Grade 5					Expectations 1, 4	
Post-workshop: The Best Me Writing Challenge						
	Language Arts	Mathematics	Science	P.E.	Health Framework	Theatre
Grade 3	Reading 1.3; Writing 1.1, 2.3; Listening & Speaking 1.2				Expectations 1, 4	
Grade 4	Reading 1.1; Writing 1.2			5.1	Expectations 1, 4	
Grade 5	Reading 1.1; Writing 1.2				Expectations 1, 4	
Heart Rate Party						
	Language Arts	Mathematics	Science	P.E.	Health Framework	Theatre
Grade 3		Number Sense 2.2, 2.4	Physical Sciences 1c; Investigation & Experimentation 5c, 5e	1.5, 3.3, 4.1, 4.7, 4.8, 4.9	Expectation 1	
Grade 4		Statistics, Data Analysis & Probability 1.1; Mathematical Reasoning 2.3		1.5, 3.3, 4.8	Expectation 1	
Grade 5		Mathematical Reasoning 2.3	Life Sciences 2b; Investigation & Experimentation 6g	3.3, 4.11	Expectation 1	
Heart Rate Range						
	Language Arts	Mathematics	Science	P.E.	Health Framework	Theatre
Grade 3					Expectation 1	
Grade 4					Expectation 1	
Grade 5		Number Sense 1.2, 2.1		4.8	Expectation 1	

 Our Favorite Ways to Move						
	Language Arts	Mathematics	Science	PE.	Health Framework	Theatre
Grade 3		Mathematical Reasoning 2.3			Expectation 1	
Grade 4		Statistics, Data Analysis & Probability 1.1; Mathematical Reasoning 2.3	Investigation & Experimentation 6e		Expectation 1	
Grade 5		Mathematical Reasoning 2.3			Expectation 1	
 Move It! Say It! Do It! Choose It!						
	Language Arts	Mathematics	Science	PE.	Health Framework	Theatre
Grade 3	Listening & Speaking 1.9, 2.1, 2.2			3.3, 5.6	Expectation 1	5.2
Grade 4	Reading 1.1; Listening & Speaking 2.1, 2.4			1.22, 2.10, 3.3	Expectation 1	5.3
Grade 5	Reading 1.1			1.18, 3.3	Expectation 1	2.3
 Make Your Own Screen Time Log						
	Language Arts	Mathematics	Science	PE.	Health Framework	Theatre
Grade 3		Number Sense 2.1; Measurement & Geometry 1.4			Expectation 1	
Grade 4		Number Sense 3.1			Expectation 1	
Grade 5					Expectation 1	
 The TV Workout Challenge						
	Language Arts	Mathematics	Science	PE.	Health Framework	Theatre
Grade 3	Reading 1.3, 2.7; Listening & Speaking 1.9, 2.2			3.3, 3.6	Expectations 1, 4, 8	
Grade 4	Reading 1.1; Listening & Speaking 2.4			3.3, 3.6	Expectations 1, 4, 8	
Grade 5	Reading 1.1			3.3	Expectations 1, 4, 8	4.2

 A Day in My Life						
	Language Arts	Mathematics	Science	P.E.	Health Framework	Theatre
Grade 3		Mathematical Reasoning 2.1, 2.3	Investigation & Experimentation 5c, 5d		Expectation 1	
Grade 4		Statistics, Data Analysis & Probability 1.1; Mathematical Reasoning 2.1, 2.3			Expectation 1	
Grade 5		Mathematical Reasoning 2.1, 2.3	Investigation & Experimentation 6g		Expectation 1	
 The Great Beverage Experiment!						
	Language Arts	Mathematics	Science	P.E.	Health Framework	Theatre
Grade 3	Reading 2.7	Mathematical Reasoning 2.3	Investigation & Experimentation 5c, 5d, 5e	4.5	Expectations 1, 2, 8	
Grade 4		Statistics, Data Analysis & Probability 1.1; Mathematical Reasoning 2.3	Investigation & Experimentation 6f	4.4	Expectations 1, 2, 8	
Grade 5		Number Sense 2.2; Mathematical Reasoning 2.3	Investigation & Experimentation 6g		Expectations 1, 2, 8	
 Water Create-A-Thon						
	Language Arts	Mathematics	Science	P.E.	Health Framework	Theatre
Grade 3	Listening & Speaking 1.6, 2.1, 2.2			4.5, 5.6	Expectations 1, 2, 5	2.1, 5.2
Grade 4	Listening & Speaking 2.1			4.5	Expectations 1, 2, 5	5.2, 5.3
Grade 5					Expectations 1, 2, 5	2.1, 2.3
 What's the Water Word?						
	Language Arts	Mathematics	Science	P.E.	Health Framework	Theatre
Grade 3			Physical Sciences 1e		Expectation 1	
Grade 4					Expectation 1	
Grade 5			Physical Sciences 1g; Earth Sciences 3a, 3c		Expectation 1	



Create a Rainbow of Fruits and Veggies!

	Language Arts	Mathematics	Science	PE.	Health Framework	Theatre
Grade 3					Expectations 1, 2, 8	
Grade 4					Expectations 1, 2, 8	
Grade 5					Expectations 1, 2, 8	



Rate That Snack! Game

	Language Arts	Mathematics	Science	PE.	Health Framework	Theatre
Grade 3	Reading 1.3, 2.7; Listening & Speaking 1.2, 1.9		Physical Sciences 1b; Investigation & Experimentation 5c, 5d, 5e		Expectations 1, 2, 5, 8	
Grade 4	Reading 1.1; Listening & Speaking 2.4			4.4	Expectations 1, 2, 5, 8	
Grade 5	Reading 1.1			3.2	Expectations 1, 2, 5, 8	




Superhero Stories

	Language Arts	Mathematics	Science	PE.	Health Framework	Theatre
Grade 3	Listening & Speaking 1.6			5.6	Expectation 1	2.1, 5.2
Grade 4	Listening & Speaking 2.1				Expectation 1	5.2, 5.3
Grade 5					Expectation 1	2.1, 2.3





The Best Me and Beyond: A Discovery Project


	Language Arts	Mathematics	Science	PE.	Health Framework	Theatre
Grade 3	Listening & Speaking 1.8, 2.1				Expectations 1, 8	
Grade 4	Writing 2.3; Listening & Speaking 2.2				Expectations 1, 8	
Grade 5	Writing 2.3		Life Sciences 2c; Investigation & Experimentation 6i		Expectations 1, 8	

	Best Me Show & Tell Components					
	Language Arts	Mathematics	Science	P.E.	Health Framework	Theatre
Grade 3					Expectations 1, 5	5.2
Grade 4					Expectations 1, 5	5.3
Grade 5					Expectations 1, 5	2.3

The Best Me Workshop Content Standards Correlations

	60 Minutes Every Day: Kayla's Best Me Heart Rate Experiment					
	Language Arts	Mathematics	Science	P.E.	Health Framework	Theatre
Grade 3	Reading 1.3	Number Sense 2.2, 2.4	Investigation & Experimentation 5c, 5e	3.3, 4.1, 4.7, 4.8, 4.9	Expectations 1, 8	5.2
Grade 4	Reading 1.1	Statistics, Data Analysis & Probability 1.1; Mathematical Reasoning 2.3		3.3, 4.8	Expectations 1, 8	5.3
Grade 5		Mathematical Reasoning 2.3	Life Sciences 2b; Investigation & Experimentation 6g	3.3, 4.11	Expectations 1, 8	

	Minimize Screen Time with Max					
	Language Arts	Mathematics	Science	P.E.	Health Framework	Theatre
Grade 3	Reading 1.3	Number Sense 2.1			Expectation 1	5.2
Grade 4		Number Sense 3.1			Expectation 1	5.2, 5.3
Grade 5					Expectation 1	2.1

	Beverage Experts					
	Language Arts	Mathematics	Science	P.E.	Health Framework	Theatre
Grade 3	Reading 1.3		Investigation & Experimentation 5c		Expectations 1, 8	5.2
Grade 4		Mathematical Reasoning 2.3			Expectations 1, 8	5.3
Grade 5		Mathematical Reasoning 2.3	Investigation & Experimentation 6g		Expectations 1, 8	



Dani's Goo-oo-od Foo-oo-od! & Design a Meal

	Language Arts	Mathematics	Science	P.E.	Health Framework	Theatre
Grade 3		Number Sense 3.1			Expectations 1, 2	
Grade 4		Number Sense 1.5			Expectations 1, 2	
Grade 5					Expectations 1, 2	



All Other Workshop Activities

	Language Arts	Mathematics	Science	P.E.	Health Framework	Theatre
Grade 3	Reading 1.3; Listening & Speaking 1.1, 1.2, 1.3			5.1	Expectations 1, 2, 4, 5, 7, 8	5.2
Grade 4	Reading 1.1; Listening & Speaking 1.1, 1.2			5.1	Expectations 1, 2, 4, 5, 7, 8	5.2, 5.3
Grade 5				5.1	Expectations 1, 2, 4, 5, 7, 8	2.1, 2.3

Before and After the Show



Grades 3–5

Content Areas Supported: Language Arts, Health



Pre-performance: Be Your Best!



Time

25 minutes



Materials and Preparation

- Large poster-size paper (5–7 sheets)
- Colored pens, pencils, crayons, or markers
- *Optional:* magazines, scissors, glue, or tape



Best Me Show & Tell

Display posters on your walls or as part of the “set” or background for future Show & Tell performances.

Quick Energizer

Shake It Out! (1 minute)

Ask students to stand up and raise and shake their right arms eight times, then raise and shake their left arms eight times. Next, instruct students to shake their right legs eight times and then shake their left legs eight times. Finally, have students do the same series with four shakes, then two shakes, then one shake.

Objectives

Students will:

- Identify factors that make them feel healthy and successful.
- Be introduced to the concept of healthy eating and active living.

Steps

Step 1: Introduce *The Best Me*

- Inform students they will be seeing a performance called *The Best Me*.
- Ask students what they think it means to “be your best” and invite them to share stories about times when they felt their very best.
- Tell students the performance is called *The Best Me* because the characters learn to be their best by drinking water instead of soda, eating more fruits and vegetables, limiting screen time to no more than one hour a day, and playing hard and moving their bodies at least one hour every day.

Step 2: Make *Best Me* Word Webs

- Divide the class into groups of four or five, and place a large piece of poster paper and art supplies in the center of each group. Each group’s goal is to make a word web poster about the students being their best.





Notes

- Instruct students to draw a box or circle in the center of the poster and, inside the box or circle, to write the phrase “The Best Me.”
- Tell students to draw lines extending from the center and connecting to circles at the end of each line.
- Inside each circle, have students write words, phrases, pictures, poems, or song lyrics that come to mind when thinking about the phrase “The Best Me.” Students can cut out positive images from magazines and glue them onto their posters, or make their word webs into creative shapes, like the sample word web below.



Step 3: Share

- Have groups take turns presenting their posters to the class explaining why they chose certain colors, words, or images.
- Invite the class to ask each group questions about its posters.

Step 4: Debrief

- Ask students what aspects of each other’s word webs they found interesting, surprising, or cool.
- Remind students to keep thinking about healthy eating and active living, and let them know when they will be seeing *The Best Me*.

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Grades 3–5

Content Areas Supported: Language Arts, P.E., Health



Post-workshop: The Best Me Writing Challenge



Time

60 minutes

NO COPYING NEEDED!



Materials and Preparation

- *The Best Me: My Activity Guide*, page 12, **My Best Me Writing Challenge**
- Whiteboard, large sheet of paper, and markers

Quick Energizer

Freeze Dancing (1 minute)

Play music of your choice—you may want to use *The Best Me* audio CD—for 15 seconds and tell students to dance. Instruct them to freeze when the music stops. Start the music and stop it again; repeat as many times as you like.

Objectives

Students will:

- Describe the healthy eating and active living messages introduced in the performance.
- Work together to develop an action plan for the class.

Best Me Vocabulary

- **Best Me Promise:** A healthy promise we make to ourselves that will help us be our very best.
- **Action Plan:** A three-part plan—who, what, how—that will help you reach your goal.

Steps

Step 1: Review *The Best Me* and *Best Me Promise*

- Ask students to share their favorite parts of the play. When did the characters feel good? When did they feel not-so-good? Why?
- Review the definition of a *Best Me Promise*, introduced in the workshop. Ask students if they have made their own *Best Me Promises*, and what they are.

My Best Me Writing Challenge



Action Plan: A three-part plan—who, what, how—that will help you reach your goal.

Your challenge is to write about *The Best Me*. Choose one of the following topics:

1. What was your favorite part of *The Best Me* assembly?

Or...

2. Write about a time when you made a healthy choice that made you feel great!

Or...

3. Write your own Action Plan that will help you keep your *Best Me Promise*!



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My Activity Guide



Best Me Show & Tell

Students read their writing aloud to another class.

Step 2: Discuss Action Plan

- Ask students if they have ever made goals or promises to themselves. Explain that achieving goals can be a lot easier with an action plan; that when you make an action plan, you decide what steps will make it possible to achieve your goal; that writing down the action plan can be very helpful.
- Walk through the action plan steps below, using the character Dani as an example.
 - **What:** Identify your goal—your *Best Me Promise*. What is it?
Ask students to identify Dani’s “what.” (Answer: She wanted to eat more fruits and vegetables.)
 - **Who:** Find someone to support you in achieving your goal. If you have a hard time keeping your promise, that person can help you out.
Ask students to identify Dani’s “who.” (Answer: Her Nana was her “who.” They helped each other out. Her friends also helped.)
 - **How:** Think of one or two things to help you keep your promise, like writing down mini-goals for yourself daily or weekly, or measuring your progress in a journal.
Ask students to identify one or more of Dani’s “hows.” (Possible answers: to read food labels; not to eat anything she cannot pronounce; to measure portion sizes.)
- Summarize the discussion to let students know, for any goal or promise they make for themselves, making a plan can help them succeed.

Step 3: Develop an Action Plan for the Class

- Lead students in a brainstorming session for the “what”—a class goal or *Best Me Class Promise*, for example, doing quick energizers daily—by first listing all of the ideas on the whiteboard, and THEN evaluating them and choosing the “what.”
- Repeat the brainstorming for the “who” and the “how.” For the “how” you may wish to select one, two, or all of the students’ ideas!
- Ask a volunteer to write down on large paper the action plan the class developed.
- Hang the action plan in a prominent place as a reminder to the class.

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Notes

Step 4: Assign the Writing Challenge

- Instruct students to turn to **My Best Me Writing Challenge** on page 12 of *The Best Me: My Activity Guide*, choose one of the writing prompts, and write.

Step 5: Share

- Invite volunteers to read their writing aloud.

Go Further

Ask students to “bring it home!” They can talk with family members and use the “what,” “who,” and “how” steps to develop a family action plan for a *Best Me Family Promise*, for example, drinking water with meals instead of soda or juice or serving fresh fruit for dessert instead of cake, cookies, or other unhealthy foods.



