

Race for the Cure[®] Activities Grades K-2

Sample Timeline

August

Begin nutrition unit with students

- Identify food groups
- Classify foods and identify healthy snacks
- Begin recording snack habits of class
- Introduce use of tally marks

September, October, November, December

Continue nutrition focus

- Students collect data on their own snack habits
- Students create bar graphs based on collected data
- Students enter data on a spreadsheet and create a graph
- Students interpret graphs and set nutritional goals

January

Begin Distance Running

- Students set up a course
- Students learn to pace themselves
- Invite cafeteria manager and/or school nurse to speak to students on relationship of health, eating and exercise
- Begin investigations on measurement

February, March

Inform students about Race for the Cure[®]

- Invite breast cancer survivor to speak to class
- Work to determine a 1-mile running course
- Write speeches to deliver to other classes to explain cause
- Study elements of poster design to promote the event
- Using large, recycled plastic bottles make penny-collecting jars for each classroom
- Students run, increasing the distance each week
- Students register to participate on school team

April (4 weeks before race)

Read to students Sadako and the Thousand Paper Cranes by Eleanor Coerr

- Students deliver speeches to other classes, hang posters in hall, and place banks in classrooms
- Each Friday students collect money from the penny jars and then count the money
- Students run, increasing the distance so that they are running a mile by race week
- Students meet the morning of the race and run the 1-mile fun run (7:00AM)
- Students deliver the donations to the race officials

April (after the race)

Students write thank you notes for contributions

Race for the Cure[®]

Overview of Unit for K-2

My class participated in Race for the Cure[®] by collecting pennies from the students at our elementary school and learning to run a mile. They presented the money they raised to a Race for the Cure[®] official. On race day, the class ran the 1-mile fun run. Participating in Race for the Cure[®] is rich in opportunities for the students to do authentic work. It is truly a ‘project’ approach to teaching academics. Positive outcomes from this experience were:

- The students became involved in a community service project
- The students became educated about breast cancer
- Students educated their parents on breast cancer issues,
- The students learned habits to make them healthier adults,
- Students saw that they could make a difference
- Students learned the advantages of working together and being part of a team,
- Families joined in on this project, making the home-school relationship stronger.

Nutrition – Students are responsible for selecting a mid-morning snack, recording their food choice according to food group, and then after collecting data on their own snack choices over several weeks they make recommendations to improve or maintain their snack habits.

- School cafeteria staff speaks with the class about the link between nutrition and energy level.
- Students learn to identify foods by food group; breads, vegetables, dairy, meats, fruits, fats and/or sugars.
- Each day the students record their snack choice by food group.
- Students interview adults to learn what is a healthy snack.

Physical Education – Over many weeks, students learn to sustain running over longer distances (distance running slowly increases until students are running a mile) as they participate in heart healthy workouts.

- Students learn appropriate stretching techniques for before and after running.
- Students learn about the heart as a muscle.
- Students practice short distances where they sustain their running from start to finish.
- Students slowly increase the distance by adding another tenth of a mile (or so) each week to the distance run the week before. Students continue to practice ‘pacing’ themselves to complete the distance. (The increase each week is directly related to the type of course they create.)
- Students learn to define ‘racing for the cure’ as an effort to complete the course at the pace best suited for the individual runner.

Math – Students research and then set up a course that will allow them to eventually run a mile (measurement). They count money donated to the cause (measurement, money, place value, addition). Each student creates a bar graph and spreadsheet of their own nutritional choices and then interprets this information.

- Students collect definitions of a mile
- Students lay out a course
- Students decide the best tool for measuring their course. They compare/contrast the advantages of various measurement tools. They also learn to define measurement.
- They develop a measurement tool and map out a course on the playground.
- Students calculate how many times they need to run their course to make a mile.

- Students refer to a calendar and create a running schedule so that they are running a mile by the time of the race.
- Students collect the money from other classrooms. They sort the money into amounts that equal \$1.00. These are added together to make \$10 amounts and then \$100 amounts as a running total is calculated. Jobs such as counters, sorters, checkers, and bankers are assigned so that everyone has a task. This experience focuses on place value, recognizing the value of a variety of coins, addition, and subtraction.
- The students set fund raising goals and compare each week how close they are to the goal (subtraction).
- Students record their snack selection according to food groups using tallies. They learn to count by 5's, 10's and 'adding on' as a strategy for counting.
- Students create a graph using the data from their tally sheet.
- The snack data is used to create a spreadsheet on the computer. From the spreadsheet a computer generated bar graph is made and compared to a student created bar graph. Their recommendations are typed onto their spreadsheets and displayed in the classroom to keep students focused on their own personal goals.

Writing – Students write persuasive speeches that show evidence of the six traits; organization, voice, word choice, fluency, sentence structure, and conventions.

- A breast cancer survivor speaks to the children to share her experiences. This provides background information for their writing.
- Students write persuasive speeches that explain the event and how other classrooms can support out class by donating pennies.
- The class revises these speeches by reading them to each other. The language of the 6 traits is used in these discussions.
- Students sign up to deliver these speeches to other classrooms. Often more than one student wishes to go to a classroom and several students will go together to the same classroom to read their speech.
- Final edited copies of these written speeches are added to our newsletter, the school newsletter, or displayed in the hallways.
- Students create thank you notes for special contributions made by individuals.

Art – Students study examples of advertising. Focusing on elements of design, they create a poster and banks to promote Race for the Cure[®].

- The students study posters to define the elements that make a poster work to deliver a message. They create posters to promote Race for the Cure[®]. These posters are placed throughout the school to advertise the event.
- Students collect and recycle large plastic jars that they decorate and turn into a bank for each classroom. These banks are left in the classroom for a month. Each Friday students empty the banks and bring the money back to our classroom to count.