

# K-8 HEALTH CURRICULUM GUIDE

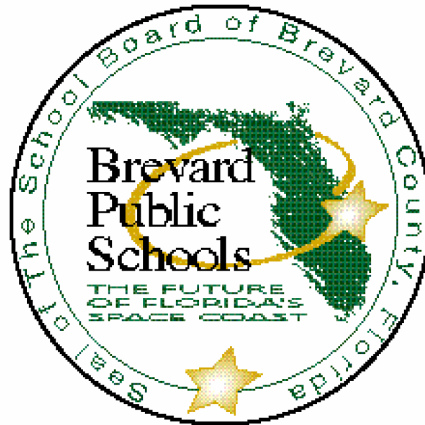


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The Committee wishes to express its appreciation to all the dedicated teachers who took part in the completion of this project. Also, the Committee would like to give special recognition to Valerie Harville for her inspiration and valuable contributions.

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## Introduction

A statement recently released from an international health conference held in Copenhagen repeated, **“This will be the first generation, in modern time, that is going to have a shorter life span than their parents.”**

In the last few years, we have been receiving startling statistics from credible sources, such as the Centers for Disease Control (C.D.C.), the National Institute of Health (N.I.H.) and the United States Surgeon General about how unhealthy our children, and society have become:

- Approximately 300,000 U.S. deaths per year are associated with obesity and being overweight (U.S. Department of Health & Human Services).
- According to the United States Surgeon General, “Childhood obesity is at epidemic levels in the United States and is the second leading cause, soon to be first, of preventable, premature death”.
- One out of three children are overweight.
- 70% of 10-13 year old children who are overweight today will be overweight and obese as adults (U.S. Department of Agriculture).
- In Brevard County, 25% of our K-3 students are classified “at risk” for health problems or are in the overweight category.
- Utilizing the Centers for Disease Control Body Mass Index formula, 15% of Brevard County elementary students met the criteria for being obese.
- Children, as young as five, are being diagnosed with Type II Adult Onset Diabetes which can lead to organ deterioration, blindness, kidney disease, cancer, heart disease and even the need for lower extremity amputations.
- Due to physical inactivity and poor nutrition choices, even normal weight students are at risk for adverse health risks, including cardiovascular disease.
- In Florida, according to the Florida Department of Education, 60% of students do not participate in physical education.
- In Brevard’s elementary schools, physical education is recommended but not required. Over half of the 54 elementary schools only offer physical education one time a week (that is only 35 meeting times each school year).
- In Brevard middle schools, physical education is required of 7<sup>th</sup> and 8<sup>th</sup> graders, yet they can opt to waiver physical education both years.

The following K-8 Health Curriculum serves to help resolve these devastating statistics in an attempt to enrich the well being of Brevard County’s youth. This guide includes simple, fun and health-promoting activities to integrate into the curriculum. These assignments correlate with the Florida Sunshine State Standards. This guide has been designed to be user-friendly and comprehensive.

Furthermore, the authors believe that achieving academic success and combating stress is greatly enhanced when there is a commitment to the ten content areas presented in this guide.

Health education is an integral part of a coordinated school health program. *Brevard Public School's K-8 Health Curriculum* can offer a variety of opportunities for engaging students in meaningful learning experiences. This curriculum provides students and educators with opportunities to explore, analyze and solve “real life” health problems, as well as work cooperatively on tasks that develop and enhance total understanding. Realizing the significant pressure placed upon current teachers and students to excel on state mandated performance tests, this health curriculum provides possible solutions to “de-stress” daily life, while simultaneously increasing student academic performance. This provides students with proper knowledge and skills that will hopefully lead to lifelong positive attitudes and behaviors related to health. The major goal of the health education envisioned in this curriculum is the development of health consciousness in all students. The unifying ideas of health education are emphasized throughout this health curriculum in the following ten content areas:

- Alcohol, Tobacco and Other Drugs
- Communicable and Chronic Diseases
- Consumer and Community Health
- Environmental Health
- Family Living
- Growth and Development
- Injury Prevention and Safety
- Mental and Emotional Health
- Nutrition
- Personal Health

In the course of a year, most, if not all, of the aforementioned content areas should be integrated across the curriculum in a continuing spiral of knowledge and skill development. This system of integration should commence in kindergarten and continue through graduation.

# Chapter 1

## Descriptions of the Ten Health Curriculum Content Areas for Grades K-8

*“We must prime our children academically, but academic success will be moot if a student does not realize his potential because of poor health and or abbreviated life.”*

-Dr. David Satcher, former U.S. Surgeon General

### 1. Alcohol, Tobacco, and Other Drugs

The use of alcohol, tobacco and other drugs has major implications in the lifelong health of an individual. This content area includes several components: types of drug education; physical and mental effects of drugs on the body and mind; drug prevention and intervention; social aspects of drug use; long-term drug use implications, contributing to a decline in health and performance.

Students need to have a general understanding of the various types of drugs, including over-the-counter and prescription medicines, performance drugs and other “health remedies.” The social effects of drugs, tobacco and alcohol and their relationships with suicide, violence and other health/safety issues should also be addressed. Students need to learn proper refusal skills in order to withstand peer pressure and media influence. *(NOTE: The extent to which this information is presented should be age specific and appropriate for each grade level.)*

### 2. Communicable and Chronic Diseases

Students need to understand the following concepts regarding this content area: disease awareness (including understanding disease types and categories); disease transmission; coping with illness and disease; disease prevention; and genetics as related to disease (i.e. risk factors contributing to disease).

Heredity can play a role in many chronic diseases (such as cancer, cardiovascular disease, hypertension, diabetes and osteoporosis). However, students must be made aware that disease development is not necessarily inevitable, and personal health decisions (i.e. eating healthy, exercising and reducing stress) greatly impact personal health.

As these health decisions influence disease, skill-building activities, including decision-making, refusal and communication skills must be emphasized. This content area also includes skills for students to act in a supportive, yet safe manner toward people with diseases.

### **3. Consumer and Community Health**

Due to the growing cost of health care, there is a need to focus on health promotion and disease prevention. Thus, a shift is necessary not only in how healthcare services are provided but also in how individuals take an active role in deciding their own use of healthcare services and associated products.

First, students need to learn judgment skills in order to make wise health-related decisions. Since youths are greatly influenced by the media, students need skills of healthy skepticism to combat misinformation. Secondly, when skilled healthcare is needed, students must be able to find appropriate services and be able to avoid those that may be useless or harmful.

Regarding community health, students need to realize that both individuals and society benefit from preventing illness and promoting health. Students need to learn about community organizations, agencies and services available.

### **4. Environmental Health**

This content area targets how the environment can affect one's personal health. Students need to understand that many health conditions are influenced or even caused by environmental factors. For example, skin that is unprotected and chronically exposed to the sun will suffer the consequences (i.e. freckles, wrinkles and possibly skin cancer). Also, people who are asthma prone and are



exposed to different air pollutants may find their symptoms correlated accordingly. Therefore, students need to learn effective precautionary measures and behaviors to be able to safeguard their present and future health.

Not only do students need to understand how the environment affects personal health, but how personal decisions affect the health of the environment. Students need to realize the significance of pollution and ways to reduce contaminants. Concepts regarding environmental protection and preservation/conservation need to be addressed (i.e. recycling, water purification, alternative fuel sources, etc.). Students must be instructed in ways to help reverse or help slow the progression of environmental damage and the current trend of unsustainability.

## **5. Family Living**

How individuals contribute to making the family unit harmonious and successful is important for total health. Students need to understand this concept not only for present family situations, but for future family development as well. This content area promotes the development of positive family interactions in all types of families, including those that face unusual challenges and circumstances. Instruction in this area also focuses on sexuality, the reproductive process, dating relationships and the selection of a mate. For specific information, refer to Brevard Public School's *Human Sexuality Curriculum* for grades K-8.

## **6. Growth and Development**

Students need to understand the following components of growth and development: life cycle stages (i.e. conception through death); physical changes associated with puberty; the aging process; changes in relationships that accompany social development; interpersonal relationships (including friendship development and maintenance); self-awareness and perception. When researching personal heritage, students need to gain respect for their ethnic background.

In addition, mainstreaming physically and/or mentally challenged students should be addressed. Teaching students how to understand and respond appropriately to students with special needs is an important aspect of healthy growth and development and therefore, also focuses on character education.

## **7. Injury Prevention and Safety**

Childhood injury ranks first among health problems affecting youth in our nation. The greatest threats to the health of children and young adults involve intentional injuries due to violent behaviors and unintentional injuries, such as motor vehicle accidents, drownings, fire, poisoning and suffocation.

Many injuries can be prevented or avoided through the development of safe living habits and making positive health decisions. Students need to be aware of the consequences of their personal choices. Indeed, intentional injuries resulting from violent behavior can be reduced through this comprehensive approach to violence prevention. Also judgment skills need to be taught in order for students to protect themselves against potentially harmful individuals.

Lastly, this content area addresses emergency situations resulting from natural disasters (floods, tornados, hurricanes, droughts, etc.). Students need to learn how to protect themselves and plan for potential dangers.

## **8. Mental and Emotional Health**

Total health or “wellness” involves an integration of physical, mental, emotional and social aspects of one’s psychological profile. The interdependence of these aspects of wellness plays a crucial role in daily living. Mental and emotional health include being able to deal with different types of feelings in a constructive manner and developing positive attitudes toward life, utilizing acceptance and respect for oneself and others.

To achieve wellness, students should be able to demonstrate healthy ways of expressing needs, wants and feelings. Students can better their overall well being by learning and implementing proper communication, refusal and negotiation skills through goal setting and decision making skills.

The ability to use interpersonal communication skills enhances overall mental and emotional health. Effective communication builds and maintains healthy relationships. Developing and demonstrating refusal and negotiation skills also enhances overall mental and emotional health. By understanding the concepts, students have the means to achieve a healthier lifestyle. As a result, students should be able to apply the decision-making process to health issues and predict how decisions regarding their behaviors have consequences for self and others.

## **9. Nutrition**

Students must be properly hydrated and nourished in order to be ready to learn. In order to eat well, students must have knowledge and skills necessary to make wise food choices. Effective nutrition education provides students and families with information on gaining access to adequate food sources. This content area demonstrates the correlation between poor nutrition and illness. Students learn that food choices are tied to physical, mental, emotional and social health; energy level; self-image; and physical fitness. This content area adheres to federal dietary guidelines for Americans through the Food Guide Pyramid, developed by the United States Department of Agriculture (USDA).

## **10. Personal Health**

Personal health plays an essential role in comprehensive health. It involves harmonizing physical, mental, emotional and social well being. This content area focuses on the following concepts: basic components of physical fitness; body composition (including weight analysis and management); personal health status evaluation; making deliberate choices and accepting responsibility for personal health.

Personal health also encompasses instruction in body systems and their functions. These include the nervous, endocrine, circulatory, respiratory, skeletal, muscular, digestive, urinary, lymphatic and reproductive systems.

Finally, this content area includes instruction regarding personal hygiene. Students learn the importance and benefits of proper hygiene (i.e. hair, nails, skin, ears, eyes, teeth, etc.) and how it contributes to disease prevention (i.e. periodontal disease).

**Sources:** A Joint Committee Effort of the Following Organizations: American School Health Association, Association for the Advancement of Health Education and the American Cancer Society. *National Health Education Standards: Achieving Health Literacy*, 1995

California Department of Education, *Health Framework for California Public Schools K-12*, 1994

## Chapter 2

### Suggestions For Setting Up A “Healthy” Classroom

*“Where the sun does not enter, the doctor does.”*

-Italian Proverb

According to Marlynn K. Clayton, author of *Classroom Spaces That Work*, it is necessary to create a physical environment that is organized, welcoming, and well suited to the needs of both students and teachers. The classroom environment must be conducive to learning and instruction. The following suggestions for setting up a “healthy” classroom incorporate the ten content areas of this health curriculum guide:

#### **Environmental Health and Injury Prevention**

- Free the classroom of toxins by knowing student’s allergies.
- Ensure classroom cleanliness.
- Ensure classroom is well ventilated.
- Establish room to allow such functions as learning groups, community circles, group projects or time-alone space.
- Provide an attractive entry that provides transition into the room.
- Create a sense of spaciousness by decluttering and placing the teacher’s desk in an inconspicuous space.
- Include color schemes that consist of basic colors with no more than 2 or 3 accent colors on the walls.
- Provide live plants that bring in nature’s colors and health benefits such as increased oxygen.
- Keep students and teachers comfortable with 1 or 2 fans.
- Ensure classroom is well lit.
- Add lamps to reading areas.
- Keep curtains open, so that natural light can brighten the room.

#### **Mental and Emotional Health**

- Provide a pleasant, freshly scented classroom.
- If adding a scent to the classroom, use natural rather than artificial sources.
- Provide a steady and reliable temperature; allowing students to focus on learning.
- Enhance concentration and invite reflection by incorporating cool color schemes (i.e. such as greens and blues which prove to be soothing and calming).

- Play music that integrates multiple systems of intelligence, thus unlocking creative potential. Suggested genres of music might include new age, light pop, Disney soundtracks and classical melodies.
- Integrate humor to facilitate a positive classroom environment.
- Plan for physical activities with repetitive, gross motor movement. This balances brain chemistry that calms behavior.
- Introduce students to posture-improving stretches and positions.
- Elicit maximum activation of students' brains by engaging the 19 senses: sight, hearing, touch, taste, smell, balance, vestibular, temperature, pain, eidetic imagery, magnetic, infrared, ultraviolet, ionic, vomeronasal, proximal, electrical, barometric and geogravimetric. For more information please refer to *Deciphering Your Senses* by Robert Rivlin.

### **Nutrition**

- Encourage students to drink water freely in order to hydrate their brains. Allow them to have bottled water at their desk and encourage them to take it outside during physical education.
- Encourage healthy snack choices such as vegetables and dip, low fat muffins and fruits. Schedule daily snack time for approximately 10 minutes.

### **Personal Health**

- Provide students with at least 20 minutes of natural sunlight a day (i.e. recess).
- Arrange flexible seating. If possible, exchange desks for tables and chairs. Consider allowing students to sit on therapy balls. Most importantly, make sure the chair size fits the child.
- Practice Brain Gym, specifically the PACE (Positive, Active, Clear and Energetic) activities, to prepare the student for learning. For more information, please refer to *Brain Gym* by Dr. Paul Dennison, contact Florida Diagnostic Learning Resources System (FDLRS), or contact the Health Resource Teacher at the Educational Services Facility in Viera.
- Include kinesthetic activities with each lesson, as 85% of school-aged children are natural kinesthetic learners.
- Allow some kind of movement every 20 minutes to break up a lesson and refocus the students.
- Encourage allergy sufferers to have tissues on hand.
- Arrange students in clusters rather than rigid rows.

By adopting the aforementioned suggestions, teachers can transform their classroom into a positive, healthy learning environment. The result of such practices encompasses the following attributes:

- **Safe-Free** from fear of physical, psychological or emotional pain and abuse. Free from threats, force, punishment, coercion, manipulation, pressure, stress, intimidation, humiliation, embarrassment and invalidation.
- **Free**-Students have real choices. Participation in activities and lessons is voluntary.
- **Respectful**-Students and teachers respect each other's feelings, emotional needs, beliefs, values and uniqueness.
- **Individual/Supportive/Nurturing**-Students are treated individually. Their individual needs, talents, potential and interests are supported.
- **Emotionally Intelligent**-Feelings are valued, discussed and validated.
- **Relevant/Meaningful/Practical**-Material helps students with real problems in their lives. Life skills, relationship skills and parenting skills are taught.
- **Empathetic & Caring**-Students and teachers care about each other's feelings.
- **Interesting/Stimulating**-The material and the environment stimulate the student's natural curiosity and desire to learn.
- **Flexible**-Changes are made frequently, easily and smoothly.

**Sources:** Kovalik, Susan and Karen Olsen. *ITI: The Model*, Susan Kovalik and Associates, Inc., 1994

Clayton, Marlynn. *Classroom Spaces That Work*, 2001

# Chapter 3

## Integration into Language Arts, Math, Science and Social Studies

*“It appears, indeed, to a slight and superficial observer, that many things impracticable in our present state, might be easily effected, if mankind were better disposed to union and co-operation.”*

-Samuel Johnson (1753)

Although teachers may work together at the same school for years, the courses they teach are rarely integrated. Curriculum committees come together to formulate objectives, skills and concepts that later become goals for teachers to implement. However, too often they remain nothing more than an inventory. They may list precisely what skills will be addressed, but there is no communication between classes and years as to when those skills will actually be taught. It is now understood that interrelationships among subjects do exist, and it is necessary to create an interdisciplinary curriculum (a.k.a. curriculum mapping). To make sense of student progress over time, it is necessary to examine both their particular grade levels and the K-12 system as a whole. The following unit brings forth the types of activities that make this integration possible. This comprehensive approach provides students with opportunities to learn in multiple ways, thus enhancing total comprehension, academic performance and overall wellness. Please refer to *How to Make Learning a Moving Experience* by Jean Blaydes for examples of thematic integration.

The following chart represents an example of how integration of the ten content areas can be achieved. The attempt here is to have students work on one overall project by incorporating a single theme across the curriculum. While this chart is not all encompassing, it is an example of what needs to be done in order to provide students with a beneficial learning experience.



<b>Content Area</b>	<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
Alcohol, Tobacco and Other Drugs	Research papers on the effects of substance abuse or other topics	Cost calculation for habits/addiction	Visits to the media center for research on the effects of alcohol, tobacco, etc.	Historical perspectives on drugs
Communicable and Chronic Diseases	Research papers on different diseases	Cost of medications for a particular disease	Interview and/or scientific research on a particular disease	Historical perspectives on a particular disease
Consumer and Community Health	Reaction papers on advertisements	Marketing costs; graphs; statistics	Research on particular ad products	Historical perspectives on a particular product
Environmental Health	Oral reports on a particular environmental topic	Cost-benefit analysis	Environmental science and/or processes	Historical perspectives on particular inventions, or periods in time
Family Living	Essay on family situation	Family budget	Family dynamics, genetics	Family ancestry
Growth and Development	Autobiography	Vital statistics	Reproduction, life cycles	Evolution of humans, adaptation
Injury Prevention and Safety	<i>First Aid Booklet</i> (lesson on page 105)	Cost of medical care	Physiology of injuries, anatomy	Evolution of the medical profession
Mental and Emotional Health	Research paper on mental conditions, and/or a journal of emotional feelings	Cost of treatment for therapy, etc.	Treatments of mental/emotional conditions, types of medicines, drug effects, etc.	Ease of living (i.e., stress) over time and the effects on humans
Nutrition	Summary of nutrition article	Cost-benefit analysis of proper nutrition	Health effects on the human body (poster)	Historical perspectives on nutritional trends
Personal Health	<i>Lights, Camera, Action</i> (lesson on page 115)	Cost of proper hygiene and personal health	<i>Defend Yourself</i> (lesson on page 87)	Evolution of hygiene products/possibilities

## Chapter 4

### Health Lesson Plans using the Florida Sunshine State Standards for Health

*“We need to make a national commitment to health education that is far greater than the routine and merely ceremonial attention we usually give it....We need to teach youngsters that they must take charge of their health – all of their lives...and we must do more than teach; we must set an example in the way we live.”*

-Dr. Everett Koop, M.D.  
(Former US Surgeon General)

#### Sample Lesson Plans for Grades K-2:

<b>Content Area</b>	<b>Sample Lesson Plan</b>	<b>Page</b>
Alcohol, Tobacco and Other Drugs	<ul style="list-style-type: none"><li>• Medicine-When And How</li></ul>	17
Communicable and Chronic Diseases	<ul style="list-style-type: none"><li>• Germs That Glitter</li></ul>	18
Consumer and Community Health	<ul style="list-style-type: none"><li>• Community Helpers</li><li>• Traffic Safety</li></ul>	19 20
Environmental Health	<ul style="list-style-type: none"><li>• Reduce, Reuse, Recycle &amp; Precycle</li></ul>	21
Family Living	<ul style="list-style-type: none"><li>• Family Fun</li></ul>	23
Growth and Development	<ul style="list-style-type: none"><li>• Body Parts Have A Name</li></ul>	24
Injury Prevention and Safety	<ul style="list-style-type: none"><li>• Stop &amp; Search</li><li>• Go To The Edge</li><li>• Protecting The Egg</li></ul>	25 26 27
Mental and Emotional Health	<ul style="list-style-type: none"><li>• Toss A Feeling</li></ul>	28
Nutrition	<ul style="list-style-type: none"><li>• “My” Food Pyramid</li></ul>	33
Personal Health	<ul style="list-style-type: none"><li>• Charting Good Practices</li><li>• Taking Good Care Of Your Teeth</li></ul>	35 36

## Medicine-When & How

**Grade:** K-2

**Content:** Alcohol, Tobacco and Other Drugs

**Sunshine State Standard:**

- HE.C.1.1.1

**Objective:**

- Students will explain the concept of medicine and identify people who are appropriate to help with the safe use of medicines.

**Materials:**

- Information from <http://www.healthteacher.com>—student page: What is medicine?

**Activity:**

- Ask: *Who can give me medicine?*
- Discuss: *What is medicine?*
- Discuss: *When to use medicine?*
- Review rules for taking medicine.
- Ask students to identify types of medicines.
- Ask students to identify safe people.
- Reflect, summarize, and discuss thoughts generated by the students.

**Additional Resources:**

- *Just Say No* by Barbara Shook Hazen
- *It's OK to Say No to Drugs* by Susan Amerikaner
- *Basic Aid Training (BAT)* by The American Red Cross
- <http://www.healthteacher.com> and click on “You Can’t Tell By Looking-Safe Uses of Medicines.”

## Germs That Glitter

**Grade:** K-2

**Content:** Communicable and Chronic Diseases

**Sunshine State Standard:**

- HE.B.1.1.1

**Objective:**

- Students will learn the importance of handwashing by understanding that germs are smaller than the eye can see.

**Materials:**

- Glitter (used to simulate germs)
- Paper Towels
- Hand Lotion
- Bucket (to catch glitter)

**Activity:**

(Beforehand, be sure to find out if any students have allergies to hand lotion.)

- Ask: *What is a germ? How big is it? Why is it important to wash your hands?*
- Put a small amount of hand lotion in each student's hands. Have them rub it all over their hands.
- Sprinkle, over a bucket, a small amount of glitter into each student's hands. Have them rub their hands to spread the glitter evenly.
- Next, have a few kids try to get the glitter off with a dry paper towel.
- Then, have a few kids try to get the glitter off with plain, cold water. After that, have a few kids use warm water, with soap, to remove the glitter germs.
- Let everyone wash his or her hands with warm, soapy water.
- Bring everyone back to attention and ask, *What does the glitter represent (Germs)? What happened when you tried to get it off with just paper towels? Cold water? Warm, soapy water? Why is it important to properly wash your hands?*

**Source:**

- <http://atozteacherstuff.com/lessons/glittergerms.shtml>

**Additional Resources:**

- *Achoo! All About Colds* by Patricia Brennan Demuth
- *Germs Make Me Sick!* By Melvin Berger
- *Clean and Healthy* by Angela Royston
- <http://www.hphealthsmart.com/teaching/gradesk-3.as>

## Community Helpers

**Grade:** K-2

**Content:** Consumer and Community Safety

**Sunshine State Standard:**

- HE.A.2.1.1

**Objective:**

- Students will become aware of who the community helpers are in their neighborhood.

**Materials:**

- Maps or charts of neighborhoods from the *Kindergarten Social Studies* series.
- *Mr. Noisy's Helpers* by Rozanne Williams, illustrated by Kathleen Dunne.

**Activity:**

- Read the book *Mr. Noisy's Helpers* to the class, discussing who the community helpers are as you read. Invite upper grade students to come in and be a buddy with a younger student. Older students can share who community helpers are through their social studies units.

# Traffic Safety

**Grade:** K-2

**Content:** Consumer and Community Safety

**Sunshine State Standard:**

- HE.A.1.1.7

**Objective:**

- Students will learn the concept of traffic and how to be safe pedestrians.

**Materials:**

- Pedestrian/School Bus Safety Curriculum Outline
- *The Traffic Safety Education Video* (Pedestrian & School Bus Safety)

**Video is needed:** *The Traffic Safety Education Video: Pedestrian & School Bus Safety*

\*This video can be obtained from your physical education teacher or through the University of Florida in Gainesville at (352) 392-8192 or by writing to University of Florida, PO BOX 115706, Gainesville, Florida, 32611-5706.

**Activity I:**

- Watch the following video lessons:
  - Stop and Look with Willie Whistle (8:17)
  - Crossing The Street (3:06)
  - Visual Barriers (6:04)
- Complete the following: p. 21-23 in the *Traffic Safety Education Guide*.

**Activity II:**

- Watch the following video lesson:
  - Operation School Bus Safety: Be Cool Follow the Rules (15:25)
- Complete the following: p. 29 – 31 in the *Traffic Safety Education Guide*.

**Additional Resources:**

- *It's OK to Say Don't* by Betty Beogehold
- *Franklin Rides a Bike* by Paulete Bourgeois
- *Never Talk to Strangers* by Irma Joyce

## Reduce, Reuse, Recycle & Precycle

**Grade:** K-2

**Content:** Environmental Health

**Sunshine State Standard:**

- HE.A.1.1.4

**Objective:**

- Students will learn the concepts of “reduce, reuse and recycle” as well as the important concept of “precycling”.

**Materials:**

- Bag Lunches or lunches provided by the school lunchroom.
- Trash Basher’s Handbook: “Boxes, Bag’s & Bottles” Worksheet (p. 22)

**Activity:**

- This is an experiment on recycling. It provides an introduction to the concepts of “reduce, reuse and recycle” as well as the very important concept of “precycle.” Make note of this and prepare remarks accordingly.



# TRASH BASHER'S HANDBOOK

## BOXES, BAGS AND BOTTLES

**LET'S SEE:** How much garbage is in our lunch?

**YOU NEED:** Your lunch

### DO THIS:

- \_\_\_ 1. Put your lunch out on your desk.
- \_\_\_ 2. Count the number of boxes, bags and bottles. Write it below. Remember to count your lunch bag or box.
- \_\_\_ 3. Count the number of boxes, bags and bottles that you will keep and reuse. Write it below.
- \_\_\_ 4. Count the number of boxes, bags and bottles that you will throw away. Write it below.

Total number: \_\_\_\_\_

Number that will be reused: \_\_\_\_\_

Number that will be thrown away: \_\_\_\_\_

**TALK ABOUT:** Pick one thing that you will throw away. \_\_\_\_\_

What could you use instead that can be reused? \_\_\_\_\_

Why does your family use the throwaway box, bag or bottle?

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**Source:** <http://www.galaxy.net/~k12/recycle/>

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## Family Fun

**Grade:** K-2

**Content:** Family Living

**Sunshine State Standard:**

- HE.A.1.1.3

**Objective:**

- Students will become aware of activities that they do as a family that promote exercise and nutrition.

**Materials:**

- Paper
- Pencil
- Crayons

**Activity:**

- Discuss the terms exercise and nutrition with students. Invite students to make a list or draw activities they do at home that promote exercise and nutrition as a family.

**Additional Resource:**

- *Dinosaurs Divorce* by Laurence Krasny Brown

## Body Parts Have A Name

**Grade:** K-2

**Content:** Growth and Development

**Sunshine State Standard:**

- HE.A.1.1.1

**Objective:**

- Students will learn the parts of the body.

**Materials:**

- Chart of body parts
- Songs: “Head Shoulders, Knees & Toes”, “Tony Chestnut”
- Game: “Simon Says”
- Butcher paper, crayons or markers

**Activity I:**

- Play songs that promote body awareness (see materials above).
- Through the use of songs and games, students will practice identifying different body parts.
- Have students point to the body parts mentioned in the lyrics.

**Activity II:**

- Divide students into groups of 2-4. Lie out butcher paper and have students trace and label each other’s body parts (i.e.) heart, brain, lungs, bones etc.

**Additional Resources:**

- *The Amazing Pull-Out, Pop-Out Body in a Book* by David Hancock
- *The Body Book* by Shelley Rother & Stephen Calcagino.
- <http://www.bam.gov>

## Stop & Search

**Grade:** K-2

**Content:** Injury Prevention and Safety

**Sunshine State Standards: (Activity I):**

- HE.A.1.1.2, 1.1.7
- HE.B.1.1.1, 1.1.2, 1.1.4, 1.1.5
- HE.C.1.1.2

**Video is needed:** *The Traffic Safety Education Video: Pedestrian & School Bus Safety*

\*This video can be obtained from your physical education teacher or through the University of Florida in Gainesville at (352) 392-8192 or by writing to University of Florida, PO Box 115706, Gainesville, Florida, 32611-5706.

**Objective:**

- Students will learn proper stop and search (also known as left-right-left) techniques used in crossing a roadway.

**Materials:**

- Masking tape
- Cassette player
- Cassette with fun songs
- 4 large colored numbers or shapes to place on walls

**Activity I:**

- Show video and discuss issues.
- Set up: Arrange 15 or 20, 2' long strips of masking tape on the floor throughout the room. On each of the four walls, tape up one large number, shape, colored square, or traffic sign.
- Demonstrate proper stop and search (left-right-left) technique. With your back to the class, point and look left, say "left", then point and look right and say "right", then point and look left again and say "left", then say "clear and keep looking" as you cross the tape. Always verbalize your actions, and look and identify the colored number or shape that is taped to the wall.
- Have the children practice this stop and search pattern in the same manner. Start the music, and ask the children to move around the room in the manner you ask until the music stops. For example, have them spin, elephant walk, crab walk, hop, walk backwards, etc...
- When the music stops, children stop movement and stand at the edge of a strip of tape. Talk the class through the stop and search pattern. They should point and verbalize their actions. Repeat until mastered.

## Go To The Edge

**Grade:** K-2

**Content:** Injury Prevention and Safety

**Sunshine State Standards: (Activity II):**

- HE.A.1.1.2, 1.1.7
- HE.B.1.1.1, 1.1.2, 1.1.4, 1.1.5
- HE.C.1.1.2, 2.1.1, 2.1.2, 2.1.4

**Objective:**

- Students will learn to identify and stop at physical edges (curbs, parked cars, etc.), search left, right, left and keep looking for traffic while crossing streets.

**Materials:**

- Masking tape
- Numbers, colored letters or words written on cardboard squares and put on walls.
- Whistle, drum or other stopping signal
- Open space in which students can move about

**Activity II:**

- Before class begins, the teacher needs to place several pieces of masking tape (3-4 feet in a straight line) in a random manner around the room or open space. These markings simulate “edges” at which the children will stop.
- Tell the class that the pieces of tape are edges (like curbs) where they need to stop.
- Tell the class to move about in the space until they hear the stopping signal. When they hear the stopping signal every student should simultaneously:
  - Go to an “edge” and stop.
  - Say aloud, “Look left” and call out something they see to their left.
  - Say aloud, “Look right” and call out something they see to their right.
  - Say aloud, “Look left again and keep on looking” as they cross the edge.
- Repeat several times as the students find new edges.
- Explain that parked cars along curbs create new edges at which they must stop.
- Ask students to answer the following questions:
  - *What is an edge?* Answer: curbs, road signs, parked cars, hedges in a row, etc.
  - *Why do you first look left, then right, then left again, before crossing the street?* Answer: the closest lane of traffic is the left; you need to look for traffic coming in both directions, and left once again before you start crossing because a car that you did not see before might be coming now.
  - *Why do you keep on looking as you cross the street?* Answer: traffic is always moving and cars and trucks may come up quickly.

## Protecting The Egg

**Grade:** K-2

**Content:** Injury Prevention and Safety

**Sunshine State Standards:**

- HE.A.1.1.1, 1.1.2, 1.1.7.
- HE.B.1.1.1, 1.1.2, 1.1.4.

**Objective:**

- Students will learn that the brain is vital and unique, yet vulnerable and must be protected.

**Materials:**

- Hard boiled eggs
- Creative protective devices for the eggs (students/teacher bring materials)
- Examples of helmets
- Milk cartons
- Food coloring

**\*\*Homework:** Have students bring in three hard-boiled eggs. Instruct them to be creative and bring in something they think will protect the egg from damage when it is dropped (a can filled with Jell-O, padding of some kind that could be wrapped around the egg, etc.).

**Activity:**

- Explain the likeness between the egg and the brain and discuss the reasons why we try to protect our brain.
- Have students drop one of their eggs without any type of protection. Then, inspect the crushed shell and the underlying substance. Discuss injuries to the skull and the brain in relation to the cracked injured eggshell. NOTE: Have students vary the height from which they drop their first eggs and then compare the cracks.
- Now, have students apply the protection they brought to their 2<sup>nd</sup> egg and again drop the eggs from varying heights. Discuss the use of protective helmets in a variety of activities—bicycling, skateboarding, rollerblading, sports, horseback riding, etc.
- Finally, have students put their last egg into a milk carton (with other protection too) and drop the carton. Discuss how padding the inside with a protective layer may or may not help in protecting the egg. Then compare to humans and skull injuries.
- Have students rate each other’s protective devices and the degree to which they offered protection to the egg.

**\*\*After the exercise,** soak all the eggs, especially that were not cracked in a food coloring dye to determine if any “hidden” damage occurred (small hairline fractures in the egg shell). Discuss how this hidden damage is similar to brain injuries (having a bruise or blood clot occur to the brain).

## Toss A Feeling

**Grade:** K-2

**Content:** Mental and Emotional Health

**Sunshine State Standard:**

- HE.A.1.1.8

**Objective:**

- Students will identify and demonstrate different emotions.

**Materials:**

- *Feel Good: Understand Your Emotions* by Kathy Feeney (or alternate book on feelings/emotions)
- *I Am Special* by Kimberly Jordano
- Chart or poster that shows different emotions/feelings
- Toss a Feeling Dice Worksheet (p.32) (one for every pair of students)
- Yarn
- Potato
- Toothpicks
- Warm Fuzzy Tale (p.30)

**Activity I:**

- Read the book, *Feel Good: Understand Your Emotions* (or alternate book on feelings/emotions).
- Discuss feelings.
- Divide students into groups of 2 and pass out a Toss a Feeling Dice Worksheet to each group.
- Each partner will take a turn rolling the dice and then discuss with their partner a time when they felt like the feeling that is being shown on the die.

**Activity II:**

- Make a “warm fuzzy necklace” for each student prior to teaching the lesson as follows:
  - Cut long strips of yarn for the necklaces.
  - Cut shorter 5” strips of yarn to make pom-poms (10-15 pieces per pom-pom) and attach to each necklace.
- Make a “cold prickly potato” by sticking toothpicks into the potato.
- Show your “warm fuzzy necklace” to the class and hold up the “cold prickly potato.” Pass these around for students to touch and feel.
- Read the book *I Am Special*.
- Following the story, pass out the “warm fuzzy necklace” and “cold prickly potato.” Invite the students to describe a warm fuzzy (something nice someone says or does for you). Ask students how it feels to get a cold prickly (something opposite of a compliment).

- Give each student a warm fuzzy necklace and explain to the class that it is good to give warm fuzzies instead of cold pricklies because warm fuzzies help us feel good about ourselves.
- Demonstrate how to use the warm fuzzy necklaces. Invite students to walk around and give warm fuzzies (compliments) to one another. As they give another student a warm fuzzy, they take a pom-pom off their necklace and put it onto the other student's necklace.

**Additional Resource:**

- *You are Special* by Max Lucado, illustrations by Sergio Martinez.

## Warm Fuzzy Tale

Once upon a time there was a hidden valley populated with people who were happy and treated one another with kindness and respect. They did not have any TV, hamburger stands or golf courses, and they did not think you had to have these things to be happy. The people liked living in this valley because it was full of WARM FUZZIES. (You know what a warm fuzzy is, don't you? It's that special feeling we get when someone does or says something to make us feel good about ourselves.)

One day a wicked woman visited the happy valley and saw all those people hugging and being nice to each other. This poor creature had been treated badly all her life. Instead of warm fuzzies, she had been given nothing but cold pricklies. (You know what cold pricklies are...mean, hurtful things that make people feel just terrible about themselves). People who feel that way often try to spread their cold prickly way of life to everyone who comes near them). So the wicked old woman thought, "How ridiculous! I'll show these people how to be like the rest of the world!" Then she started a rumor that there was going to be a shortage of WARM FUZZIES and people would have to put up with cold pricklies instead. The people of the happy valley went home and hid their WARM FUZZIES in dark closets and began to avoid each other.

Soon, they began to mistrust one another and it did not take very long until the village was filled with cold pricklies. Instead of kind words all that could be heard were villagers fighting and bickering with one another. Soon everyone began feeling pretty miserable, because when people are treated poorly by other people, they often end up feeling bad about themselves.







That is how fear, hate and loneliness came to the valley for the first time. The fuzziless months turned into fuzziless years. Soon the happy valley became just like the rest of the world. They, too, gave electric coffeepots for wedding gifts instead of FUZZIES.



Then one day a great-grandmother told her grandchildren about the “good old days” (when everybody cared about each other), before the wicked woman came to the valley and people started hiding their WARM FUZZIES. The children got so excited about the idea that they went out and hunted up the few, old WARM FUZZIES they could find. They began to give them to each other.

When WARM FUZZIES are given away, they multiply. Soon the adults saw how happy the children became and they, too, began exchanging WARM FUZZIES. Before long, the valley was a good place to live again. People learned how to treat each other with love and kindness.

# Toss A Feeling Dice Worksheet

Paste		
 Silly	 Happy	 Proud
	 Mad	cut on dotted lines
	 scared	
	 sad	

Copyright 1990 by Parker Publishing Inc.

## “My” Food Pyramid

**Grade:** K-2

**Content:** Nutrition

**Sunshine State Standard:**

- HE.A.1.1.9

**Objective:**

- Students will identify which types of food fit into each category of the food pyramid.

**Materials:**

- Food Pyramid (p.34)
- 5 empty boxes similar in size, 1 box about twice as long as the others
- Magazines, advertising supplements, supermarket fliers
- Scissors
- Large construction paper
- Paste or glue

**Activity:**

- Distribute the Food Pyramid and discuss with the class the kinds of food in each category and what the triangular shape means. (The wide, bottom portion of the triangle shows the foods you should eat most often each day. The narrower upper portion of the triangle shows foods you should eat in lesser amounts each day.)
- Arrange empty boxes in a triangular shape and label them with the names of the corresponding pyramid food groups.
- Have partners scan magazines and other illustrated, consumable materials for pictures of food. Then ask them to cut out the pictures, sort them according to the food groups, and place the pictures in the appropriate boxes.
- Tell partners to create a healthy “meal” by choosing pictures from each box. Remind students to consult the Food Pyramid to be sure they are selecting healthy foods from each food group. Allow them the opportunity to substitute as necessary.
- When students are satisfied with their healthy meals, distribute construction paper and ask students to use their pictures to make an attractive collage. The arrangement can be realistic or simply an attractive design that uses the varying colors and textures of the different foods.

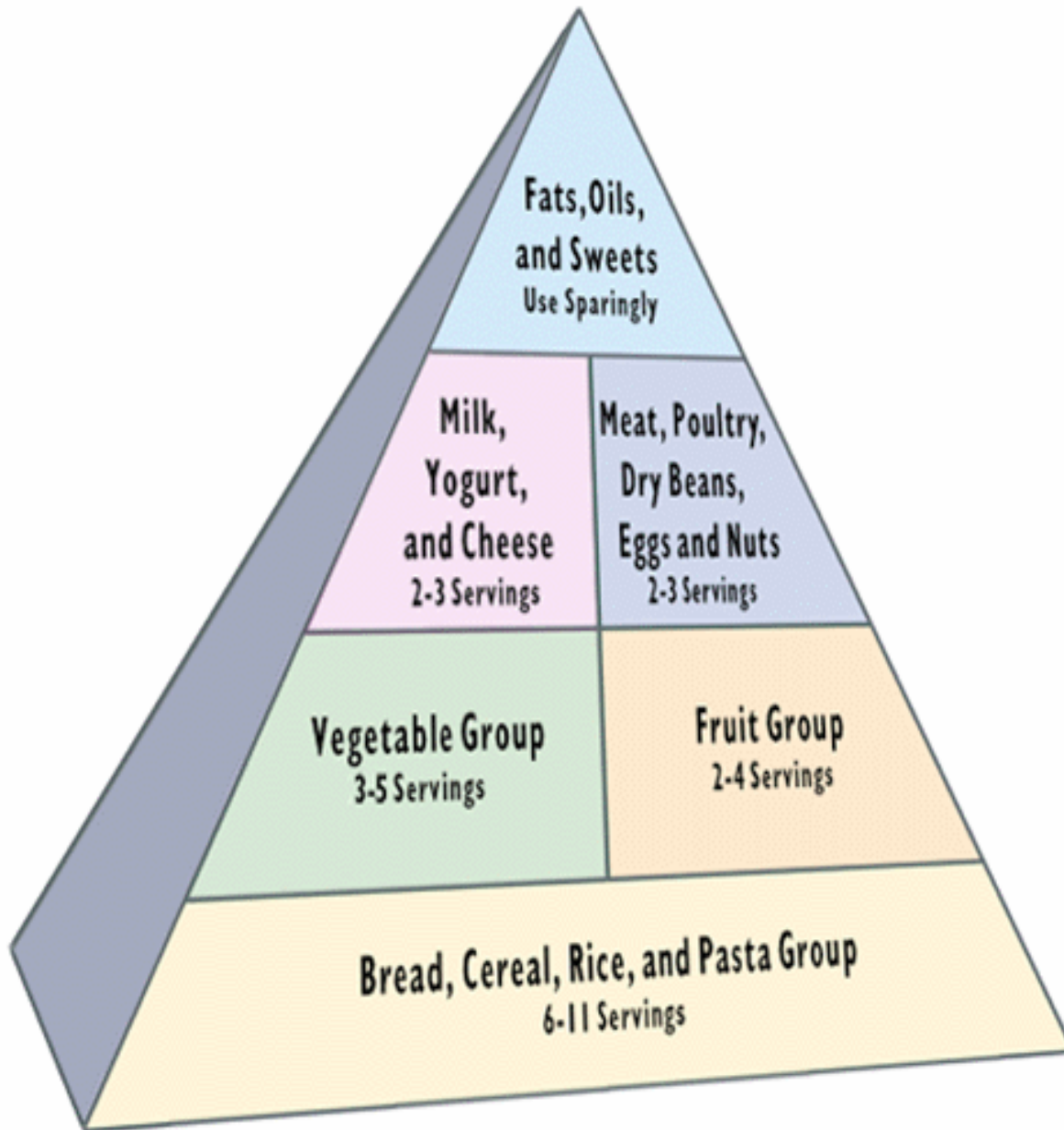
**Teaching Options:**

- Students can write a list of the different foods they used and attach it to their collages.
- Make a poster-sized triangle for the bulletin board. Have students add gummed labels or colored pins to each section to represent the foods they chose.

**Resources:**

- <http://www.nutritioncamp.com>,
- <http://www.exhibits.pacsci.org/nutrition/default.html>
- <http://www.fns.usda.gov/tn/students/fun/index.html>

# Food Pyramid



*NOTE: This Food Pyramid represents the proportions of each food group for one day.*

## Charting Good Practices

**Grade:** K-2

**Content:** Personal Health

**Sunshine State Standard:**

- HE.A.1.1.2

**Objective:**

- Students will identify specific hygiene, nutrition and exercise activities performed throughout the course of a day.

**Materials:**

- Chart with nutrition, exercise and hygiene divided into the three groups. Students can generate this chart by referring to the resources at the end of this guide.

**Activity:**

- Throughout the day, students can indicate when they have done an activity and where they used proper hygiene, nutrition and or/were involved in exercise.

**Resources:**

- *Good Enough to Eat: a Kid's Guide to Food and Nutrition* by Lizzy Rockwell
- *A Healthy Body: A Book About Fitness and Nutrition* by Mary Packard
- Video: Slim Good Body
- Posters for Hand Washing

## Taking Good Care Of Your Teeth

**Grade:** K-2

**Content:** Personal Health

**Sunshine State Standard:**

- HE.A.1.1.5

**Objectives:**

- Students will learn the health benefits of good dental hygiene and eating healthy snacks. Each student will correctly identify basic parts of the tooth using illustrations.
- Students will define four common symptoms of periodontal disease (i.e. halitosis, caries, bleeding, and gingivitis).
- Students will practice proper brushing and flossing techniques.
- Students will identify healthy snack foods from a list of food choices.

**Materials:**

- Overhead transparencies or other illustrations of basic tooth anatomy, dental health problems
- Toothbrushes and dental floss
- Paintbrushes and red tempera paint
- Cup of water
- Paper towels
- Baking flour
- Yarn or household string
- Empty egg cartons
- Snack food list
- Carrots and celery sticks

**Activity (Part I):**

- Use illustrations to introduce students to the anatomy of a healthy tooth. Identify the enamel, crown, roots, dentin, pulp, gums and jawbone. Discuss symptoms of periodontal disease (i.e. bad breath, red, swollen, and bleeding gums, teeth staining, mouth pain, tooth decay). Emphasize each student's ability to prevent dental health problems.
- Talk about the importance of flossing between teeth in addition to regular brushing in order to remove small pieces of food between teeth and gums. Using tempera paint, have the students paint the back and palm surfaces of their hands. Make sure the paint drips between their fingers. Explain to students that painted hands are like their teeth after eating food. Small pieces of food stick to teeth after chewing.
- Next, have the students hold their fingers tightly together. Ask for a volunteer to brush and wipe the paint off their hands using a toothbrush and a paper towel. Have the volunteer open their fingers to reveal the paint left between the fingers to simulate the food left between their teeth after brushing. Discuss how food will remain between ones teeth if they do not floss. Instruct students to floss at least once daily. Reinforce the importance of brushing and flossing after meals.

- To illustrate how to properly brush and floss one’s teeth, show students an egg carton turned upside down. Tell them to pretend that the egg carton is their jawbone and bottom teeth. Sprinkle flour on the egg carton. Brush and floss the teeth to remove the small food pieces, using a toothbrush and yarn or household string. Distribute similar teeth models, toothbrushes, and string to small groups of 3-4 students. Instruct students to take turns brushing and flossing their “teeth” after you sprinkle the flour on the egg cartons.

**Activity (Part II):**

- The purpose of the second part of this lesson is to practice selecting healthy foods for meals and snacks. As a group, students will read aloud a list of snack foods and circle only the names of healthful choices. Healthful choices are fresh fruits and vegetables (i.e. carrots, peanuts, pears, apples, etc.). Unhealthful choices include high fat and high sugar content, (i.e. French fries, cake, pie, cookies, candy, etc.). As an alternative to using a word list, use a worksheet of clip art images or magazine pictures of foods. Guide the class to select only the healthful foods by considering fat and sugar content. Emphasize the importance of eating fresh fruits and vegetables each day. Serve students a snack (i.e. carrots and celery sticks, apple slices, grapes etc.) while they complete the worksheet.

**Source:**

- [http://ericir.syr.edu/Virtual/Lessons/Health/Body Systems and Senses/bssOO11.htm](http://ericir.syr.edu/Virtual/Lessons/Health/Body_Systems_and_Senses/bssOO11.htm)

**Other Resources:**

- American Dental Association, 1980, *Learning About Your Oral Health. A Prevention-Oriented School Program*. Level II: 4-6. Chicago, IL: ADA.
- American Medical Association Healthier Youth by the Year 2000 Project, 1991, *Healthy Youth 2000: National Health Promotion and Disease Prevention Objectives for Adolescents*. Chicago, IL.
- *Berenstain Bears: Too Much Junk Food* by Stan and Jan Berenstain
- *Big Bird Goes to the Dentist* by Trish Sommers
- *Dr. DeSoto* by William Steig

**The following is a listing of the Florida Sunshine State Standards for Health used in the previous K-2 lesson plans:**

**1. Alcohol, Tobacco and other drugs**

- HE.C.1.1.1: Identifies health problems that require the help of a trusted adult (e.g. child abuse).

**2. Communication and Chronic Disease**

- HE.B.1.1.1: Knows and practices good personal health habits.

**3. Consumer and Community Safety**

- HE.A.2.1.1: Knows sources of health information (e.g. people, places and products) and how to locate them.
- HE.A.2.1.3: Identifies advertisements for health products.
- HE.B.2.1.1: Recognizes the ways in which the media, technology and other sources provide information about health.
- HE.B.2.1.3: Knows and accepts the differences of people with special health needs.
- HE.C.2.1.2: Knows various ways to convey accurate health information and ideas to both individuals and groups.
- HE.C.2.1.3: Knows the community agencies that support healthy families, individuals and communities.
- HE.C.2.1.4: Knows methods for assisting others in making positive choices (e.g. about safety belts).
- HE.C.2.1.5: Works with one or more people toward a common goal.

**4. Environmental Health**

- HE.A.1.1.4: Recognizes environmental health problems and understands possible solutions.
- HE.B.1.1.5: Distinguishes between threatening and nonthreatening environments.

**5. Family Living**

- HE.A.1.1.3: Understands the various responsibilities of family members for health promotion and disease prevention, (e.g. mother, sister).
- HE.B.2.1.2: Recognizes that individuals have different cultural backgrounds that impact health practices.
- HE.B.3.1.2: Knows the skills needed to be a responsible friend and family member (e.g. doing chores and helping others).



## **6. Growth and Development**

- HE.A.1.1.1: Knows names of body parts.
- HE.B.3.1.5: Listens attentively (e.g. does not talk while others are talking).

## **7. Injury Prevention and Safety**

- HE.A.1.1.1: Knows names of body parts.
- HE.A.1.1.2: Understands positive health behaviors that enhance wellness.
- HE.A.1.1.7: Recognizes that injuries may be prevented.
- HE.A.2.1.2: Knows the meaning of warning labels and signs on hazardous substances.
- HE.B.1.1.1: Knows and practices good personal health habits.
- HE.B.1.1.2: Identifies safe and unsafe behaviors.
- HE.B.1.1.4: Knows and practices ways to prevent injuries.
- HE.B.1.1.5: Distinguishes between threatening and nonthreatening environments.
- HE.B.1.1.6: Demonstrates methods of avoiding threatening situations and how to seek help in threatening situations.
- HE.B.3.1.6: Knows refusal skills to use in potentially harmful or dangerous situations (e.g. refusing to ride a bike without a helmet).
- HE.C.1.1.2: Recognizes that decisions about personal behavior may be healthy or unhealthy (e.g. obeying pedestrian rules).
- HE.C.2.1.2: Knows various ways to convey accurate health information and ideas to both individuals and groups.
- HE.C.2.1.4: Knows methods for assisting others in making positive choices (e.g. about safety belts).

## **8. Mental and Emotional Health**

- HE.A.1.1.8: Recognizes the relationship between physical and emotional health.
- HE.B.1.1.3: Knows positive ways to handle anger.
- HE.B.3.1.3: Knows how to use proper communication skills when expressing needs, wants and feelings.
- HE.B.3.1.4: Knows various ways of communicating care and consideration of others (e.g. sharing, saying, “please” and “thank you”).
- HE.B.3.1.7: Knows various ways in which to resolve conflict using positive behavior.
- HE.B.3.1.8: Identifies healthy ways to handle feelings.

## **9. Nutrition**

- HE.A.1.1.9: Classifies food and food combinations according to the Food Guide Pyramid.
- HE.C.2.1.1: Knows various ways to share health information (e.g. talking to peers about healthy snacks).

## 10. Personal Health

- HE.A.1.1.2: Understands positive health behaviors that enhance wellness.
- HE.A.1.1.5: Identifies common health problems of children and possible ways to prevent these problems.
- HE.A.1.1.6: Understands why health problems should be recognized and treated early.
- HE.B.1.1.1: Knows and practices good personal health habits.
- HE.C.1.1.1: Identifies health problems that require the help of a trusted adult (e.g. child abuse).
- HE.C.1.1.2: Recognizes that decisions about personal behavior may be healthy or unhealthy (e.g. obeying pedestrian rules).
- HE.C.2.1.1: Knows various ways to share health information (e.g. talking to peers about healthy snacks).

***“Without the knowledge and skills to maintain a healthy lifestyle,  
all education may be compromised.”***

–Larry Hensely, Ph.D., Former National Association of Sport and Physical Education President

### **Sample Lesson Plans for Grades 3-5:**

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## **Create a Public Service Announcement**

**Grade:** 3-5

**Content:** Alcohol, Tobacco, and Other Drugs

**Sunshine State Standard:**

- HE.A.1.2.9

**Objective:**

- Students will use accurate information to create ads that will discourage the use of tobacco, alcohol and other drugs.

**Materials:**

- Video camera
- VCR and tape
- Props

**Activity:**

- Specific guidelines must be set:
  - No copyrighting
  - No more than 5 per group
  - Select a group leader
  - A script must first be approved and include five facts within your ad.
- Have the groups design a 30-60 second TV public service ad that promotes anti-alcohol, tobacco, or drugs.
- Ads must be taped and presentable for viewing by administrators, parents and other students.

## Scrapbook

**Grade:** 3-5

**Content:** Alcohol, Tobacco and Other Drugs

**Sunshine State Standards:**

- HE.A.1.2.9
- HE.C.1.2.1

**Objective:**

- Students will develop a scrapbook that will bring about an awareness of drug and alcohol related problems.

**Materials:**

- Daily newspapers
- Construction paper
- Glue

**Activity:**

- Have students cut out articles of drug or alcohol related accidents from the newspaper and paste them on construction paper.
- Then, have students make a scrapbook from these articles.
- Select one of the articles and describe how the outcome of the story could have been different if alcohol or drugs were not involved.
- Discuss.

## Oops!

**Grade:** 3-5

**Content:** Communicable Diseases

**Sunshine State Standard:**

- HE.A.1.2.8

**Objective:**

- Students will understand how disease spreads.

**Materials:**

(None)

**Activity:**

- Give background discussion on the spread of communicable diseases.
- Secretly select two students in the class and assign them a communicable disease such as measles, mumps, or chicken pox.
- Instruct class members to walk around the room, shake hands with five other people, remembering with whom she/he shook hands. Then have all students return to their seats and write down the names of the five people with whom they shook hands.
- Announce that two students were infected with a disease and that anyone who came into contact with them, either directly or indirectly, is now infected.
- Announce the names of the two students and the diseases.
- Ask for a show of hands of the people who came into direct contact with the disease carriers. Keep in mind that some may have shaken both students' hands, thereby contracting two diseases. Also, the two selected students may have shaken each other's hands.
- Next, ask for a show of hands of anybody who shook hands with the people who came into direct contact with the selected students and so on. How many people were potentially infected? How many students may have contracted one disease? Both diseases? Neither disease? Discuss.

## A Cause for Alarm

**Grade:** 3-5

**Content:** Communicable and Chronic Diseases

**Sunshine State Standard:**

- HE.A.1.2.8

**Objective:**

- Students will become aware of various kinds of diseases.

**Materials:**

- Reference books, encyclopedia
- 3 x 5 index cards
- Pens, pencils
- Tape
- Chalk, eraser
- Chalkboard
- List of causes of diseases (p.46)

**Directions:**

- Divide the class into groups of 4-6 students, and give each group several 3 x 5 index cards. Ask all groups to put a number or symbol in the corner of each card representing their group. On the board, write the seven categories, leaving space under each category for students to tape their index cards. *NOTE: Some examples of corresponding diseases have been provided for your convenience. Do not write these on the board.*
- Give the groups time to look up diseases related to the seven categories using the reference books. On one side of a 3 x 5 card, the group must write the name of a disease or disorder. A brief description of the disease should be written on the other side. When completed, a group member may come up to the chalkboard and tape the group's card under the correct category. For example, the Group #1's card might have "hemophilia" written on the front of its card. On the back, it may say, "A disease where excessive bleeding occurs because the blood lacks the components necessary for clotting." The group would then tape its card to the board under the heading "Heredity," since hemophilia is a hereditary disease.
- Each group receives one point for being the first to list a disease in the proper category. Once a disease is listed, it may not be listed by another group in the same category.
- After a set time limit, the group with the most cards taped to the chalkboard (check numbers or symbols on the front of the cards to verify) is declared the winner.

## Causes of Disease

- **Heredity:** inherited from parents (i.e. hemophilia, sickle cell anemia, Huntington's chorea).
- **Diet:**
  - deficiencies--too few vitamins, proteins, food, etc. (examples: malnutrition, rickets, and scurvy)
  - excessive conditions, cholesterol, fat, salt, etc. (examples: arteriosclerosis, heart disease)
- **Smoking or other use of tobacco:** (examples: lung cancer, emphysema)
- **Stress:** tension or strain (examples: ulcers, colitis, some types of arthritis)
- **Environment:** poor living conditions, heat, cold, chemicals, pollution, asbestos, etc. (examples: emphysema, lung cancer)
- **Breakdown or wearing away of body systems:** (examples: cataracts, degenerative arthritis, some types of cancer)
- **Infections:**
  - Bacteria: one-celled organisms (examples: tetanus, pyorrhea, tuberculosis and syphilis)
  - Virus: smallest form of life (examples: A.I.D.S., mumps, smallpox)
  - Fungus: spongy, abnormal growths (examples: ringworm, athlete's foot)

### Variation:

- As a follow-up, assign groups or individuals to do research and report on the diseases listed by the class.

**Source:** Tillman, Kenneth G and Patricia Rizzo Toner, *How to Survive Teaching Health*, Parker Publishing, New York, 1990.



## And Now a Word from Our Sponsor

**Grade:** 3-5

**Content:** Consumer and Community Health

**Sunshine State Standards:**

- HE.A.2.2.1
- HE.B.2.2.1

**Objective:**

- Students will realize the impact that advertising has on their product knowledge.

**Materials:**

- Paper
- Pens or pencils
- Slogans or logos

**Activity:**

- Read each slogan aloud and display the logo when possible. Have the students identify the product.
- Draw to the students' attention that the advertising is effective if they can identify the product.
- Discuss how product knowledge can influence decision-making.

**Sample Slogans:**

- Why Skip When You Can Sip? (Campbell's Soups)
- When It Rains, It Pours (Morton Salt)
- Quilting Ladies (Northern Tissues)
- I'm Lovin It (McDonalds)
- You're in Good Hands (Allstate Insurance)
- Duck (Aflac Insurance)
- It's the Real Thing (Coke)
- It's The Cola (Pepsi)
- You Gotta Eat (Checkers)
- Can You Hear Me Now? (Verizon)
- I'm Gonna Mail Myself to You (US Postal System)
- It's Priceless (MasterCard)
- Don't Leave Home Without It (Visa)
- Right Here, Right Now! (K-Mart)
- All in Style (JC Penney)
- When You Can't Send a Hug, Send a Squeeze (Florida Oranges)

**Source:** Tillman, Kenneth G and Patricia Rizzo Toner, *How to Survive Teaching Health*, Parker Publishing, New York, 1990.

## That's Appealing

**Grade:** 3-5

**Content:** Consumer and Community Health

**Sunshine State Standards:**

- HE.A.2.2.1
- HE.B.2.2.1

**Objective:**

- Students will understand different advertising techniques.

**Materials:**

- Video tape commercials of approximately 10-21 minutes
- Appeal Techniques Reference Worksheet (p.49)

**Activity:**

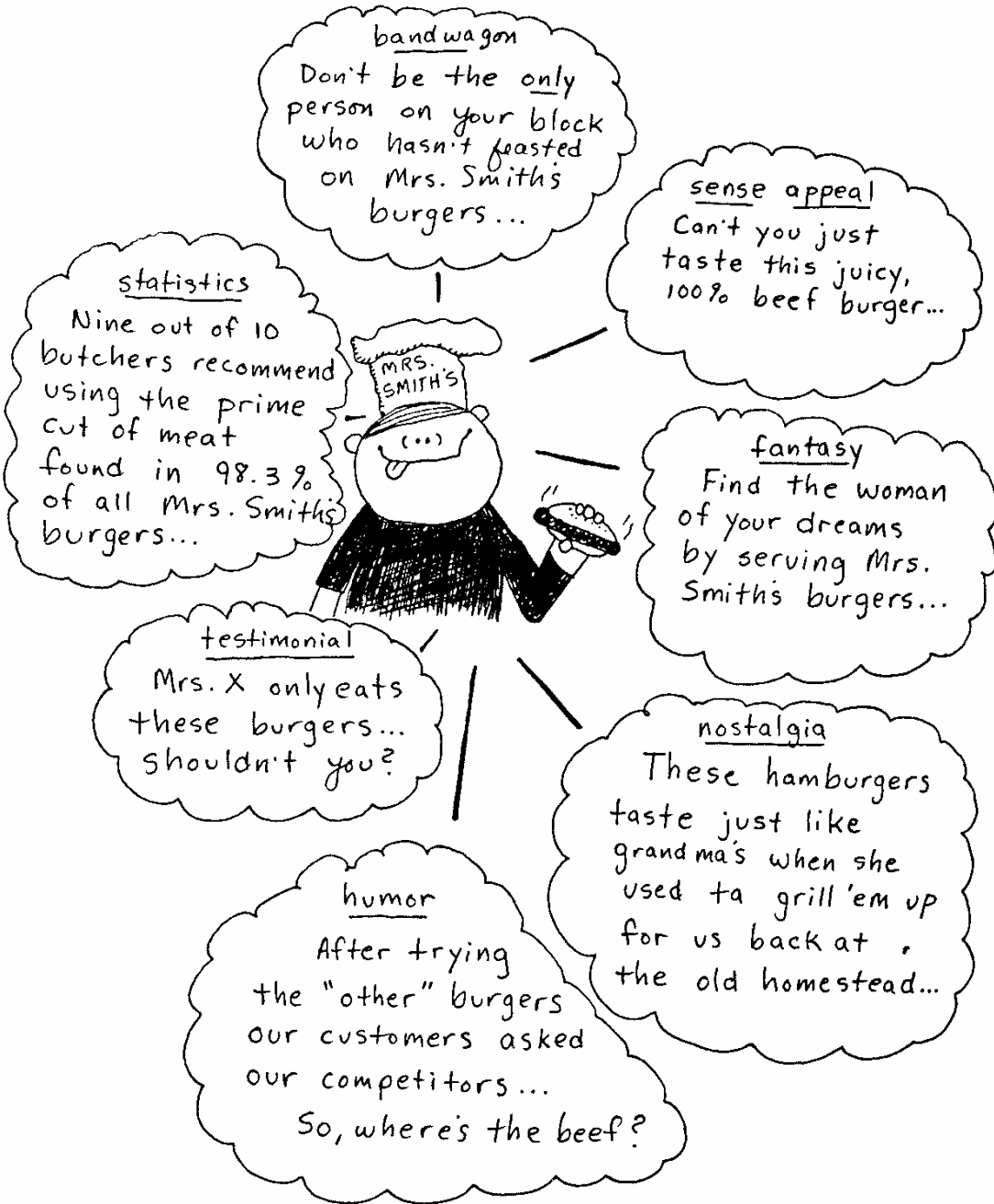
- After a discussion on advertising techniques, have the class view (or listen to) the various commercials.
- While the tape is playing, have groups of students categorize the ads according to the appeal technique being used to sell each product. More than one technique may be used in each ad. Some popular categories are described in the Appeal Techniques Reference Worksheet.
- Discuss how and why advertisers try to target certain groups of people.

**Source:** Tillman, Kenneth G and Patricia Rizzo Toner, *How to Survive Teaching Health*, Parker Publishing, New York, 1990.

## Appeal Techniques Reference Sheet

- **Nostalgia:** plain folks, "down home," back-to-nature, the way Grandma used to make it.  
*Examples:* Ivory soap, Old-Fashioned Cookies, Grape Nuts, Country Time Lemonade
- **Bandwagon:** Everyone is buying this product because it's the best. Don't be left out!  
*Examples:* car commercials, pain relievers, cell phones.
- **Transfer/Fantasy:** White knights, green giants, super athletes, handsome men, beautiful women, rich people, etc., are featured. Buyers tend to transfer these qualities to the product and themselves if they use the product.  
*Examples:* Grey Poupon mustard, colognes, alcohol, Wheaties, clothing.
- **Humor:** People tend to remember an ad that makes them laugh and may buy a product because of the positive association.  
*Examples:* some beer commercials, Wendy's
- **Sense appeal:** Sounds or pictures that appeal to the senses.  
*Examples:* hamburgers shown being grilled, food commercials and getaway vacation commercials
- **Statistic:** Bombardment with facts or statistics that may have little or no meaning, but sound impressive. Statements such as "3 out of 4 doctors recommend . . ." fail to tell how many doctors were surveyed, who conducted the survey, etc.  
*Examples:* pain relievers, weight loss products, allergy medications, medications in general, performance products.
- **Testimonial:** When important or well-known people testify that they use the product and therefore so should you.  
*Example:* Bill Cosby for Jell-O pudding

## Appeal Techniques Reference Sheet



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## Environmental Beautification

**Grade:** 3-5

**Content:** Environmental Health

**Sunshine State Standard:**

- HE.A.1.2.5

**Objective:**

- Students will learn to improve their immediate environment.

**Materials:**

- Plastic bags to pick up debris
- Use of a community truck or waste disposal bin

**Directions:**

- Make arrangements with the appropriate person or organization in the community to assist the class in a clean-up day. (Possible contacts: environmental officials, city or county commissioners).
- Have the students clean a specified area.
- Take a picture of the area before and after the clean up.
- Have students categorize the types and numbers of each item that was found.
- Publicize their efforts by contacting the local media and/or school publications.
- Have the students give an oral presentation of their clean-up activities to the local city or county commission.

## Pure Water?

**Grade:** 3-5

**Content:** Environmental Health

**Sunshine State Standard:**

- HE.A.1.2.5

**Objectives:**

- Students will learn the steps of the purification process.
- Students will learn what steps can be taken to alleviate the problem of polluted water.

**Materials:**

(None)

**Activity:**

- Visit the water treatment plant in the community.
- Have students obtain information regarding harmful substances that can contaminate drinking water.
- Review the purification process.
- Have the students write a summary explaining why harmful substances are present in the water.
- Explain why it was possible for the first settlers to drink water directly from rivers and streams.
- Investigate what cities, states, and countries are doing to reduce water pollution.
- Have the class design a model plan that could be followed worldwide to lessen water pollution.
- Divide the class into small groups. Each group will create and present a skit designed to show how water becomes contaminated.

**Variation:**

- Invite a representative from the water treatment plant to visit the class, providing information about water treatment, and serving as a resource person.

# The Perfect Family

**Grade:** 3-5

**Content:** Family Living

**Sunshine State Standards:**

- HE.B.3.2.2
- HE.A.1.2.4

**Objective:**

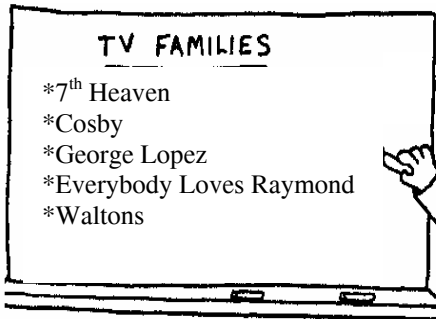
- To determine how realistic family life is portrayed on TV.

**Materials:**

- Chalkboard, chalk and eraser

**Activity:**

- Ask students to consider TV families. Jot down their responses on the board.



- Ask students which television shows try to portray the "perfect family". Place a star next to each one. What common traits do these so called "perfect" families have?
- How realistic are these "perfect families"?
- How do modern-day families differ? (Consider good and bad traits.)
- Discuss with the class that most families have some problems. Mention ways to lessen those problems (i.e. better communication, love, understanding, patience, etc.).
- Have students define "the perfect family" in their own words.

**Source:** Tillman, Kenneth G and Patricia Rizzo Toner, *How to Survive Teaching Health*, Parker Publishing, New York, 1990.

## Do We Think Alike?

**Grade:** 3-5

**Content:** Family Living

**Sunshine State Standards:**

- HE.B.3.2.2, 2.2.2, 1.2.2

**Objective:**

- Students will learn to compare their views with their parents.

**Materials:**

- What I Think Worksheet (p. 55)
- Parent or Guardian Interview Worksheet (p. 56)
- Pens or pencils

**Activity:**

- Pretending that they are their parents or guardians, have students complete the “What I Think Worksheet” statements.
- For extra credit, have students interview their parents using the “parent or guardian worksheet” interview worksheet.
- Have students discuss what they thought their parents would say with what their parents actually said.



## What I Think Worksheet

\*Answer as you think your parent or guardian would answer.

- The most important thing that I accomplished in my life was \_\_\_\_\_ .
- When I was 15, I wanted to grow up to be \_\_\_\_\_ .
- My biggest disagreement with my parents as a teenager was over \_\_\_\_\_ .
- My favorite activity or hobby is \_\_\_\_\_ .
- My biggest worry is \_\_\_\_\_ .
- One thing my parents always told me to do was \_\_\_\_\_ .
- My parents disciplined me by \_\_\_\_\_ .
- What I want most from my children is \_\_\_\_\_ .

\*These answers are what I think my (check one) would say.

Mom \_\_\_\_

Dad \_\_\_\_

Guardian \_\_\_\_

Other \_\_\_\_

## Parent or Guardian Interview Worksheet

\*Ask your parents these questions for extra credit.

- The most important thing that I accomplished in my life was \_\_\_\_\_ .
- When I was 15, I wanted to grow up to be \_\_\_\_\_ .
- My biggest disagreement with my parents as a teenager was over \_\_\_\_\_ .
- My favorite activity or hobby is \_\_\_\_\_ .
- My biggest worry is \_\_\_\_\_ .
- One thing my parents always told me to do was \_\_\_\_\_ .
- My parents disciplined me by \_\_\_\_\_ .
- What I want most from my children is \_\_\_\_\_ .

\*These answers are what my (check one) says.

Mom\_\_\_\_

Dad\_\_\_\_

Guardian\_\_\_\_

Other\_\_\_\_

## When I Get Older

**Grade:** 3-5

**Content:** Growth and Development

**Sunshine State Standard:**

- HE.B.3.2.8

**Objective:**

- Students will learn about certain problems and/or disabilities some people face.

**Materials:**

- Earplugs (to simulate hearing impairment). For sanitary reasons, limit one pair of plugs per person.
- Glasses smeared with petroleum jelly (cataracts)
- Thick gloves or mittens (arthritis)
- Gum balls or jaw breakers (dental problems)
- Unflavored seltzer water (loss of taste)
- Unsalted pretzels or crackers (loss of taste)
- Cups
- Legos or small toys
- Tape-recorded instructions
- Tape recorder
- Pens, papers
- Any children's book
- Needles and thread

**Activity:**

- Divide the class into small groups. Have the groups rotate to the stations as explained below. After each station, have students jot down their feelings and/or any comments to discuss at a later time.

*Station #1: Hearing Impairment*--Have the students place the ear plugs in their ears to simulate loss of hearing. Play a taped set of instructions at a very low volume. Have each person attempt to follow the instructions. (For example, the tape could say, "Write your name in capital letters. Now, circle the third letter of your last name. Draw two squares)."

*Station #2: Cataracts*--Have students wear an old pair of glasses smeared with petroleum jelly to simulate vision impairment due to cataracts. Ask them to thread a needle.

*Station #3: Arthritis*--Have students put on thick gloves or mittens to simulate arthritis. Ask them to build something with Leggos or small toys.

*Station #4: Dental Problems*--Ask students to place a gum ball or jaw breaker behind their front teeth and hold it there using their tongue. Ask all students to read aloud a paragraph from a children's book; then pass the book to the next person to read aloud, and so on.

*Station #5: Loss of Taste*--Give each student unflavored seltzer water (colored, if you wish) and unsalted pretzels and/or crackers

- Ask students to refer to their notes from each station and to relate some of their feelings and frustrations. Have them share their experiences with the class.
- Discuss the frustrations elderly persons face and ways in which others can help them.

## Discussing Death

**Grade:** 3-5

**Content:** Growth and Development

**Sunshine State Standard:**

- HE.B.3.2.8

**Objective:**

- Students will learn to openly discuss death and issues related to death.

**Materials:**

- 3 x 5 Discussion Cards to be made using the questions on page 60.
- Pens, pencils
- Paper

**Activity:**

- Divide the class equally into small groups. Give each group a discussion card.
- Ask each group to discuss the problem given to them and jot down their comments.
- Have the members of each group share their problems and thoughts with each other.
- Have a group representative share their group's question and solution.

*NOTE: Be sure to involve their guidance counselor in this activity, and make the principal and student's parents aware that this topic is being discussed. Be sensitive to student reactions and personal situations.*

**Source:** Tillman, Kenneth G and Patricia Rizzo Toner, *How to Survive Teaching Health*, Parker Publishing, New York, 1990.

## Questions for Discussion Cards

1. If given a potion that would let you live for 100 more years, would you take it? Why or why not?
2. If given one year to live, what would you do in that year?
3. How would you like to be remembered when you die?
4. What is your greatest fear about dying?
5. Would you want to know if you were dying of a serious illness? Why or why not?
6. Should young children be allowed to talk about death or attend funerals? Why or why not?
7. Would you like to donate your body to science after you die? Why or why not?
8. Should a dying person who is in a lot of pain be allowed to die if he or she wants to?

## Safe vs. Dangerous

**Grade:** 3-5

**Content:** Injury Prevention and Safety

**Sunshine State Standard:**

- HE.A.1.2.8

**Objective:**

- Students will learn the difference between safe and dangerous items.

**Materials:**

- Cleanser and flour in separate packets
- Fruit punch and cough syrup in similar containers
- Milk and white paint
- Semi-sweet chocolate and a chocolate-flavored laxative
- Various candies and over-the-counter containers that can be dangerous to children, particularly if taken in large quantities, or are comparable in appearance. Cardboard display and answer sheets

**Directions:**

- Attach the items described above randomly to the cardboard, and number each item.
- Using the cardboard display, have the students place a “D” (dangerous) or “S” (safe) on their answer sheets next to the corresponding number.
- Ask students if they feel a young child could easily confuse the dangerous and safe items, and discuss possible complications if a young child came in contact with a dangerous item.
- Have students exchange papers and discuss their answers with other students.
- After correcting their answer sheets, discuss why having even one wrong answer could be disastrous to a small child.

**Variation:**

- Since unsafe storage is responsible for thousands of poisonings each year, use this activity to emphasize the importance of safe storage. Select numerous items that are similar in appearance to other items. Put them in non-distinguishing containers, and mark each one with a number. Give the students an answer sheet, and see how many items they are able to correctly identify by sight alone. Share with the class the different answers that are given for each item. Discuss the implications for small children who base decisions on what to put in their mouths largely on sight.

*NOTE:*

- *Involve the guidance counselor, and make both the principal and parents aware of this activity.*
- *No actual drugs should be brought in the classroom.*
- *For safety reasons, do not allow students to open or smell the containers.*
- *Be extremely careful in keeping a record of all substances involved in the activity, and note they are secured before and after in a safe place.*

## **Fire – Can You Find Your Way Out?**

**Grade:** 3-5

**Content:** Injury Prevention and Safety

**Sunshine State Standard:**

- HE.A.1.2.8

**Objective:**

- Students will learn how to be prepared should a fire occur.

**Materials:**

- Paper (Graph paper is preferred)
- Pens or pencils

**Directions:**

- Have pupils draw a diagram of their houses and have them label two escape routes for each member of their family (from his/her bedroom) in case of fire.
- Have students take the map home for their parents to review and make suggestions.

**Variations:**

- Prior to making escape maps, arrange a visit from the Fire Marshall or some other Fire department or safety-commission official to explain about the importance of having a family and individual escape plan in case of fire.
- Give extra credit if the family actually conducts a fire drill and practices the escape. Have Mom or Dad write a note verifying completion of the drill.
- Inquire about the “smoke house” program from your local fire department.



## Scavenger Hunt

**Grade:** 3-5

**Content:** Mental and Emotional Health

**Sunshine State Standards:**

- HE.B.3.2.4, 3.2.5
- HE.C.2.2.2

**Objective:**

- Students will learn to enhance communication/social skills.

**Materials:**

- Pen or pencil
- Scavenger Hunt Sheet (p.64)

**Activity:**

- At the start of the school year, semester, etc., instruct students to take their sheets and circulate through the room trying to find people to fit the categories found on the Scavenger Hunt Worksheet.
- When they find a person, they should ask his or her name, talk a moment, and jot the name down. (Be sure to join in the activity also.)
- After a specified time, have students return to their seats. Carry on a class discussion, asking whom the students found that fit each category. Both you and your students will get to know a little about each other in an enjoyable, comfortable way.

**Source:** Tillman, Kenneth G and Patricia Rizzo Toner, *How to Survive Teaching Health*, Parker Publishing, New York, 1990.

## Scavenger Hunt

Find someone who:

1. Likes to ski (snow or water)\_\_\_\_\_.
2. Has traveled across the U.S.\_\_\_\_\_.
3. Was born in another state\_\_\_\_\_.
4. Has more than 3 siblings\_\_\_\_\_.
5. Has been to Alaska\_\_\_\_\_.
6. Has been to a rock concert\_\_\_\_\_.
7. Likes to cook\_\_\_\_\_.
8. Likes to work\_\_\_\_\_.
9. Likes school\_\_\_\_\_.
10. Plays an instrument\_\_\_\_\_.
11. Likes the cafeteria food\_\_\_\_\_.
12. Received two A's on his or her last report card\_\_\_\_\_.
13. Gets along well with his or her parents\_\_\_\_\_.
14. Has played 18 holes of golf\_\_\_\_\_.
15. Has a brother or sister under three\_\_\_\_\_.

## Who Am I?

**Grade:** 3-5

**Content:** Mental and Emotional Health

**Sunshine State Standard:**

- HE.C.2.2.2

**Objective:**

- Students will learn to write an autobiography.
- Students will learn to construct a scrapbook about their life.

**Materials:**

- Scissors
- Glue or paste
- Construction paper
- Old magazines
- Markers and pens

**Activity:**

- Have students construct a brief scrapbook autobiography by cutting out magazine pictures describing the things they value. Suggest that they construct their stories as if they were meeting someone for the first time.
- Have them fill in the stories by using words combined with pictures when possible.
- Display the stories in the media center and have observers identify the owner of the scrapbook.

**Variation:**

- Draw pictures in place of magazine cutouts.

## Which Group?

**Grade:** 3-5

**Content:** Nutrition

**Sunshine State Standard:**

- HE.A.1.2.10

**Objective:**

- Students will learn to categorize foods by food groups.

**Materials:**

- Empty containers of food products
- Large garbage bag

**Directions:**

- Have students bring clean, empty containers of food product to class, from the six basic food groups. Examples would be milk cartons, fruit and vegetable cans, frozen meat and fish packages, cereal boxes, and egg cartons.
- Place the items in a large garbage bag.
- Set up six desks or areas in the room with a food group designation sign at each location: Dairy, Meat, Fruit, Vegetable, Grain and Fats/Oil Groups. As a class project, let students make up the signs.
- Students take turns reaching into the bag, removing a food item container and then placing the container within the proper food group.

**Variation:**

- Place the containers in a location where they are visible. Divide the class into teams of 4 or 5 students. Let the team's alternate picking up a container and have the students arrange the containers so that they represent a balanced daily diet for breakfast, lunch and dinner.



**Source:** Tillman, Kenneth G and Patricia Rizzo Toner, *How to Survive Teaching Health*, Parker Publishing, New York, 1990.

## Logging My Day

**Grade:** 3-5

**Content:** Nutrition

**Sunshine State Standard:**

- HE.A.1.2.10

**Objective:**

- Students will learn to keep a record of the calories they consume and the calories they burn for 3 days.

**Materials:**

- Personal Calorie Chart (p.68)
- Calorie Charts (from various websites)
- Caloric balance formula: (total calories consumed)-(total calories burned)=
  - (+)=more calories consumed than used
  - (-)=more calories used than consumed

**Activity:**

- Using the personal calorie chart, have each student write down everything he or she eats during the three days
- Have all students keep logs of their activities for the same three days.
- Have students then calculate the number of calories consumed and number of calories burned in a day. Supply calorie charts for students to use in computing their caloric intake for the day.  
(Emphasize that this is not an exact measurement and that more accurate information can be obtained by keeping a record over a longer period of time.)
- Using the caloric balance formula, have each student determine his/her caloric balance for the day.

\*Add the caloric balance figures for all of the students to see if more calories were consumed or expended. Explain the ramifications. For example, for each 3500 calories consumed but not expended, weight gain would be one additional pound.

**Variations:**

- Compute the total number of pounds that were "lost" during the three days from the combined activity of all members of the class (3500 calories = one pound).
- Compute the total number of pounds that would have been gained during the three days if there had not been any activity to counterbalance caloric intake.

## Personal Calorie Chart

Calories Consumed

Calories Burned

Food Item	Amount	Calories Consumed	Activity	Amount of Time	Calories Burned

Total Calories Consumed = \_\_\_\_\_

Total Calories Burned = \_\_\_\_\_

Caloric Balance = \_\_\_\_\_

## P.U., Who Smells Y.O.U.!

**Grade:** 3-5

**Content:** Personal Health

**Sunshine State Standards:**

- HE.A.1.2.2,
- HE.B.1.2.1

**Objective:**

- Students will know how to control offensive body odors.

**Materials:**

- Body Odor Game Board (p.71)
- Controlling Body Odor; Body-Odor Cause Cards (p.70)
- Playing pieces such as Bingo chips, pennies, etc.

**Activity:**

- Have student's pair up to play this game.
- Have a Body Odor Game Board and a set of Keeping Clean Cards available for each pair of players.
- Mix the cards thoroughly and lay them face down.
- Let the player's alternate drawing cards.
- Controlling Body-Odor Cards, cards with a (+) sign, permit the player to move forward two spaces. Body-Odor Cause Cards, cards with a (-) sign, require the player to move back one space. A Controlling Body-Odor Card must be drawn to start the game. Have the students label the cards with a (+) and (-) before beginning.
- When a card has been used, put it aside. When all the cards have been used, mix them again, and continue playing.
- The winner is the first player to have a pleasing presence for others (the final block).

**Variations:**

- Give different point credits for the cards. For example, using soap when washing might be worth three spaces forward, and not washing regularly might cause the player to move back four spaces.
- Have students make up lists of phrases to place on the Keeping Clean Cards.

**Source:** Tillman, Kenneth G and Patricia Rizzo Toner, *How to Survive Teaching Health*, Parker Publishing, New York, 1990.

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## **CONTROLLING BODY-ODOR CARDS**

(5-2)

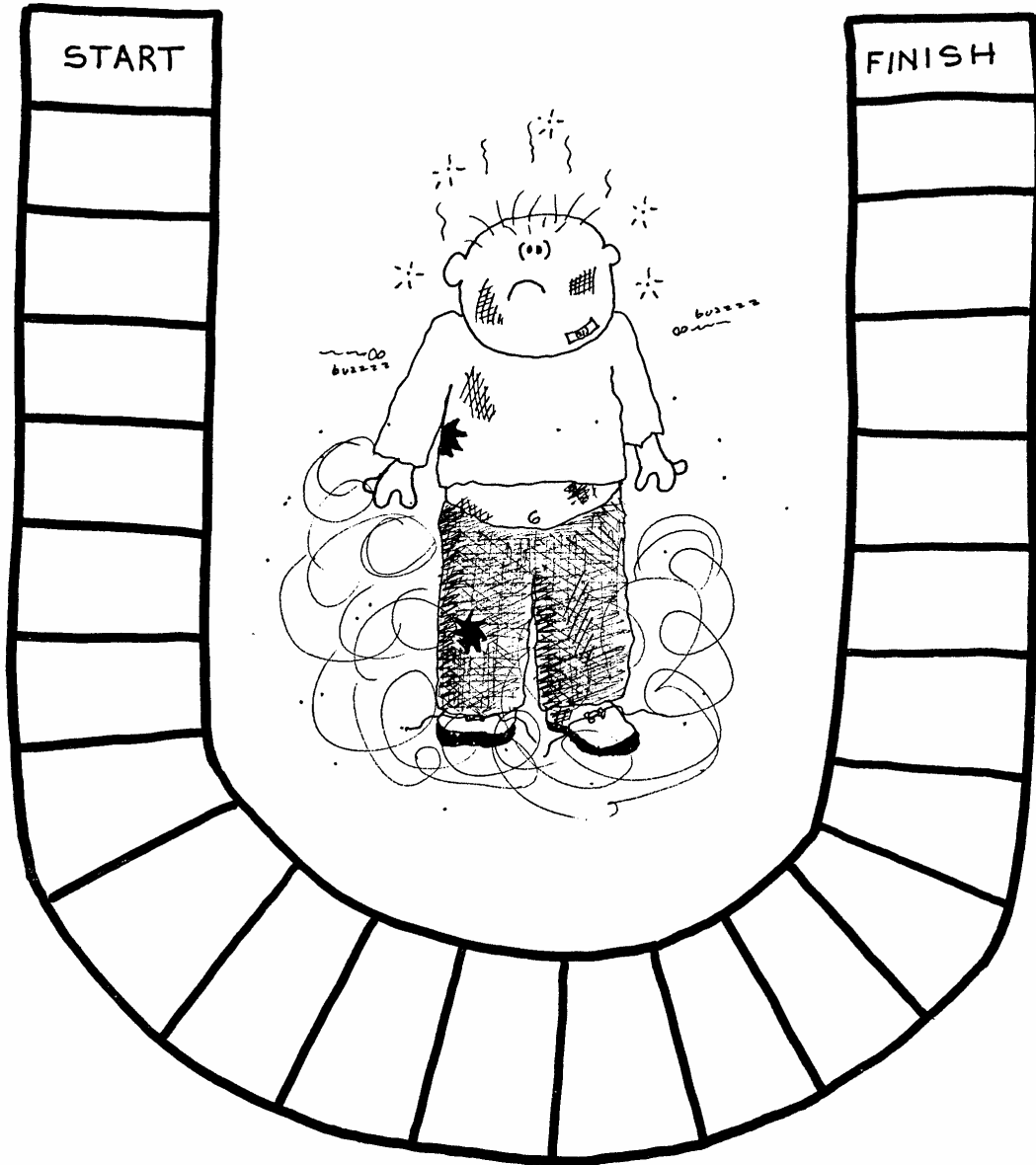
Using a deodorant	Taking a bath	Wearing light, loose clothes in hot weather
Showering	Applying an underarm anti-perspirant	Using a washcloth or sponge
Washing with soap	Wearing clean clothing	Keeping in good health

## **BODY-ODOR CAUSE CARDS**

Heavy perspiration	Sports on a hot day	Not washing regularly
Dirty skin	Sweat mixing with pollutants on the skin	Showering only once per week
Extreme nervousness	Riding a bike for an hour	Wearing the same socks for three days



*Body Odor Game Board*



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## Thump, Thump

**Grade:** 3-5

**Content:** Personal health

**Sunshine State Standards:**

- HE.A.1.2.1
- HE.B.1.2.5

**Objectives:**

- Students will understand the following terms: aerobic exercise, heart rate, Karvonen formula, maximum heart rate, perceived exertion, pulse, recovery heart rate, resting heart rate, target exercise heart rate range.
- Students will learn the correct technique for taking both a radial and carotid pulse.
- Students will learn to identify types of aerobic exercise.
- Students will learn how to calculate their target heart rate zones.

**Materials:**

- Stopwatch (or wristwatch with a second hand)
- Pencil for each student
- Definitions and Concepts Worksheet (p. 73)
- Karvonen Formula Worksheet (p. 74)
- Exercise and Recovery Heart Rate Worksheet (p. 75)

**Activity:**

- Introduce and review Definitions and Concepts Worksheet. Also, teach students how to find their resting pulse.  
*NOTE: This information is included in the aforementioned worksheet.*
- Complete the Karvonen Formula Worksheet (one per student).
- Have students complete the Exercise and Recovery Heart Rate Worksheet by having them use different aerobic exercises, such as fast walking, jogging or running in place for different periods of time.
- Variation for young children: Rather than log specific heart rate numbers, have students check pulse in terms of slow and fast beats. This will teach the concepts that exercise increase one's heart rate and recovery decreases it back to resting levels.

**Source:** Tillman, Kenneth G and Patricia Rizzo Toner, *How to Survive Teaching Health*, Parker Publishing, New York, 1990.

## Definitions and Concepts Worksheet

### Definitions and Concept Words:

1. **Aerobic exercise:** A system of physical conditioning designed to improve respiratory and circulatory function by exercises that increase oxygen consumption (examples: running, swimming, walking, etc.).
2. **Heart rate:** The number of beats of the heart normally expressed as beats per minute
3. **Karvonen formula:** Formula used to individualize one's target heart rate zone. See the following worksheet for practical application.
4. **Maximum heart rate:** The highest number of times your heart can contract in one minute, which can be reached at maximum effort. Your maximum heart rate changes with age.
5. **Perceived exertion:** The idea of how hard your exercise feels, measured by the Borg Scale. This system is an alternative for those who face unusual circumstances and are thus not able to use the formula method. For more information, please refer to the following website:  
<http://www.doctorexercise.com/journal/borg.htm>.
6. **Pulse:** The measure of the heart's mechanical work in the circulatory system or the number of times that heart sends blood into the expanding arteries, normally expressed as beats per minute. To measure pulse, place your index and middle finger lightly on the inner wrist (thumb side). Count, starting with zero, each time you feel your pulse. Time for one minute. Alternatively, you can time for fifteen seconds and then multiply by four.
7. **Recovery heart rate:** The heart rate measured at certain intervals after exercise, most often at one, three and five minutes after completion.
8. **Resting heart rate:** The number of beats in one minute when you are at complete, uninterrupted rest. It is best taken when you first wake up in the morning before you lift your head from the pillow. It should be remembered that resting heart rate varies from day to day and from person to person. For a more accurate measure, it is recommended to take counts over six days and then average the results. Sometimes, an individual's conditioning program may need to be altered because of how resting heart rate affects the target heart rate zone.
9. **Target heart rate zone:** The heart rate range within which the heart should beat to achieve the desired physiological benefits. The appropriate target heart rate zone for physical exercise depends on your age and goals. Range varies between 50-85%, depending on the source referenced. Some students do better with perceived exertion (See definition).

## Karvonen Formula Worksheet

### Using the Karvonen Formula to Figure Your Target Heart Rate Range:

1. Find your maximum heart rate number by subtracting your age from 220:  $220 - \underline{\quad} = \underline{\quad}$ .
2. Write your resting heart rate here  $\underline{\quad}$ .
3. Subtract your resting heart rate (line 2) from your maximum heart rate (line 1)  $\underline{\quad}$ .
4. Multiply the answer to line 3 by .60 (60% of line 3) =  $\underline{\quad}$ .
5. Add your resting heart rate (line 2) to line 4:  $\underline{\quad}$ .
6. The total is the minimum heart rate you should maintain during the aerobic segment of your workout.
7. Now write your maximum heart rate here (the answer to line 1):  $\underline{\quad}$ .
8. Write your resting heart rate from line 2:  $\underline{\quad}$ .
9. Subtract your resting heart rate (line 8) from your maximum heart rate (line 7):  $\underline{\quad}$ .
10. Multiply line 9 by .80 (80% of line 9):  $\underline{\quad}$ .
11. Add the resting heart rate (line 8) to line 10:  $\underline{\quad}$ .
12. This total  $\underline{\quad}$  is the maximum heart rate you should maintain during the aerobic segment of your workout.

\*Keep your heart rate between your upper  $\underline{\quad}$  and lower  $\underline{\quad}$  limits to gain aerobic benefits!

### Sample of a 14 year old student's target heart range:

<b>220</b>		<b>220</b>	
<b>- 14</b>	<b>Your Age</b>	<b>- 14</b>	<b>Your Age</b>
<b>206</b>	<b>Max Heart Rate</b>	<b>206</b>	<b>Max Heart Rate</b>
<b>- 75</b>	<b>Your Resting Heart Rate</b>	<b>- 75</b>	<b>Your Resting Heart Rate</b>
<b>131</b>		<b>131</b>	
<b>x .60</b>	<b>Minimum Exercise %</b>	<b>- .80</b>	<b>Maximum Exercise %</b>
<b>78.60</b>		<b>104.8</b>	
<b>+ 75</b>	<b>Your Resting Heart Rate</b>	<b>+ 75</b>	<b>Your Resting Heart Rate</b>
<b>153.6</b>	<b>Minimum Heart Rate During Exercise</b>	<b>179.8</b>	<b>Maximum Heart Rate During Exercise</b>

## Exercise and Recovery Heart Rate Worksheet

Your resting heart rate (pulse taken in one minute): \_\_\_\_\_.

Your target heart rate range: \_\_\_\_\_ (from Karvonen worksheet).

Type of aerobic exercise: \_\_\_\_\_.

Heart rate following different exercise time periods	Heart rate after completing exercise (recovery heart rate)
1 minute _____	2 minutes _____
2 minutes _____	4 minutes _____
3 minutes _____	6 minutes _____
4 minutes _____	8 minutes _____
5 minutes _____	10 minutes _____
6 minutes _____	12 minutes _____
7 minutes _____	14 minutes _____

**The following is a listing of the Health Sunshine State Standards used in the previous 3-5 lesson plans:**

**1. Alcohol, Tobacco and Other drugs**

- HE.A.1.2.9: Knows why illegal drugs should not be used and the consequences of their use.
- HE.B.1.2.5: Knows strategies for avoiding threatening or abusive situations.
- HE.B.3.2.6: Knows refusal and negotiation skills to use in potentially harmful or dangerous situations (e.g. refusing to use illegal drugs).
- HE.C.1.2.1: Knows how to apply a decision-making process to health issues and problems (e.g. decision not to use tobacco products).

**2. Communicable and Chronic Diseases**

- HE.A.1.2.8: Knows how childhood injuries and illnesses can be prevented and treated.

**3. Consumer and Community Health**

- HE.A.2.2.1: Knows the characteristics of valid health information, products and services.
- HE.A.2.2.2: Knows how to locate resources from home, school and community that provide valid health information.
- HE.A.2.2.4: Knows criteria for selecting health resources, products and services.
- HE.A.2.2.5: Knows the availability of stress-management resources in the home, school, and community and has access to them.
- HE.A.2.2.3: Knows how the media influences the selection of health information, products and services.
- HE.B.2.2.1: Knows how the media influences thoughts and feelings about health behaviors.
- HE.B.2.2.3: Knows the ways in which technology can influence personal health.
- HE.C.2.2.1: Knows various methods for communicating health information and ideas (e.g. through oral or written reports).
- HE.C.1.2.2: Knows appropriate sources of information for making health-related decisions (e.g. talking to parents concerning growth and development issues).
- HE.C.2.2.3: Knows the community agencies that advocate healthy individuals, families, and communities (e.g. health department and volunteer agencies).
- HE.C.2.2.4: Knows how to positively influence others to make positive choices.
- HE.C.2.2.5: Knows various ways individuals and groups can work together.
- HE.C.2.2.6: Knows how to enlist family, school and community helpers to aid in achieving health goals.

**4. Environmental Health**

- HE.A.1.2.5: Knows the ways in which the environment impacts health.

**5. Family Living**

- HE.A.1.2.4: Understands how the family influences personal health.
- HE.B.1.2.5: Knows strategies for avoiding threatening or abusive situations.
- HE.B.3.2.2: Knows the skills needed to be a responsible friend and family member (e.g. communication and sharing).
- HE.C.1.2.2: Knows appropriate sources of information for making health-related decisions (e.g. talking to parents concerning growth and development issues).

## **6. Growth and Development**

- HE.A.1.2.1: Understands the functions of human body systems.

## **7. Injury Prevention and Safety**

- HE.A.1.2.8: Knows how childhood injuries and illnesses can be prevented and treated.
- HE.B.1.2.2: Compares behaviors that are safe to those that are risky or harmful.
- HE.B.1.2.5: Knows strategies for avoiding threatening or abusive situations.
- HE.B.1.2.6: Knows and practices basic techniques for medical emergencies.

## **8. Mental and Emotional Health**

- HE.A.1.2.3: Knows the indicators of physical, mental, emotional and social health during childhood.
- HE.B.1.2.3: Knows and uses stress management skills.
- HE.B.3.2.1: Understands the relationship between verbal and nonverbal communication (e.g. body language).
- HE.B.3.2.3: Knows nonviolent, positive behaviors for resolving conflict (e.g. peer mediation).
- HE.B.3.2.4: Knows various ways to communicate care, consideration, and acceptance of self and others (e.g. by cooperating).
- HE.B.3.2.5: Exhibits attentive listening skills to enhance interpersonal communication.
- HE.B.3.2.6: Knows refusal and negotiation skills to use in potentially harmful or dangerous situations (e.g. refusing to use illegal drugs).
- HE.B.3.2.7: Knows the difference between negative and positive behaviors uses in conflicts situations (e.g. talking vs. hitting, passivity vs. action).
- HE.B.3.2.8: Knows how to manage grief caused by disappointment, separation, or loss (e.g. loss of a pet).
- HE.C.2.2.2: Knows ways to effectively express feelings and opinions on health issues.

## **9. Nutrition**

- HE.A.1.2.10: Knows the nutritional values of different foods.
- HE.B.2.2.4: Understands the role of culture, age, or gender differences in personal health practices (e.g. fitness activities and food preferences).
- HE.C.1.2.1: Knows how to apply a decision-making process to health issues and problems (e.g. decision not to use tobacco products).

## 10. Personal Health

- HE.A.1.2.2: Knows how personal health behaviors influence individual well being.
- HE.A.1.2.6: Knows the most common health problems of children.
- HE.A.1.2.7: Knows why health problems should be detected and treated early.
- HE.B.1.2.1: Knows the importance of assuming responsibility for personal health habits.
- HE.B.1.2.4: Uses strategies for improving or maintaining personal health.
- HE.B.2.2.2: Understands how information from school and family influence personal health behaviors.
- HE.B.2.2.3: Knows the ways in which technology can influence personal health.
- HE.B.2.2.4: Understands the role of culture, age, or gender differences in personal health practices (e.g. fitness activities and food preferences).
- HE.C.1.2.1: Knows how to apply a decision-making process to health issues and problems (e.g. decision not to use tobacco products).
- HE.C.1.2.3: Knows various methods for predicting outcomes of positive health decisions (e.g. life expectancy).
- HE.C.1.2.4: Knows how to make progress toward achieving a personal goal (e.g. by creating an action plan for individual wellness).



*“To keep the body in good health is a duty...otherwise we shall not be able to keep our mind strong and clear.”*

-Buddha (563-483 B.C.)

## Sample lesson plans for grades 6-8:

<b>Content Area</b>	<b>Lesson Plan</b>	<b>Page</b>
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## SpooF Ads

**Grade:** 6-8

**Content:** Alcohol, Tobacco and Other Drugs

**Sunshine State Standards:**

- HE.A.1.3.4, 1.3.7
- HE.B.1.3.1

**Objective:**

- Students will understand the truth behind advertising and media strategies.

**Materials:**

- Article: “Cigarettes and the Media” (p. 81)
- “SpooF” or “truth” advertisements (see: <http://www.adbusters.org>, click on “creative resistance” then “spooF ads”. *NOTE: Teacher discretion is advised. Not all ads may be appropriate for this age group.*)
- Magazines
- Plain white paper and construction paper
- Tape
- Marker or colored pencils

**Activity:**

- Read and discuss “Cigarettes & The Media.”
- Show students “spooF ads.” Explain to students that these “ads” show the truth about the product marketed.
- Allow students to comment on advertisement’s personal impact.
- Students are to cut out a magazine advertisement, promoting alcohol, tobacco, and other drugs. *NOTE: “Other drugs” includes over the counter medicines, prescription medications, natural remedies, performance drugs, etc.*
- Using plain white paper, students design a “spooF” or “truth” ad based on their magazine advertisement. Make sure they use color.
- Upon completion, tape their magazine articles onto the left side of their construction paper and their spooF or truth ad on the other side.
- Next, have students present their project to the class. Instruct them to comment on ways the original ad lures you in (i.e. catchy phrases, slogans, appealing models, creative graphics, etc.).
- Have students explain their spooF ad, revealing the truth behind the original.

## **Cigarettes and the Media**

If you have looked for Joe Camel on billboards and think he is gone, look again. Responding to legal action brought by the Federal Trade Commission in 1997, the R.J. Reynolds Tobacco Co. agreed to put to rest the cartoon character that had portrayed smoking in a way that would appeal to children and teens under age 18. Then the company introduced its new campaign entitled "What You're Looking For". It featured a glamorous young woman looking out over the rim of a martini glass. In the background was the outline of a camel. Experts assessed this new campaign as clearly targeting adolescent males under age 18.

The Food and Drug Administration (FDA) and Federal Trade Commission have undertaken an ambitious campaign to control tobacco promotion, consumption, sale and distribution to minors. This campaign targets tobacco manufacturers in an effort to eliminate all advertising designed to attract young smokers. This is not the first attempt to protect children and teens against such attempts to lure them into this addiction. In 1969, Congress passed a law outlawing cigarette advertising on television. In the 1970s, a number of radio stations, newspapers and magazine announced that they would also ban tobacco ads.

Has it been working? In 1997, regulations went into effect prohibiting the sale of cigarettes to anyone under age 18 and requiring retailers to check photo identification. These are only two of many regulations that the FDA implemented to control the tobacco industry. Cigarette manufacturers have a long and well-entrenched campaign to attract and keep smokers, despite clear evidence that nicotine is an addictive substance and that it causes serious illness.

Many large tobacco companies provide prize money, advertising revenue and other support for annual sporting events in exchange for promoting their name. Sportscasters and reporters cannot talk or write about these events without identifying their corporate sponsors. Tobacco companies

also promote their products on billboards at sports stadiums. Anyone who watches sports on television, as millions do, has seen countless ads for various brands of cigarettes.

Louis Sullivan, former Secretary of Health and Human Services, openly criticized this kind of advertising. He argued, "When the tobacco industry sponsors an event in order to push a deadly product, they are trading on the health and on the prestige of the image of the athlete to barter a product that will kill the user". He went on to declare that such sponsorship "fosters a misleading impression that smoking is compatible with good health".

The New England Journal of Medicine agreed with Sullivan. One editorial pointed out that even the clothing of racecar drivers is plastered with names of products. "Winners, decorated with the ads of liquor and tobacco companies, then become role models for young people who identify with the 'guts and glory' images they promote." The editorial accused cigarette makers of sponsoring the races in order to encourage young people to smoke. It further noted that a videotape of a major auto race sponsored by a tobacco company showed the product name 5,933 times in just 94 minutes.

Smoking also plays a major role in movies. Tobacco companies sometimes pay hundreds of thousands of dollars to have their cigarettes featured in popular movies. Some movies that do not promote particular brands still depict smoking as desirable. A study by the National Coalition of Television Violence found that there was cigarette smoking in 87% of PG-rated films, 100% of PG-13 films, and 89% of R-rated films.

Movies reach a huge audience of smokers and potential smokers. Movies also help the cigarette industry get around the ban on television advertising. After all, many of these films are later shown on TV. These movies are a subtle and deceptive way of attracting new customers.

Most people who smoke regularly began before age 19. Every day, about 3,000 children start smoking. The average age of these new smokers is 12 1/2. What does the future hold for new smokers? The World Health Organization reports that in the early 1990s, three million people died

worldwide from using tobacco. Over the next two or three decades, this number is expected to rise to ten million deaths.

In general, tobacco companies target teens as new or potential smokers. Ads on billboards, in magazines and in newspapers show smokers as young and attractive. They ski, ride horses and wind surf. They also have many friends. They are shown socializing at formal and informal parties. Particular ad campaigns may focus on males, females and/or minority groups.

Efforts are being made to counter cigarette advertising in both its direct and its subtle forms. For example, the tobacco companies try to influence people to smoke by equating "the good life" with cigarettes. Critics suggest replacing such slogans with more realistic ones. C. Everett Koop, the former U.S. General, objected to the cigarette-promoting slogan "Alive with Pleasure". He argued that a more accurate slogan would be "Dying in Agony". Many schools regularly show a film that depicts the truth about smoking called *Death in the West*. The film portrays the reality behind the rugged cowboy who smokes as he rides into the sunset. The film features six real-life cowboys who once smoked and are now dying of lung cancer or emphysema.

## Tobacco Math

**Grade:** 6-8

**Content:** Alcohol, Tobacco and Other Drugs

**Sunshine State Standards:**

- HE.A.1.3.7
- HE.B.1.3.1

**Objective:**

- Students will learn how to save money by not smoking.

**Materials:**

- Price list of some popular cigarettes (for example: brand A = \$3.20 per pack)
- Calculator

**Activity:**

- Give each student a price list of some popular cigarettes. Students could bring in information for extra credit.
- Present a hypothetical situation with details. For example: pretend that you smoke two packs of cigarettes a day. One pack of your brand (brand A) costs \$3.20. *How much will it cost to support your daily habit?*
- Let the students calculate the price of a pack of cigarettes times the number of packs they smoke each day. For example, your brand costs:  $\$3.20 \times 2 = \$6.40$  per day
- Multiply that number by 7 to show the weekly cost of smoking those two packs a day:  $\$6.40 \times 7 = \$44.80$  per week.
- Now multiply that number by 52 to show the annual amount of money you would spend in a year:  $\$44.80 \times 52 = \$2,329.60$  per year.
- Give students time to discuss other ways that money could be better spent.
- Be sure to ask the students *if smoking is really worth that amount of money?*

**Variations:**

- Give an alternate example: Charlie smokes brand B at \$3.00 per pack. He smokes 2 packs a day. How much money does he spend weekly or annually?

## How Do You Spell Relief?

**Grade:** 6-8

**Content:** Communicable and Chronic Diseases

**Sunshine State Standards:**

- HE.A.1.3.2, 1.3.7, 1.3.8, 1.3.6

**Objective:**

- Students will become familiar with various illness terminologies.

**Materials:**

- Disease Vocabulary Reference Sheet (p.86)
- Pens or pencils
- Scrap paper

\*Prior to undertaking this activity, have the students study the Disease Vocabulary Reference Sheet one night as a homework assignment.

**Directions:**

- Divide the class into six to eight groups, and assign each of the groups a number.
- Starting with Group #1, read a definition from the reference sheet, and ask them to recall and spell the answer. They have 30 seconds to respond and may use scrap paper to jot down their guesses before responding.
- If the term is correct and the spelling is correct, the team is awarded two points; and the word is no longer in play. Instruct them to cross that term out.
- If the term is correct, but the spelling is wrong, the team is awarded one point; and you can use the word in later play.
- No points are awarded if the answer is incorrect, regardless of the spelling.
- Continue reading definitions to each team (in numerical order) until all words are used up or until time is up.
- The team with the most points is declared the winner.

**Variation:**

- Have the students themselves come up with the terms and definitions to use for game play.

**Source:** Tillman, Kenneth G and Patricia Rizzo Toner, *How to Survive Teaching Health*, Parker Publishing, New York, 1990.

## Disease Vocabulary Reference Sheet

1. **Chronic**—long-term ill health, such as emphysema
2. **Acute**—short-term, severe illness, such as the flu
3. **Hypertension**—another name for high blood pressure
4. **Diabetes**—a disease where the body cannot make enough insulin
5. **Scoliosis**—curvature of the spine
6. **Emphysema**—lung disease where the alveoli (air sacs) lose their elasticity
7. **Arthritis**—disease where joints and surrounding tissues become deformed
8. **Arteriosclerosis**—hardening of the arteries
9. **Cirrhosis**—liver disease, often a result of alcoholism
10. **Cancer**—disease characterized by an uncontrolled growth of cells
11. **Carcinogen**—cancer causing agent, such as asbestos
12. **Tumor**—a lump or growth of cells with no purpose
13. **Benign**—a non-cancerous tumor
14. **Malignant**—a cancerous tumor
15. **Congenital**—a defect that is present at birth
16. **Rheumatic**—inflamed arteries of the heart muscle
17. **Stress**—strain or tension.
18. **Cholesterol**—a substance found in fatty foods and eggs
19. **Insulin**—a hormone produced in the pancreas
20. **Cataracts**—cloudiness of the lens of the eye, resulting in blindness
21. **Chemotherapy**—treatment of a disease with large doses of drugs
22. **Communicable**—any disease that is contagious
23. **Epidemic**—a disease that affects a larger number of people in an area than it normally would
24. **Vaccination**—introducing a live or dead infectious agent into the body to help it become immune to it
25. **Immunity**—the ability to resist infection or disease



## Defend Yourself

**Grade:** 6-8

**Content:** Communicable and Chronic Disease

**Sunshine State Standards:**

- HE.A.1.3.2, 1.3.6, 1.3.7, 1.3.8

**Objective:**

- Students will recognize that the body is constantly fighting off infection, often without us consciously realizing it.

**Materials:**

- Body Defenses Worksheet (p.88)
- Crayons or markers
- Pens or pencils

**Activity:**

- Using the Body Defenses Worksheet, have students fill in the blanks.
- Have students color the sheet, if so desired.
- Discuss which defenses might go unnoticed even as they are occurring (i.e. skin acting as a barrier; cilia sweeping away dust, dirt, and germs; saliva killing bacteria; white blood cells ingesting disease organisms; stomach acids destroying disease organisms in food or water).
- *Which defenses might you notice even if you did not recognize their function?* (i.e. tears washing away foreign substances; bleeding acting as "wash;" sweating to maintain normal body temperature; pain alerting you that there is infection or injury; and urine washing out some germs.)

*NOTE: If worksheet proves difficult for the students, list body defense terms on the board.*

**Variation:**

- Discuss situations that would hinder the body's ability to defend itself; such as a smoker who develops paralyzed cilia, or diseases, such as AIDS, that destroys the immune system.

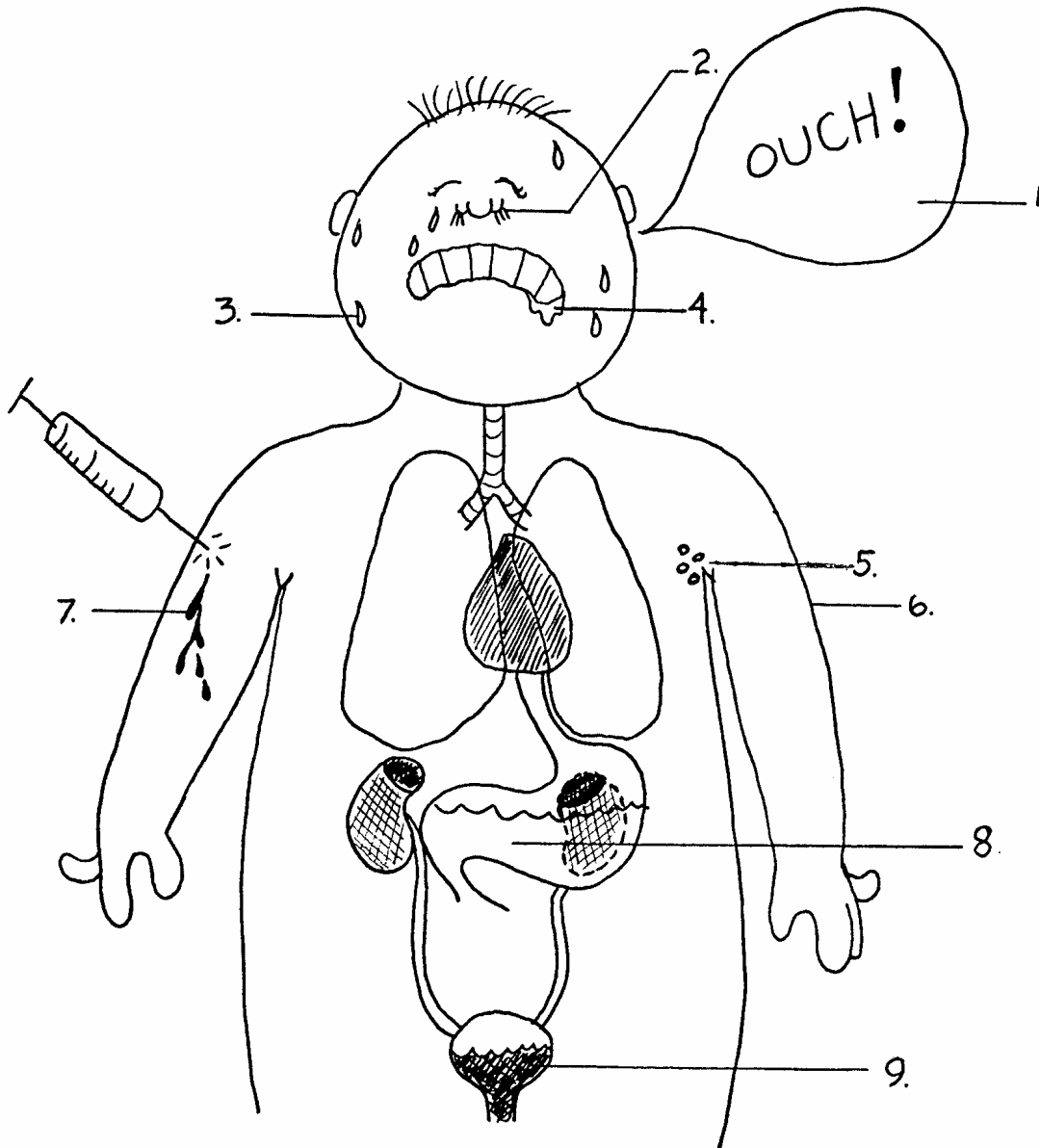
**Answers to activity on next page:**

1. Pain alerts victim
2. Cilia sweeps dust and dirt
3. Sweat helps maintain body temperature
4. Saliva kills germs
5. White blood cells ingest organisms
6. Skin protective barrier
7. Bleeding washes away germs
8. Stomach acids destroy bacteria in food and water
9. Urine washes out some germs

**Source:** Tillman, Kenneth G and Patricia Rizzo Toner, *How to Survive Teaching Health*, Parker Publishing, New York, 1990.

### Body Defense Worksheet

**DIRECTIONS:** Name each numbered body defense in the diagram below and explain how that defense works.



- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_

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## **Name That Disease**

**Grade:** 6-8

**Content:** Communicable and Chronic Diseases

**Sunshine State Standard:**

- HE.A.1.3.2, 1.3.7, 1.3.8, 1.3.6

**Objective:**

- Students will recognize disease symptoms.

**Materials:**

- 3x5 index cards
- Symptom cards and Answer key (p.90-91)

**Activity:**

- Before beginning the game, you may want to attach the Symptom Cards to sturdier 3x5 index cards.
- List the possible answers on the board.
- Divide the class into two teams, and place the cards, face down, in the front of the room.
- Have a student from one team choose a card and read the symptoms aloud to his or her team. Give the group 30 seconds to decide on the diagnosis (In other words, they must guess the disease). The student will then give the answer. The team will receive one point if correct. If incorrect, the card goes back into the pile.
- Next, a student from the opposite team chooses a card, gives an answer, and so on, until all cards have been used or until time is up.
- The team with the most points is declared the winner.

**Variation:**

- Give the team that guesses the disease one point for the correct diagnosis and a bonus point if they are able to recommend a specialist to treat the disease or disorder. For example, Team A may choose a card that says, “Mrs. Smith experiences excessive thirst, urinates frequently, has lost a lot of weight and is weak and tired. She has indications of gangrene, especially on her feet.” If Team A correctly guesses “diabetes” and recommends an “endocrinologist,” the team receives two points.

**Source:** Tillman, Kenneth G and Patricia Rizzo Toner, *How to Survive Teaching Health*, Parker Publishing, New York, 1990.

## Symptom Cards

<p><b>1.</b> Mr. Salvatore is 65 years old. He has pain, swelling, stiffness and deformity in his joints.</p>	<p><b>2.</b> Five-year-old Ronnie has long coughing spells, both during the day and night. Sometimes she vomits. When she coughs, she makes a “whooping” sound.</p>	<p><b>3.</b> Bill experiences frequent, difficult and often painful urination.</p>
<p><b>4.</b> Candace is thirteen years old. When playing field hockey, she often has trouble breathing and experiences “wheezing”.</p>	<p><b>5.</b> Mrs. Smith experiences excessive thirst, urinates frequently, has lost a lot of weight and is weak and tired. She has indications of gangrene, especially on her feet.</p>	<p><b>6.</b> Jennifer has rounded red patches covered with shiny dry scales on her skin. They are especially evident on her elbows, knees, lower back and scalp. She has lost her hair in some affected areas.</p>
<p><b>7.</b> Michelle is twenty years old and has severe pain in her lower abdomen, along with irregular menstruation and nausea.</p>	<p><b>8.</b> Barry has severe nausea, vomiting, diarrhea and abdominal cramps. He remembers eating some potato salad that tasted “bad”.</p>	<p><b>9.</b> John is a drug user who frequently injects heroin. Lately, he has no appetite, a high fever and jaundice (yellowed skin and eyes).</p>
<p><b>10.</b> Little Sandy has swollen glands, puffiness in the side of her face, difficulty opening her mouth and a mild fever.</p>	<p><b>11.</b> Mr. Parker was working on his farm and punctured his foot on a piece of metal. The cut is now infected and he is experiencing painful muscular spasms, fever, headache and stiffening of the muscles of the neck and jaw.</p>	<p><b>12.</b> Sarah has developed a fever, has general aches and pains and now has severe headaches, vomiting and intense pain.</p>
<p><b>13.</b> Rob plays football for his high school team. Rob and some of his friends have noticed blistering, scaling and cracking of the skin between their toes. They have all used the shower stalls in the locker room.</p>	<p><b>14.</b> Stefanie and her parents visited India recently. She is now experiencing increasing diarrhea, vomiting, loss of kidney function and extreme thirst.</p>	<p><b>15.</b> The blood vessels in Mrs. Thomas’s eyes are dilated and pus is evident around the eyes. Her eyelids are swollen and it hurts for her to be out in sunlight.</p>
<p><b>16.</b> Mr. Charles drinks a lot of coffee and loves to eat. Lately, he has gnawing stomach pains that awaken him in the night. It bothers him to eat.</p> <p>Copyright 1990 by Parker Publishing, Inc.</p>		

**Answer key:**

1. Arthritis/Orthopedist
2. Whooping cough/Pediatrician
3. Bladder infection, prostate problem or sexually transmitted disease/Urologist
4. Asthma/Allergist
5. Diabetes/Endocrinologist
6. Psoriasis/Dermatologist
7. Infection of female reproductive system, endometriosis/Gynecologist
8. Food poisoning or gastroenteritis/Gastroenterologist
9. Hepatitis/General Practitioner
10. Mumps/Pediatrician
11. Tetanus (lock jaw)/Neurologist
12. Meningitis/Neurologist
13. Athlete's Foot/Dermatologist
14. Cholera/Internist
15. Conjunctivitis (pink eye)/Ophthalmologist
16. Peptic Ulcer/Internist

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## Creating A Community Health Map

**Grade:** 6-8

**Content:** Consumer and Community Health

**Sunshine State Standards:**

- HE.A.2.3.1, 2.3.2, .2.3.3, 2.3.4, 2.3.6
- HE.C.2.3.6

**Objective:**

Students will learn to identify resources that exist in their community.

**Materials:**

- Paper
- Colored pens or pencils
- Ruler
- Compass
- Fine-line markers
- Computer with Internet access or appropriate software will enhance this assessment

**Activity:**

- In this task, students will create maps of their neighborhood or the larger community in which they live. Each community is different and has different health-related resources. On the maps, students will identify these resources that exist, such as hospitals, health clinics, health clubs, parks, recreation centers, swimming pools, police stations, fire departments, doctors, dentists, the local health department and voluntary health agencies.
- In order to identify the health resources located in the community, students will need to be able to define the area of this exercise. Have the students talk with two or three adults in their family, school and community about known resources in the area. Students can also talk with the library media specialist or local public librarian about how to find listings of health resources.
- Use the following steps to help develop this task:
  - Decide on the area students will use for their map. The area could include the five-block radius around your school, your whole town, or some other area such as the county or region.
  - Begin by making a list of the community health resources in that area.
  - Access a computer-generated map. On the map, draw some local landmarks such as student's homes, school, a well-known store or other significant locations.
  - After they label their map, have them develop a legend. A legend is a description of the items on a map. Their legend should list each health resource on the map with a short description of what that resource is and how it affects the community health.

## Health and Cosmetic Products

**Grade:** 6-8

**Content:** Consumer and Community Health

**Sunshine State Standard:**

- HE.A.2.3.1, 2.3.2, 2.3.3, 2.3.5
- HE.B.2.3.1, 2.3.2, 2.3.3
- HE.C.1.3.1, 1.3.2, 2.3.6

**Objective:**

- Students will compare over-the-counter health products necessary for cleanliness and hygiene to products that are cosmetic in nature.

**Materials:**

- Magazines
- 11x17 paper or poster board
- Glue
- Pencils
- Crayons and markers
- Culturally diverse magazines

**Activity:**

- Inform students of the various types of health and cosmetic products that adolescent students tend to purchase. Many of these products are designed to improve appearance and claim to improve hygiene. Advertisements of these products come in many types.
- Divide into groups of two to four students.
- Have the students collect magazines to find advertisements for health products that people commonly use.
- Instruct them to cut out the advertisements for products that help people practice good health or hygiene habits and those that people use solely to help them look good.
- Have students use the advertisements to make a poster with health products (hygiene) represented on one part of the poster and cosmetic products (appearance) on the other.
- After completing the poster, have students answer the following questions on a separate piece of paper:
  - *What is the difference between the health-enhancing products and the cosmetic products part of your poster?*
  - *What are the kinds of marketing techniques you found in the advertisements that would get people to desire and thus purchase products they don't necessarily need? (samples next page)*

## Sample Responses

- *What is the difference between the health-enhancing products and the cosmetic products part of your poster?*
  - *The health products part of my poster includes items that are used for hygiene purposes such as deodorant or shampoo and products needed to help people keep themselves clean and healthy.*
  - *The cosmetic products part of my poster includes items that are used by people to make them look better. These products aren't actually needed to be healthy or clean, just to look or smell better (lotions, gels, colognes).*
- *What are the kinds of marketing techniques you found in the advertisements that would get people to desire and thus purchase products they don't necessarily need?*
  - *Beautiful people (sex appeal)*
  - *Catchy phrases, words, or jingles to get our attention (humor)*
  - *Using well-known people to say they use the product and we should, too (testimonials)*
  - *People having fun (false image)*
  - *Saying it is the BEST product and if we want to be the best, we need this product (snob appeal)*



## Save Our Nest

**Grade:** 6-8

**Content:** Environmental Health

**Sunshine State Standard:**

- HE.A.1.3.5

**Objective:**

- Students will understand the relationship between animals and plants.
- Students will understand the term ecological balance.

**Materials:**

- Materials to construct a model.

**Activity:**

- Have student's research examples of how humans have destroyed the ecological balance. (Teachers can provide examples such as, destroying habitats; importing animals that do not have predators; killing natural predators (like wolves); killing birds through use of pesticides; and deforestation.
- Have the class design an ecology model, which visually shows the effect that disruption of the ecological balance can have on a person or a community.

Examples:

- Painting or making clay models of before-and-after scenes showing the effects of deforestation: soil being washed away; animals dying because lack of food; and people losing the opportunity to use hiking as a recreational activity.
- Diagram showing the effects of use of pesticides on birds.

**Source:** Tillman, Kenneth G and Patricia Rizzo Toner, *How to Survive Teaching Health*, Parker Publishing, New York, 1990.

# The Dump Stumper

**Grade:** 6-8

**Content:** Environmental Health

**Sunshine State Standard:**

- HE.A.1.3.5

**Objective:**

- Students will learn how to address the problem of waste management in their community.

**Materials:**

- Article: "Our Dump Is Almost Full" for each pair of students (p.97-98)
- Chart (p.99)
- Chalkboard or newsprint
- Pencil or pen
- Books and reference materials as needed.

**Activity:**

- Have the students read the article entitled "Our Dump Is Almost Full" in pairs, underline the main ideas and write a list of things they need more information about. Also, provide a copy of the chart to the students.
- Ask each pair to think of all of the problems they encounter in the article.
- From their list of problems, ask them to categorize the problems (refer to chart) and look for the main underlying problem. Have the pair list it on the board.
- After all groups have done this, it is time to research the underlying problem(s). This can be done by deciding on one main problem, or dividing the class into groups, with each group working on one of the main problems identified.
- Help students establish the criteria for solutions. Some ideas generated by students may include the following:
  - Examples:
    - Should not hurt the environment; should not be really expensive; should be easy for citizens to use.
- Brainstorm solutions to the problem. Possible choices are as follows:
  - Examples:
    - Start a countywide recycling effort; build an incinerator; burn the garbage for energy.
- Make a problem-solving chart on the board similar to the example above.
- Ask the students to rate the solutions according to the criteria using a ranking system or a (+) or (-) system.
- Decide what the best solution to the problem seems to be.
- Instruct students to write a paragraph explaining their opinions about the solution chosen by the class. *How convincing was this process in getting support for the solution, or are there other criteria or solutions that should have been considered? Is the solution realistic? Why or why not?*

## **Our Dump Is Almost Full**

Mayberry County's landfill is almost full. By the end of the year 2005 there will be no place to put more garbage. The Mayberry County Supervisors need to find a place to put the county's garbage. Mayberry County has a population of about 80,000. The landfill averaged 60,000 tons of waste per year for the last 10 years. The table below shows approximately how much of each waste product ends up in the landfill.

<b>Material</b>	<b>Weight</b>
Paper and cardboard	30,000 tons
Iron and steel	5,400 tons
Aluminum	600 tons
Glass	6,000 tons
Food and garden waste	12,000 tons
Plastic, rags, others	6,000 tons

The landfill has been using one acre per year. The county board predicts that the community needs at least 40 acres to take care of the community's garbage for the next 15 to 20 years. The board is considering four sites. The most popular site is the county owned 100-acre airport site. Two farms, the Jones's 60-acre farm and the Smith's 40-acre plot, are also being considered. The fourth site is 50 acres owned by the Plasticorp Company.

There are objections to all of the sites being considered. The county board met Friday and over 150 people showed up to protest one or all of the sites. Most people did not want the smell, looks, or truck noise of a dumpsite near their homes.

A number of citizens asked the board if they had considered an incinerator, refuse derived fuel facility, or countywide recycling center as an alternative to the landfill site. Supervisor Trent commented that she thought that the incinerator and fuel facility might be too costly and that the community would not want to recycle. Supervisor Jutt suggested that the Board look into alternatives and report back to the community in two months. In the meantime, the garbage keeps coming in, filling up the county's dump. Where will the garbage go next?

Please use the chart on page 99 to assist you in answering this very difficult question. Make sure to consider all criteria listed and/or your own criteria.

**Source:** Tillman, Kenneth G and Patricia Rizzo Toner, *How to Survive Teaching Health*, Parker Publishing, New York, 1990.

<b>Chart:</b>	<b>Criteria</b>	Cost	Citizens' Support	Encourages Waste Reduction	Safe for Environment	Encourages Recycling	Easy for Citizens	All Waste Disposal
<b>Solutions</b>								
Build Landfill								
Optional Recycling								
Forced Recycling								
Burn Garbage for Energy								
Incinerator								

# Understanding Divorce

**Grade:** 6-8

**Content:** Family Living

**Sunshine State Standards:**

- HE.B.3.3.4, 1.3.4

**Objectives:**

- Students will understand the difference between “wants” and “needs” and will discuss this difference as it relates to relationship communication.
- Students will discuss some of the feelings that evolve as a result of divorce.

**Materials:**

- Kinds of Wants Worksheet (p.101)
- Pens or pencils
- Chalkboard
- Chalk, eraser

**Activity:**

- Have students define “need” and “want” by brainstorming on the board.
- Give students a 5-10-minute time limit to complete the statement “I want ...” on the worksheet.
- Explain the categories of “needs” on the worksheet.
- Match a “need” category to each of their “wants.” (example: I want to become a professional soccer player...because I need achievement and recognition to be happy in life). Rank those categories according to frequency of appearance.
- Ask *which “need” category was your most frequent?* Explain to the students that there is self-inherent meaning behind that category being most prevalent.
- Ask *what they do when they don't get what they want?* (Example: cry; throw a fit, sulk, etc.).
- *Are certain needs more important than others? Which ones, if any?*
- Pair up students and have them compare their responses. Have students realize that each person has different “needs” and “wants”. Make it clear there is nothing wrong with their differences. Even though not everyone is the same, we must all learn to respect one another’s personal desires.
- Ask *how could this information help you in a dating relationship? Marriage? Do you think this type of information could help prevent divorce? If so, how?*
- *In a divorce situation, is anyone getting what he or she really wants?* Discuss.
- *What types of frustrations might these people experience in a divorce situation?*
  - Children
  - Parent who is left behind
  - Parent who leaves
  - Families
  - Stepparents
  - Stepchildren
  - Others

## Kinds of Wants

**Directions:** List as many wants as you can in the space below.

I want.....


Using the different categories of needs listed below; categorize your “wants” by placing the corresponding letter next to that particular “want.” You may have more than one category for each one and that is okay.

Categorization of needs:

- A = Achievement and recognition
- E = Education
- L = Love and friendship
- W = Work
- D = Life-and-death situation
- T = Travel
- H = Good health
- M = Material possessions
- O = Other

**Source:** Tillman, Kenneth G and Patricia Rizzo Toner, *How to Survive Teaching Health*, Parker Publishing, New York, 1990.

## Who's the Boss?

**Grade:** 6-8

**Content:** Family Living

**Sunshine State Standards:**

- HE.B.3.3.4, 1.3.4

**Objective:**

- Students will learn issues associated with birth order positions.

**Materials:**

- Paper
- Pens or pencils

**Activity:**

- Divide the class into the following groups:
  - Only child
  - First born
  - Second born
  - Middle of three
  - Youngest
  - Twins (if any)
- Ask the groups to gather their feelings and discuss all the advantages and disadvantages they decide are correlated with birth position. Appoint a secretary and a spokesperson for each group. The secretary will jot down the group's opinions and the spokesperson will report to the class.

**Source:** Tillman, Kenneth G and Patricia Rizzo Toner, *How to Survive Teaching Health*, Parker Publishing, New York, 1990.



## Genes and Heredity

**Grade:** 6-8

**Content:** Growth and Development

**Sunshine State Standard:**

- HE.A.1.3.8

**Objective:**

- Students will learn to identify different genetic traits.

**Materials:**

- 1 blue and 1 yellow index card for each student

**Activity:**

- Define and discuss inherited and acquired traits.
- Formulate a list of traits through class discussion of both types of traits (use the lists below as starters).
  - Inherited Traits
    - Eye Color
    - Hairline
    - Hair Color
    - Ability to Roll Tongue
    - Height
    - Skin color
    - Basic Intelligence
    - Basic Musical AbilityOr others that your class may think of...
  - Acquired Traits
    - Food Preference
    - Hair Style
    - Clothes Preference
    - Language SpokenOr others that your class may think of...
- Explain how each person is a combination of inherited and acquired traits and that the environment in which they live influences these traits.
- Involve the class in a discussion about what differences identical twins might have that make each unique.

## Resolving Conflict

**Grade:** 6-8

**Content:** Growth and Development

**Sunshine State Standards:**

- HE.B.3.3.1, 3.3.2, 3.3.4, 3.3.5, 3.3.6, 3.3.7
- HE.C.1.3.7, 2.3.4, 2.3.5

**Objective:**

- Students will learn and demonstrate mastery of conflict resolution.

**Materials:**

- Scenario: “Resolving Conflict: A Dialogue Between Pat & Joe” (p.105)
- Pen or pencil
- Paper

**Activity:**

- Discuss conflict resolution as a class.
- Students are then given a scenario in which two students are in conflict. Have them write a dialogue between the two main characters that demonstrates mastery of conflict resolution skills and results in a peaceful resolution. Have students share their scripts with each other and/or read them to the class.
- Read to or have the students listen to the following scenario between Pat and Joe. Then instruct them to write a dialogue about how these two people could resolve their differences in a peaceful way. The students should prepare a dialogue that should be like a short one-act play or TV script. Be sure to have them include the kinds of interaction necessary in order to resolve a conflict. Here is the scenario:  
*Pat and Joe are good friends. Last month, Joe borrowed money from Pat to buy his girlfriend a gift for her birthday. Pat has asked Joe to pay the money back. Joe keeps promising he will, but he hasn't paid Pat back yet. Now Pat needs the money to buy concert tickets. Pat calls Joe on the phone to ask for the money back.*
- Instruct students to make Pat and Joe's conversation realistic, but also creative in the way they resolve the conflict. Make sure the students do not forget to include the basic steps in the conflict resolution process. The scenario example on the following page can be handed out to students if necessary.

**Resource:**

Information on the Conflict Resolution Process:

<http://www.qvctc.commnet.edu/classes/ssci121/weeks.html>

## Resolving Conflict: A Dialogue Between Pat and Joe

*Pat: Hey, Joe, what's up?*

*Joe: Not much.*

*Pat: Joe, I really like you. You're one of my best friends and I want to keep it that way.*

*But I think we have a problem here. Last month, I lent you \$50 so you could buy Elena a birthday present. That was cool. But you haven't paid me back yet, and I really need the money. That's not cool.*

*Joe'- Gosh, Pat, I'm doing the best I can. I'll get you the money, honest.*

*Pat: Joe, I feel really ripped off when you say you're doing the best you can to pay me back, because I noticed you were wearing an expensive new jacket to school. I feel like you've got money to spend, but you're not using it to pay me back. That makes me angry.*

*Joe: Pat. I NEEDED a jacket.*

*Pat: Joe, I NEED the money you owe me. I'm taking Janet to the concert Saturday night, and I have to buy the tickets.*

*Joe: Well, what do you want me to do about it?*

*Pat: Well, let's think of some ways. What If you borrowed the money from your parents?*

*Joe: I can't do that. If I could, I would have borrowed the money for Elena's present from them.*

*Pat: You could rob a bank.*

*Joe: Uhhh...I don't think so. But here's what I could do. I get paid on Wednesday at my job. It won't be \$50 big ones, but it will be pretty close, within five dollars. Will you take that much and let me pay you back the rest next month?*

*Pat: Yeah, the tickets are \$40, so I can buy them with your paycheck and you can pay me the rest next month.*

*Joe: It's a deal! See you at school tomorrow.*

*Pat: Wait-how am I going to get the money from you?*

*Joe: Can you meet me at Peterson's after school Wednesday? I'll meet you there and we can go to the bank together.*

*Pat: It's a deal. See you at school tomorrow.*

## First Aid Booklet

**Grade:** 6-8

**Content:** Injury Prevention and Safety

**Sunshine State Standards:**

- HE.A.1.3.2, 1.3.7
- HE.B.1.3.5, 3.3.6, 3.3.7

**Objective:**

- Students will learn basic principles of first aid.

**Materials:**

- Basic paper supplies to make booklets
- Internet Resources to use in this activity:
  - <http://www.webmd.com>
  - <http://www.onhealth.com>
  - <http://www.healthcentral.com>
- *Community First Aid and Safety* by the American Red Cross
- Vocabulary Words to use in this activity: Sprain, fracture, asphyxiation, pressure, temperature, unconscious, nausea, vomiting, splint, ace bandage, elevate, heat exhaustion, cramp, spasm, seizure, faint, clammy, dizzy, wound, laceration, stitches, etc.

**Activity:**

- Have the students read *Community First Aid and Safety* by the American Red Cross.
- Divide the class in small groups, where students can define the terms, using their own words. Then, the students can use the dictionary or other sources (i.e. the Internet sites listed) to complete definitions for any remaining words.
- Have the students discuss the definitions, using each of the words in sentences that they share around the circle of the small group.
- Students will then read procedures, as instructed, for certain first aid treatments presented in the text. They act out the processes while other group members take notes on the directions. As they are acting out the steps, students should use the new vocabulary in their instructions.
- Students then take the information that they used to act out the first aid procedures, and turn it into an illustrated booklet for others to use.
- Tell students to pretend they are the publishers of the best booklet on first aid. Write an advertisement for the radio or television designed to persuade people to buy their booklet. Use the new vocabulary in their advertisement.

## Rules for the Pool

**Grade:** 6-8

**Content:** Injury Prevention and Safety

**Sunshine State Standards:**

- HE.A.1.3.2, 1.3.7
- HE.B.1.3.5, 1.3.6, 3.3.6

**Objective:**

- Students will learn principles of water safety.

**Materials:**

- Safety booklet samples
- Paper for making booklets
- Markers, crayons and colored pencils
- Magazines
- Computer access
- Health and community resource list for your community

**Activity:**

- Schedule a presentation on water safety. Present the task by showing students sample safety booklets and explaining where to find information on water safety, for example, the American Red Cross and Internet web sites.
- Schedule class time where students can share booklets with classmates and if necessary, display booklets from within the school and community.
  - Your community has been building a new aquatic center for the past year. This summer there will be a huge grand opening ceremony. The city council wants to be sure that everyone enjoys the pool and no one is injured while using it. Your task is to create a booklet for people your age that will teach them water safety rules.
  - In order to create your booklet, you will need to research what makes a safe pool environment. There are many ways to do this. You may want to visit city or county pools, interview lifeguards or collect information from safety agencies, printed sources and the Internet.
  - The students should use the paper supplied to cut and prepare their booklets. This should be done using the instructions on the next page.

- It is necessary to compile and present information in a way that is clear, understandable and interesting to young people. The safety booklet can include words, pictures, or both. It must include the following:
  - A cover with your names(s), the title of your booklet, and a table of contents.
  - Background information about water safety and injury prevention. This should include an explanation of why water safety is an important aspect of injury prevention and may include examples of injuries that can occur when water safety is not followed. It may also include statistics on the number of pool-related injuries that occur every year.
  - Rules about how to behave safely in and around the pool.
  - An explanation of why each rule is important for water safety.
  - Instructions on what to do in case of an emergency around the pool and a description of rescue equipment devices.
  - A list of all the information sources you used in your research.

## Responding to Injuries

**Grade:** 6-8

**Content:** Injury Prevention and Safety

**Sunshine State Standards:**

- HE.A.1.3.2, 1.3.7
- HE.B.1.3.5, 1.3.6, 3.3.6

**Objective:**

- Students will learn to respond to specific types of injuries and emergency situations.

**Materials:**

- First-aid book such as *The American Red Cross First Aid and Safety Handbook*
- Common first aid materials
- Health education textbook and library books on first aid

**Activity:**

- Teachers should assign each group to one of the following topics:
  - General rules for being a rescuer in an emergency
  - An unconscious victim (injury unknown)
  - Ingestion of poison
  - Drug overdose
  - Heart attack
  - External bleeding
  - Sprained ankle
  - Choking on food
  - Exposure to extreme cold
  - Burn
- This is a small-group assignment, consisting of about three students per group.
- Students will research and demonstrate how to respond to specific injury or emergency situations. The key to this exercise is for students to think of themselves as emergency medical teams that are training newcomers to the profession and their ability to understand what is being taught may someday help them save a life or prevent an injury altogether. Make that clear to them.
- After you have distributed the topics, instruct them to learn about what you should do in this situation by consulting a basic first aid handbook or by interviewing a professional who works in this area. Such professionals might include a nurse, paramedic, or representative of the American Red Cross.
- Each student must then submit a written report.
- Next, have the students work within their groups to plan an oral presentation. In this presentation, they will teach the other students how to respond to the injury or emergency situation assigned to that group. Their oral presentations should include a description of the injury or emergency, its symptoms and characteristics. This should be followed by a demonstration of how to respond. Students should begin the presentation with a handout.

## Reflections of Me

**Grade:** 6-8

**Content:** Mental and Emotional Health

**Sunshine State Standards:**

- HE.A.1.3.1, 1.3.3
- HE.B.1.3.3

**Objective:**

- Students will learn the correlation between visual arts and mental/emotional health.

**Materials:**

- Paper
- Writing materials (markers, color pencils, crayons, etc.)
- Access to Internet for lyrics.

**Activity:**

- Music, poetry and the visual arts are a part of our lives. They help us to define, express and cope with our emotions. This activity gives students an opportunity to look at how a certain song, poem or piece of visual art relates to them and why it possesses such meaning.
- Students are to select a song, poem or piece of visual art that relates to their mental or emotional health. Instruct them to write out the words to the song or poem using the following Internet address: <http://www.lyrics.com>; or bring a picture of their visual art selection, including the title and artist. Students may write their own poem or song, and likewise, may design a piece of art.
- Have the students, in their own words; explain how they relate to the song, poem or artwork. Make sure they do not just describe only the meaning, but explain the correlation to themselves.
- To have the students open up and express their deeper, inner feelings, make sure you remark that these will not be shared without permission.



## People We Admire

**Grade:** 6-8

**Content:** Mental and Emotional Health

**Sunshine State Standard:**

- HE.C.2.3.2

**Objective:**

- Students will learn about personality traits and the concept of admiration.

**Materials:**

- Paper
- Writing materials

**Activity:**

- Begin this activity with a classroom discussion on self-image and self-esteem. Ask students: *How much of our personality is nature vs. nurture? Do you think your personality affects your behavior and the health choices you make in your life?*
- Ask students to complete the following thought: *If I could invite anyone in the world to dinner, I would choose \_\_\_\_\_ because \_\_\_\_\_.*
- Using their answers, instruct them to answer the following in the form of a paragraph.
  - *What are three reasons why you would choose this person?*
  - *What qualities about this person do you admire?*
  - *What one quality about this person would you most like to have? How would you go about developing it?*
- After they have completed that paragraph, have them write an invitation to the person.

## Dietary Guidelines Bulletin Board

**Grade:** 6-8

**Content:** Nutrition

**Sunshine State Standards:**

- HE.A.2.3.1
- HE.C.1.3.1

**Objective:**

- Students will become familiar with the dietary guidelines.

**Materials:**

- Dietary Guidelines Worksheet (p.113)
- Markers, colored pencils, etc.
- Paper—any size.

**Activity:**

- Review and discuss Dietary Guidelines for Americans Worksheet.
- Using paper, have students choose a guideline and let them creatively design a bulletin board.
- On the back of their project, the students should write their names and guideline choices. As a variation, students can prepare an essay on why they chose that particular guideline, including why they feel it is important, etc.



# Dietary Guidelines for Americans



## **A**im for Fitness. . .

- ▲ Aim for a healthy weight.
- ▲ Be physically active each day.



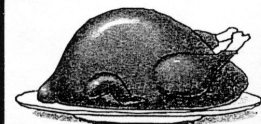
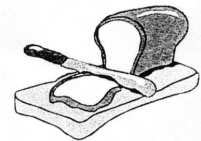
## **B**uild a Healthy Base. . .

- Let the Pyramid guide your food choices.
- Choose a variety of grains daily, especially whole grains.
- Choose a variety of fruits and vegetables daily.
- Keep foods safe to eat.

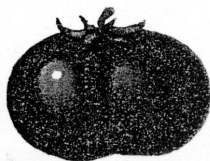
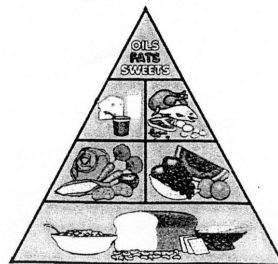


## **C**hoose Sensibly. . .

- ❖ Choose a diet that is low in saturated fat and cholesterol and moderate in total fat.
- ❖ Choose beverages and foods to moderate your intake of sugars.
- ❖ Choose and prepare foods with less salt.
- ❖ Children and adolescents should not drink alcoholic beverages

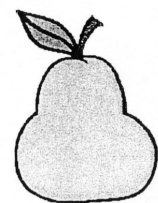


*. . . for good health*



Food and Nutrition Management  
Florida Department of Education

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Education



## Sugar for Breakfast

**Grade:** 6-8

**Content:** Nutrition

**Sunshine State Standards:**

- HE.A.2.3.1
- HE.C.1.3.1

**Objective:**

- Students will become familiar with reading food labels.

**Materials:**

- Any popular breakfast cereal
- 2 cereal bowls
- Bowl of refined sugar.

**Activity:**

- Before class begins, display 2 cereal bowls of a popular cereal at the front of the class.
- Ask for a volunteer (preferably, someone who ate cereal for breakfast that morning).
- Ask the volunteer to pour the amount of cereal they ate in one of the bowls.
- Ask the volunteer to read from the side of the cereal box the serving size for one serving.
- Instruct the volunteer to measure out that amount and place in the other bowl.
- Have the volunteer then calculate on the board the number of calories they may have consumed that morning.
- Challenge students to be aware that portion size is important and to keep track of that when they eat, regardless of where they are.

## Lights, Camera, Action

**Grade:** 6-8

**Content:** Personal Health

**Sunshine State Standards:**

- HE.A.1.3.2, 1.3.6, 1.3.7, 1.3.8, 1.3.9, 1.3.10
- HE.B.1.3.1, 1.3.4
- HE.C.1.3.3, 1.3.6

**Objectives:**

- To promote healthy personal hygiene practices.
- Students will identify Universal Precautions as part of good hygiene practice.

**Materials:**

- Pens
- Paper
- Pencils
- Props

**Activity:**

- Divide the class into groups.
- Instruct these groups to write a script (the dialogue and actions) for a public service announcement (PSA) that demonstrates good personal hygiene habits.
- Make creativity an important part here. The students may want to talk directly to their audiences, like a news reporter on television. However, students may have other ideas and this should be discussed throughout the activity.
- The script may be of any length, but must include all of the following in the PSA:
  - Describe good personal hygiene habits people should follow every morning, as they get ready for school or at night as they get ready for bed.
  - Give the health reasons why each of these habits is important.
  - Keep in mind who the audience is (students your age or otherwise), so that the script can be written in a way that it will be clear, creative and interesting. Include any movement or props needed.
  - When your script is finished, perform it before the class.

## Health Factors

**Grade:** 6-8

**Content:** Personal Health

**Sunshine State Standards:**

- HE.A.1.3.6, 1.3.8, 1.3.9

**Objective:**

- Students will identify risk factors that affect their personal health.

**Materials:**

- Risk Factor Worksheet (p.117)
- Various health articles from newspaper, journals and magazines
- Access to the library media center will be helpful

**Activity:**

- Begin with a discussion of health-related risk factors, things that improve or inhibit the quality and length of our life. Mention that we all have risk factors and therefore, it is necessary to identify them. Ask: *What are your risk factors?*
- Distribute the Risk Factor Worksheet
- Have students choose one factor that influences their health either positively or negatively.
- Have them explain how this factor has or could have an influence on their health.
- Instruct students to find an article that supports or explores that factor or influence.
- Have students prepare a summary of the article and then relate that information to their personal experiences.

## **Risk Factor Worksheet**

What is your health risk factor?

How can this risk factor affect your health?

What is your theory?

What article supports your theory (Please cite title of article, publication, date, etc.)?

Summarize the article. How does it relate to your theory?

What impact will this have on your personal health?

**The following is a listing of the Florida Sunshine State Standards for health used in the previous 6-8 lesson plans:**

**1. Alcohol, Tobacco and other Drugs**

- HE.A.1.3.4: Understands how peer pressure can influence healthful choices.
- HE.A.1.3.7: Knows the benefits of positive health practices and the appropriate health-care measures necessary to prevent accidents, illnesses, and death.
- HE.B.1.3.1: Knows the importance of assuming responsibility for personal health behaviors.

**2. Communicable and Chronic Diseases**

- HE.A.1.3.2: Understands the relationship between positive health behaviors and the prevention of injury, illness, disease and other health problems.
- HE.A.1.3.6: Knows ways in which to reduce the risks related to the health problems of adolescents.
- HE.A.1.3.7: Knows the benefits of positive health practices and the appropriate health-care measures necessary to prevent accidents, illnesses and death.
- HE.A.1.3.8: Knows how lifestyle, pathogens (germs), family history, and other risk factors are related to the cause and prevention of disease and other health problems.

**3. Consumer and Community Health**

- HE.A.1.3.9: Knows various methods of health promotion and disease prevention.
- HE.A.2.3.1: Knows how to analyze the validity of health information, products and services.
- HE.A.2.3.2: Knows how to use resources from the home, school and community that provide valid health information.
- HE.A.2.3.3: Knows how to locate health products and services.
- HE.A.2.3.4: Knows how to access a variety of technologies for health information.
- HE.A.2.3.5: Knows how to compare the costs of health products in order to assess value.
- HE.A.2.3.6: Identifies situations requiring professional health services.
- HE.B.2.3.1: Knows how messages from media and other sources influence health behavior.
- HE.B.2.3.3: Identifies aspects in one's own culture and in the cultures of others that may have an impact on health and the use of health services.
- HE.C.1.3.1: Knows how to apply a decision-making process to health issues and problems individually and collaboratively (e.g. nutritional food choices at home, restaurants and school).
- HE.C.1.3.2: Understands the role that individual, family, community and cultural attitudes play when people make health-related decisions (e.g. when making food choices).
- HE.C.2.3.6: Knows how to access community agencies that advocate healthy individuals, families and communities.



#### **4. Environmental Health**

HE.A.1.3.5: Understands the relationship between the environment and personal health.

#### **5. Family Living**

- HE.A.1.3.8: Knows how lifestyle, pathogens (germs), family history, and other risk factors are related to the cause or prevention of disease and other health problems.
- HE.B.1.3.2: Understands the short-term and long-term consequences of safe, risky and harmful behaviors.
- HE.B.1.3.4: Knows strategies for improving and maintaining personal and family health.
- HE.B.3.3.4: Understands how the behavior of family members and peers affects interpersonal communication.
- HE.C.1.3.2: Understands the role that individual, family, community, and cultural attitudes play when people make health-related decisions (e.g. when making food choices).

#### **6. Growth and Development**

- HE.A.1.3.1: Knows how body systems work together and influence each other.
- HE.B.3.3.3: Knows skills for building and maintaining positive interpersonal relationships (e.g., compromising).
- HE.B.3.3.1: Knows effective verbal and nonverbal communication skills (e.g. body language and eye statements).
- HE.B.3.3.2: Knows various ways to communicate care, consideration, and acceptance of self and others (e.g. respect, trust, kindness and sexual abstinence as an expression of love).
- HE.B.3.3.4: Understands how the behavior of family members and peers affects interpersonal communication.
- HE.B.3.3.5: Demonstrates attentive communication skills (e.g. eye contact and hand and body gestures).
- HE.B.3.3.6: Knows communication strategies for avoiding potentially harmful situations (e.g. refusal skills and resistance to peer pressure).
- HE.B.3.3.7: Understands the possible causes of conflict among youth in schools and communities and knows positive communication strategies for preventing conflict.
- HE.C.1.3.7: Knows how expanding abilities, independence, and responsibilities associated with maturation influence personal behavior.
- HE.C.2.3.4: Knows how to influence others to make positive choices.
- HE.C.2.3.5: Knows ways to work cooperatively with others to advocate for healthy individuals, schools and families.

## **7. Mental and Emotional Health**

- HE.A.1.3.1: Knows how body systems work together and influence each other.
- HE.A.1.3.3: Knows how physical, mental, emotional, and social health interrelate during adolescence.
- HE.A.1.3.4: Understands how peer pressure can influence healthful choices.
- HE.B.1.3.3: Knows strategies for managing stress.
- HE.B.2.3.2: Knows how information from peers influence health.
- HE.B.2.3.4: Understands emotional and social health risks caused by prejudice in the community.
- HE.B.3.3.8: Knows communication strategies for managing grief caused by disappointment, separation, or loss (e.g. counseling, talking and listening).
- HE.C.2.3.2: Knows ways to effectively express feelings and opinions on health issues.

## **8. Injury Prevention and Safety**

- HE.A.1.3.2: Understands the relationship between positive health behaviors and the prevention of injury, illness, disease and other health problems.
- HE.A.1.3.7: Knows the benefits of positive health practices and the appropriate health-care measures necessary to prevent accidents, illnesses and death.
- HE.B.1.3.5: Knows techniques for avoiding threatening situations.
- HE.B.1.3.6: Knows injury-prevention and injury-management strategies for personal and family health.
- HE.B.3.3.6: Knows communication strategies for avoiding potentially harmful situations (e.g. refusal skills and resistance to peer pressure).
- HE.B.3.3.7: Understands the possible causes of conflict among youth in schools and communities and knows positive communication strategies for preventing conflict.

## **9. Nutrition**

- HE.A.1.3.10: Knows eating disorders that adversely affect health.
- HE.C.1.3.1: Knows how to apply a decision-making process to health issues and problems individually and collaboratively (e.g. nutritional food choices at home, restaurants and school).
- HE.A.2.3.1: Knows how to analyze the validity of health information, products and services.

## **10. Personal Health**

- HE.A.1.3.2: Understands the relationship between positive health behaviors and the prevention of injury, illness, disease and other health problems.
- HE.A.1.3.6: Knows ways in which to reduce the risks related to the health problems of adolescents.
- HE.A.1.3.7: Knows the benefits of positive health practices and the appropriate health-care measures necessary to prevent accidents, illnesses and death.

- HE.A.1.3.8: Knows how lifestyle, pathogens (germs), family history, and other risk factors are related to the cause of prevention of disease and other health problems.
- HE.A.1.3.9: Knows various methods of health promotion and disease prevention.
- HE.A.1.3.10: Knows eating disorders that adversely affect health.
- HE.B.1.3.1: Knows the importance of assuming responsibility for personal health behaviors.
- HE.B.1.3.4: Knows strategies for improving and maintaining personal and family health.
- HE.C.1.3.3: Understands the various consequences of health-related decisions.
- HE.C.1.3.4: Knows strategies and skills needed to attain a personal health goal.
- HE.C.1.3.5: Knows how priorities, changing abilities, and responsibilities influence setting health goals (e.g. conducting a needs assessment).
- HE.C.1.3.6: Knows the outcomes of good personal health habits.

## LifeSkills Training

LifeSkills Training is a groundbreaking substance abuse prevention program for sixth through ninth grade students. It is based on more than 20 years of scientific research. It is comprehensive, interactive, and penetrating in its dynamic approach to addressing the underlying causes of tobacco, alcohol and illicit drug use.

The LifeSkills Training program focuses on the following topics: self-image; making decisions; smoking: myths and realities; smoking and biofeedback; alcohol: myths and realities; marijuana: myths and realities; advertising; coping with anxiety; social skills; communication skills; assertiveness; drug abuse; media; assertiveness and peer pressure. These topics are aligned with math, language arts, science and social studies Florida Sunshine State Standards, offering a multitude of lesson plans.

Unlike other prevention programs that merely claim to work, LifeSkills Training has solid evidence of its effectiveness. More than a dozen major scientific studies show that this program reduces substance abuse. A comprehensive study, published in the *Journal of the American Medical Association*, followed nearly 6,000 students enrolled in LifeSkills Training over a six-year period, beginning in seventh grade. The results were conclusive: By 12<sup>th</sup> grade, more than three years after the program ended, Life Skills students continued to show dramatic resistance to tobacco, alcohol and drug abuse. Weekly use of cigarettes, alcohol and marijuana, in combination, was 66 percent lower among the LifeSkills Training students. Weekly use of marijuana alone was 44 percent lower. Further, the federal Centers for Disease Control (CDC) and Prevention have both recommended LifeSkills Training as an outstanding tobacco prevention program. In its 56-year history, the CDC has only chosen two programs for this important designation.

If you are interested in undertaking this program, please contact the resource teacher for Safe and Drug Free Schools at the Educational Services Facility in Viera. Alternatively, you may opt to contact LifeSkills Training through Princeton Health Press or at <http://www.lifeskillstraining.com>.

## Chapter 5

### Resources

#### Websites

##### General Nutrition and Health

American Association for Health Education:

<http://www.aahperd.org/aahe/template.cfm>

American Cancer Society:

<http://www.cancer.org>

American Heart Association:

<http://www.americanheart.org>

Calorie Control Council:

<http://www.caloriecontrol.com>

Center for Science in the Public Interest (CSPI):

<http://www.cspinet.org>

Consumer Information Center:

<http://www.pueblo.gsa.gov>

Education World:

<http://www.education-world.com/>

Florida's Coordinated School Health Program: <http://www.myfloridaeducation.com/commhome/h-pilot.htm>

Food and Nutrition Information Center:

<http://www.nal.usda.gov/fnic>

Food Finder:

<http://www olen.com/food/>

Health Answers:

[http://www.healthanswers.com/patco/videos\\_main](http://www.healthanswers.com/patco/videos_main).

Health Central-Dr. Dean Edell:  
<http://www.healthcentral.com>

Health Hotlist:  
<http://www.fi.edu/tfi/hotlists/health.html>

Health World Online:  
<http://www.healthy.net/scr/center.asp?centerid=4>

PE Central:  
<http://www.pecentral.org>

Planet Wellness:  
<http://www.planetwellness.com/fastfood.asp>

WebMD:  
<http://www.webmd.com>

### **Special Nutrition Issues**

American Diabetes Association:  
<http://www.diabetes.org>

Anorexia Nervosa and Related Eating Disorders, Inc.:  
<http://www.anred.com>

Food Allergy Network:  
<http://www.foodallergy.org>

Vegetarian Resource Group:  
<http://www.vrg.org>

### **Dental Health**

Tooth Fairy:  
<http://www.toothfairy.org>

Colgate-Palmolive:  
<http://kids-world.colgatepalmolive.com/>

Crest Toothpaste:  
[http://www.crest.com/index\\_flash.html](http://www.crest.com/index_flash.html)

## Nutrition for Children

Discovery School:

<http://school.discovery.com/lessonplans/health.html>

Dole 5 A Day:

<http://www.dole5aday.com>

Florida Citrus:

<http://www.floridajuice.com>

General Mills:

<http://www.youruleschool.com>

Kids Food Cyberclub:

<http://www.kidfood.org/>

Kids Health (The Nemours Foundation):

<http://www.kidshealth.org>

National Network for Child Care:

<http://www.nncc.org>

Nutrition Analysis Tool V1.1:

<http://www.nat.uiuc.edu/>

Nutrition Café:

<http://exhibits.pacsci.org/nutrition/>

Nutrition Camp:

<http://www.nutritioncamp.com>

Nutrition Navigator:

<http://navigator.tufts.edu/index.html>

Quaker:

<http://www.quakeroatmeal.com>

Tooned In School Menu:

<http://www.schoolmenu.com>

Yahoo! Guide to Kids Health:

[http://www.yahooligans.com/science and nature/Health and Safety/](http://www.yahooligans.com/science_and_nature/Health_and_Safety/)



## Bulletin Boards

Healthy Bulletin Boards:

<http://www.ulm.edu/education/hhp/431bulletinboards.html>

Smartpicks, Inc.:

<http://www.smartpicks.com>

DiscoverySchool:

<http://www.puzzlemaker.com>

Health Central:

<http://www.healthcentral.com>

Health Ed: K-12:

<http://www.techined.com/k12links.htm>

## Lesson Plans

Education World:

[http://www.education-world.com/a\\_lesson/archives/health.shtml](http://www.education-world.com/a_lesson/archives/health.shtml)

New York Times:

<http://www.nytimes.com/learning/teachers/lessons/20001205tuesday.html>

PE Central:

<http://www.pecentral.com/lessonideas/health/healthlp.asp>

Teachnet:

<http://www.teachnet.com/lesson/health/index.html>

## Other

Food Timeline:

<http://www.gti.net/mocolib1/kid/food.html>

Kids Can Make A Difference:

<http://www.kidscanmakeadifference.org>

Miami Museum of Science:

<http://www.miamisci.org/ph/>

Heart Power Kit:

<http://www.americanheart.org/presenter.jhtml?identifier=3003357>

## Organizations, Associations, & Government

American Lung Association:

<http://www.lungusa.org/>

American Red Cross:

<http://www.redcross.org>

CDC:

<http://www.cdc.gov/>

<http://www.cdc.gov/nccdphp/dash/what.htm>

Fitness for Youth:

<http://www.fitnessforyouth.umich.edu>

Food and Drug Administration:

<http://www.fda.com/>

Health Finder:

<http://www.healthfinder.gov>

Public Television:

<http://www.pbs.org/teachersource/health.htm>

<http://www.pbs.org/>

<http://www.kcts.org>

UCLA, School Mental Health Project/Center for Mental Health in Schools:

<http://www.smhp.psych.ucla.edu>

Washington State Dairy Council:

<http://www.eatsmart.org/>

## **Brevard County Community Resources**

American Cancer Society  
4356 Suite B Fortune Place  
Melbourne, FL 32904  
(321) 723-7737

American Heart Association  
2800 Aurora Rd  
Melbourne, FL 32935  
(321) 255-3557

American Lung Association of Florida Inc.  
1900 Harbor City Blvd. #304  
Melbourne, FL 32901  
(321) 951-1199

American Red Cross Brevard County Headquarters  
1150 Hickory St  
Melbourne, FL 32901  
(321) 724-0237

Big Brothers Big Sisters  
2454 Minton Road  
West Melbourne, FL 32904  
(321) 259-7874

Boys and Girls Club of Brevard  
835 E. Sycamore Street  
Titusville, FL  
(321) 269-8100

Brevard County Dental Society  
670 N. Courtney Parkway #19 C  
Merritt Island, FL 32953  
(321) 453-8551

Brevard Center for Drug Free Living  
4479 Harbor City Blvd  
Melbourne, FL 32935  
(321) 757-7150

Brevard County Health Department  
801 Dixon Blvd. Suite 1147 B  
Cocoa, FL 32922  
(321) 637-7300

Brevard Family Counseling Center  
1900 S Harbor City Blvd  
Melbourne, FL  
(321) 984-0403

Brevard Mental Health Center  
2194 Highway A1a  
Indian Harbor Beach, FL  
(321) 777-4946

Child Care Association  
18 Harrison St  
Cocoa, FL 32940  
(321) 634-3500

Children's Advocacy Center/Child Protection Team  
2 Suntree Place  
Melbourne, FL 32940  
(321) 259-4479

Circles of Care  
400 E. Sheridan Road  
Melbourne, FL 32901  
(321) 722-5257

Department of Children and Families  
3880 S. Washington Ave.  
Titusville, FL 32780  
(321) 383-5210

Fire Department-See your local listing

Keep Brevard Beautiful  
3101 Suntree Blvd  
Melbourne, FL 32940  
(321) 453-8767

National Safety Council, Brevard County  
888 S. US 1  
Rockledge, FL 32955  
(321) 631-2347

Police Department-See your local listing

Pregnancy Resources Inc.  
2225 Babcock Street, Melbourne, Florida (321) 724-6202 *or*  
1255-D Florida Avenue, Rockledge, Florida (321) 504-4357

PREVENT! of Brevard, Inc.  
1948 Pineapple Ave.  
Melbourne, FL 32935  
(321) 259-7262

Space Coast Early Intervention Center  
3661 S. Babcock St., Suite D  
Melbourne, FL 32901  
(321) 729-6858

YMCA of Brevard County  
2100 S. Park Avenue  
Titusville, FL 32780  
(321) 267-8924

Contact your school nurse supervisor for the Health Department contact in your area.

## **Reference Books/CDs**

*A Choo! All About Colds.* Patricia Brennan Demuth.

*A Healthy Body: A Book About Fitness And Nutrition.* Mary Packard.

*Basic Aid Training (BAT).* American Red Cross.

*Berenstain Bears: Too Much Junk Food.* Stand and Jan Berenstain.

*Big Bird Goes To The Dentist.* Trish Sommers.

*Clean and Healthy.* Angela Royston.

*Community First Aid and Safety.* American Red Cross

*Dinosaurs Divorce.* Lawrence Krasny Brown.

*Dr. DeSoto.* William Steig.

*Feel Good! Understand Your Emotions.* Kathy Feeney.

*Franklin Rides A Bike.* Paulete Bourgeois.

*Germs Make Me Sick!* Melvin Berger.

*Good Enough To Eat: A Kid's Guide To Food And Nutrition.* Lizzy Rockwell.

*I Am Special.* Kimberly Jordans.

*It's OK To Say Don't.* Betty Beogehold.

*It's OK To Say No To Drugs.* Susan Amerikaner.

*Just Say No.* Brenda Shook Hazen.

*Making the Connection: Health and Student Achievement (CD).* Association of State and Territorial Health Officials and the Society of State Directors of Health, Physical Education and Recreation.

*Mr. Noisy's Helpers.* Rozanne Lanczack Williams.

*Never Talk To Strangers.* Irma Joyce.

*Nutrition Diner (CD).* Florida Department of Education.

*Pre-Driver Education: Thinking Ahead Curriculum.* Brevard County Metropolitan Planning Organization.

*Smart Moves: Why Learning Is Not All In Your Head.* Carla Hannaford, PH.D.

*The Amazing Pullout, Pop-Out Body In A Book.* David Hancock.

*The American Red Cross School Catalog.* The American Red Cross

*The Body Book.* Shelley Rother and Stephen Calcagino.

*The Chair.* Galen Cranz.

## Speakers, Topics and Programs

Speakers	Possible Topics	Programs
Acupuncturists	<ul style="list-style-type: none"> <li>Physical, Mental and Emotional Health</li> </ul>	
Al Anon/Ala Teen	<ul style="list-style-type: none"> <li>Alcohol Abuse</li> <li>Family Counseling</li> </ul>	
Alzheimer Society	<ul style="list-style-type: none"> <li>Disease Education</li> </ul>	
American Cancer Society	<ul style="list-style-type: none"> <li>Sun Awareness</li> <li>Smoking and Tobacco Prevention</li> </ul>	
American Diabetes Association	<ul style="list-style-type: none"> <li>Prevention</li> <li>Disease Information</li> </ul>	
American Dietetic Association	<ul style="list-style-type: none"> <li>Nutrition</li> </ul>	
American Heart Association	<ul style="list-style-type: none"> <li>Heart Health</li> </ul>	
American Lung Association	<ul style="list-style-type: none"> <li>Tobacco Education</li> <li>Asthma Education</li> </ul>	
American Red Cross	<ul style="list-style-type: none"> <li>First Aid</li> <li>CPR</li> <li>AED</li> <li>Babysitting</li> <li>Water Safety</li> </ul>	<ul style="list-style-type: none"> <li>B.A.T. (Basic Aid Training)</li> <li>Babysitting</li> <li>F.A.C.T. (First Aid for Children Today)</li> </ul>
Animal Control	<ul style="list-style-type: none"> <li>Pet Safety</li> <li>How to Avoid Injury from Animals</li> </ul>	
ARC (Association for Retarded Citizens) of Brevard	<ul style="list-style-type: none"> <li>Services for Special Needs Students</li> </ul>	
Athletic Trainers	<ul style="list-style-type: none"> <li>Drug Use</li> <li>Physical Fitness Program</li> <li>Conditioning</li> <li>Training Regimen</li> <li>Physical, Mental and Emotional Health</li> </ul>	
Big Brothers, Big Sisters	<ul style="list-style-type: none"> <li>Mentoring</li> </ul>	
Body Builder	<ul style="list-style-type: none"> <li>Physical Training Programs</li> <li>Drugs</li> </ul>	
Brevard Achievement Center (BAC)	<ul style="list-style-type: none"> <li>Services for Special Needs Students</li> </ul>	
Brevard Community College	<ul style="list-style-type: none"> <li>Health Education</li> <li>Communication</li> <li>Physical Abuse</li> </ul>	



<b>Speakers</b>	<b>Possible Topics</b>	<b>Programs</b>
Brevard County Health Department	<ul style="list-style-type: none"> <li>• Disease Prevention</li> <li>• Immunizations</li> <li>• Epidemiology</li> <li>• Growth and Development</li> </ul>	<ul style="list-style-type: none"> <li>• S.W.A.T.</li> </ul>
Brevard County Metropolitan Planning Organization	<ul style="list-style-type: none"> <li>• Bicycle/Bus/Pedestrian Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Driver Education: Thinking Ahead Curriculum (7<sup>th</sup> - 8<sup>th</sup> grade)</li> <li>• Traffic Safety Education (K-6)</li> </ul>
Brevard County Sheriff	<ul style="list-style-type: none"> <li>• Drug Education</li> <li>• Traffic Safety</li> </ul>	<ul style="list-style-type: none"> <li>• K-9 Unit</li> <li>• M.A.D.D.</li> <li>• S.A.D.D.</li> <li>• P.A.L.</li> </ul>
Brevard Recycling Center	<ul style="list-style-type: none"> <li>• Environmental Health</li> <li>• Recycling Program</li> </ul>	
C.A.R.E to Read (Canine Assisted Reading Education)	<ul style="list-style-type: none"> <li>• Working with Reluctant Readers</li> </ul>	
Cable in the Classroom	<ul style="list-style-type: none"> <li>• Education Using Cable Programs</li> </ul>	
CCI (Canine Companions for Independence)	<ul style="list-style-type: none"> <li>• Assisting People with Special Needs</li> </ul>	
Center for Drug Free Living	<ul style="list-style-type: none"> <li>• Violence</li> <li>• Drugs</li> </ul>	
Chalk Guy	<ul style="list-style-type: none"> <li>• Self-Esteem</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.chalkguy.com">www.chalkguy.com</a></li> </ul>
Child Care Association	<ul style="list-style-type: none"> <li>• Child Care</li> </ul>	
Children's Medical Services	<ul style="list-style-type: none"> <li>• Children's Services</li> </ul>	
Circles of Care	<ul style="list-style-type: none"> <li>• Mental Health</li> </ul>	
Clown	<ul style="list-style-type: none"> <li>• Humor</li> <li>• Mental and Emotional Health</li> </ul>	
Coalition for the Hungry and the Homeless	<ul style="list-style-type: none"> <li>• Community Service</li> </ul>	
Curves	<ul style="list-style-type: none"> <li>• Women's Fitness</li> </ul>	
Dave Finnigan	<ul style="list-style-type: none"> <li>• Self-Confidence</li> <li>• Balance, Rhythm and Reflexes</li> <li>• Visual Tracking Skills</li> <li>• Imagination and Higher Order Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Juggling for Success</li> </ul>
Delta Society	<ul style="list-style-type: none"> <li>• Pet Therapy</li> </ul>	
Dentist/Hygienists	<ul style="list-style-type: none"> <li>• Dental Health</li> </ul>	

<b>Speakers</b>	<b>Possible Topics</b>	<b>Programs</b>
Department of Juvenile Justice	<ul style="list-style-type: none"> <li>• Criminal Justice</li> <li>• Physical Abuse</li> </ul>	
Dermatologist	<ul style="list-style-type: none"> <li>• Skin Care</li> <li>• Environmental Factors</li> </ul>	
Disney	<ul style="list-style-type: none"> <li>• Health Topics</li> <li>• Environmental/ Nutrition</li> </ul>	
Division of Blind Services	<ul style="list-style-type: none"> <li>• Understanding and Working with Blindness</li> </ul>	
Dogs for the Deaf	<ul style="list-style-type: none"> <li>• Working with the Deaf</li> <li>• Community Service</li> </ul>	
EENT (Ear, Eye, Nose and Throat) Doctor	<ul style="list-style-type: none"> <li>• Diseases of Ear, Eye, Nose and Throat</li> </ul>	
Exercise Physiologists	<ul style="list-style-type: none"> <li>• Physical Fitness Program</li> <li>• Physical, Mental and Emotional Health</li> <li>• Drug Use</li> <li>• Conditioning</li> <li>• Training Regimen</li> </ul>	
Fire Department	<ul style="list-style-type: none"> <li>• Fire Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Smoke House</li> </ul>
Florida Citrus Council	<ul style="list-style-type: none"> <li>• Nutrition</li> </ul>	
Florida Department of Children and Families	<ul style="list-style-type: none"> <li>• Mental Health</li> <li>• Physical Abuse</li> </ul>	
Florida Department of Fish and Wildlife Conservation Commission (Future Fishermen Foundation)	<ul style="list-style-type: none"> <li>• Staying in School, Staying off Drugs</li> </ul>	<ul style="list-style-type: none"> <li>• Get Hooked On Fishing</li> </ul>
Florida Institute of Technology	<ul style="list-style-type: none"> <li>• Health Education</li> <li>• Communication</li> <li>• Environmental Issues</li> </ul>	
Florida Poultry	<ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Food Safety</li> </ul>	
Florida Power & Light	<ul style="list-style-type: none"> <li>• Safe Homes</li> <li>• Consumer Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Mister Electricity</li> </ul>
Gas Company	<ul style="list-style-type: none"> <li>• Environmental Health</li> <li>• Safe Homes</li> <li>• Consumer Safety</li> </ul>	
Health First	<ul style="list-style-type: none"> <li>• Varied Health Topics</li> </ul>	
Health Food Stores	<ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Supplements</li> <li>• General Health</li> </ul>	

<b>Speakers</b>	<b>Possible Topics</b>	<b>Programs</b>
Health Resource Teacher	<ul style="list-style-type: none"> <li>• Responsible Pet Ownership</li> <li>• How To Avoid Injuries From Dogs</li> </ul>	
High School Students	<ul style="list-style-type: none"> <li>• Drinking and Driving</li> </ul>	<ul style="list-style-type: none"> <li>• S.A.D.D. (Students Against Destructive Decisions)</li> </ul>
Holmes Regional Hospital	<ul style="list-style-type: none"> <li>• Nutrition</li> </ul>	
Hospice	<ul style="list-style-type: none"> <li>• Death and Dying</li> <li>• Grieving</li> <li>• Counseling</li> </ul>	
Humane Society	<ul style="list-style-type: none"> <li>• Responsible Pet Ownership</li> <li>• Community Service</li> </ul>	
Kaiser College	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Health Education</li> </ul>	
Keep Brevard Beautiful	<ul style="list-style-type: none"> <li>• Environmental Health Issues</li> <li>• Community Service</li> </ul>	
M.A.D.D. (Mothers Against Drunk Driving)	<ul style="list-style-type: none"> <li>• Drinking and Driving</li> </ul>	
March of Dimes	<ul style="list-style-type: none"> <li>• Polio</li> <li>• Healthy Babies</li> <li>• Birth Defects</li> </ul>	
Martial Arts Instructors	<ul style="list-style-type: none"> <li>• Physical, Mental and Emotional Health</li> </ul>	
Massage Therapists	<ul style="list-style-type: none"> <li>• Health Issues</li> <li>• Body Awareness</li> <li>• Care of Body</li> </ul>	
Health Editor (Newspaper, TV, Radio)	<ul style="list-style-type: none"> <li>• Health Issues</li> </ul>	
Mental Health Professional/Family Counselor	<ul style="list-style-type: none"> <li>• Mental and Emotional Health</li> <li>• Stress Management</li> <li>• Anger Control</li> </ul>	
NASA (National Aeronautical and Space Alliance) Employees	<ul style="list-style-type: none"> <li>• Health Research</li> </ul>	
National Dairy Council	<ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Food Pyramid</li> </ul>	
New Voice Club	<ul style="list-style-type: none"> <li>• Laryngectomy</li> </ul>	
Nurse	<ul style="list-style-type: none"> <li>• Communicable Diseases</li> <li>• Hygiene</li> <li>• Growth &amp; Development</li> </ul>	
Nutritionist/Dietician	<ul style="list-style-type: none"> <li>• Eating Disorders</li> <li>• Healthy Snacks</li> <li>• Nutrition Program</li> <li>• Disease Specific Eating</li> </ul>	

<b>Speakers</b>	<b>Possible Topics</b>	<b>Programs</b>
Occupational Therapists	<ul style="list-style-type: none"> <li>Physical and Mental Rehabilitation</li> </ul>	
“On The Edge” Rock Climbing Gym	<ul style="list-style-type: none"> <li>Physical Fitness</li> <li>Problem Solving</li> <li>Self-Confidence</li> </ul>	<ul style="list-style-type: none"> <li>Rock-Climbing</li> </ul>
Ophthalmologist/ Optometrists	<ul style="list-style-type: none"> <li>Eye Disease</li> <li>Eye Care</li> </ul>	
Parks and Recreation	<ul style="list-style-type: none"> <li>Children with Special Needs</li> <li>Leisure/Recreation</li> </ul>	
Parrish Health	<ul style="list-style-type: none"> <li>Physical Fitness</li> </ul>	
Patrick Air Force Base	<ul style="list-style-type: none"> <li>Bike Safety</li> </ul>	
Personal Trainers	<ul style="list-style-type: none"> <li>Physical, Mental and Emotional Health</li> <li>Drug Use</li> <li>Conditioning</li> <li>Training Regimen</li> <li>Physical Fitness Program</li> </ul>	
Pharmacists	<ul style="list-style-type: none"> <li>Drug Identification</li> <li>Effects of Usage</li> </ul>	
Physical Therapists	<ul style="list-style-type: none"> <li>Physical Rehabilitation</li> </ul>	
Podiatrist	<ul style="list-style-type: none"> <li>Care of the Feet</li> <li>Foot Diseases</li> </ul>	
Police Department	<ul style="list-style-type: none"> <li>Community Safety</li> <li>Drugs and Alcohol</li> <li>Bike/Pedestrian Safety</li> <li>M.A.D.D.</li> <li>Snake Safety</li> <li>Law Related Education</li> <li>Gang Information</li> </ul>	
PREVENT!	<ul style="list-style-type: none"> <li>Drugs</li> <li>Conflict Resolution</li> <li>Human Sexuality Videos</li> </ul>	
Pro Health	<ul style="list-style-type: none"> <li>Fitness</li> <li>Health Education</li> </ul>	
Restaurant Owners	<ul style="list-style-type: none"> <li>Environmental Health</li> <li>Consumer Education</li> <li>Nutrition</li> <li>Proper Care of Food</li> </ul>	
Sea Pines	<ul style="list-style-type: none"> <li>Brain Injury Information</li> </ul>	<ul style="list-style-type: none"> <li>Think First</li> </ul>
Sea World	<ul style="list-style-type: none"> <li>Environmental Education</li> <li>Caring for Animals</li> </ul>	
Sickle Cell Association	<ul style="list-style-type: none"> <li>Disease Education</li> </ul>	
Southeastern Guide Dogs	<ul style="list-style-type: none"> <li>Working with the Blind</li> <li>Community Service</li> </ul>	

<b>Speakers</b>	<b>Possible Topics</b>	<b>Programs</b>
Space Coast Therapy Dogs Inc.	<ul style="list-style-type: none"> <li>• Therapy</li> </ul>	
Special Olympics	<ul style="list-style-type: none"> <li>• Community Service</li> <li>• Understanding Children with Special Needs</li> </ul>	
Spina Bifida Association	<ul style="list-style-type: none"> <li>• Disease Education</li> </ul>	
State Attorney's Office	<ul style="list-style-type: none"> <li>• Criminal Justice</li> </ul>	
Transportation Planning, Brevard Metropolitan Planning Organization	<ul style="list-style-type: none"> <li>• Safety (Bus, Bike and Pedestrian)</li> </ul>	<ul style="list-style-type: none"> <li>• Traffic Safety: (K-6)</li> <li>• Pre-Driver Education: Thinking Ahead (7-8)</li> </ul>
UCF Center for Autism and Related Disabilities (CARD)	<ul style="list-style-type: none"> <li>• Autism and Related Disabilities</li> </ul>	
University of Central Florida	<ul style="list-style-type: none"> <li>• Health Education</li> <li>• Communication</li> </ul>	
University of Florida/Brevard County Agriculture Center	<ul style="list-style-type: none"> <li>• Food Safety</li> <li>• Nutritional Information</li> <li>• Eating Disorders</li> <li>• Body Image/Self-Esteem</li> <li>• Hand washing</li> </ul>	<ul style="list-style-type: none"> <li>• Hand washing</li> </ul>
Victims	<ul style="list-style-type: none"> <li>• Drunk Driving</li> <li>• Causes of Motor Vehicle Accidents</li> </ul>	
Waste Management	<ul style="list-style-type: none"> <li>• Environmental Health</li> <li>• Recycling</li> <li>• Consumer Health</li> <li>• Sustainability and Conservation</li> </ul>	
Water Management	<ul style="list-style-type: none"> <li>• Environmental Health</li> <li>• Consumer Health</li> <li>• Conservation</li> </ul>	
Weather Channel	<ul style="list-style-type: none"> <li>• Effects of Weather on Health</li> </ul>	
WESH (Channel 2)	<ul style="list-style-type: none"> <li>• Character Education</li> </ul>	<ul style="list-style-type: none"> <li>• Connecting with Kids</li> </ul>
Wildlife Refuge	<ul style="list-style-type: none"> <li>• Environmental Programs</li> <li>• Animal Rescue</li> <li>• Snake Safety</li> </ul>	
Wuesthoff Hospital	<ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Health Education</li> </ul>	
YMCA	<ul style="list-style-type: none"> <li>• Physical Fitness</li> <li>• Water Safety</li> </ul>	
Yoga Instructors	<ul style="list-style-type: none"> <li>• Physical, Mental and Emotional Health</li> </ul>	

*NOTE: Your Health Resource Guide, which contains contact information for some of the above resources, can be found in your school or can be obtained by contacting the Health Education Resource Teacher at the Educational Services Facility in Viera.*

## **State Resource Centers**

### **Safe, Disciplined and Drug Free Schools Project (SDFS Resource Center)**

310 Blount Street, Suite 210

Tallahassee, Florida 32301

(850) 414-9976

<http://www.unf.edu/dept/fie/sdfs>

### **Food & Nutrition Resource Center**

Food and Nutrition Management

Florida Department of Education

325 West Gaines Street, Suite 1032

Tallahassee, Florida 32399-0400

### **Clearinghouse Information Center (Coordinated Schools Health Program Resource Center)**

Bureau of Instructional Support and Community Services

Division of Public Schools and Community Education

Florida Department of Education

Room 628 Turlington Building

Tallahassee, Florida 32399-04000

Coordinated School Health Resource Center Materials Catalog

<http://www.firn.edu/doe/commhome/comphome.htm>

[FNRC@fldoe.org](mailto:FNRC@fldoe.org)

## Nutrition Diner Lessons

As referenced in this guide, Nutrition Diner is a free CD provided by the Florida Department of Education, Food and Nutrition Management Section. The following list suggests lessons on the CD that can be used for the grade levels noted. Also, included are the associated Florida Sunshine State Standards.

### Grades: K-2

- Foods Around the World HE.B.2.1.2/HE.C.2.1.1
- Healthy Snack Tag HE.A.1.1.9
- Food Guide Pyramid HE.A.1.1.9/HE.C.2.1.1
- Virtual Kitchen HE.A.1.2.3
- Harold Has a Head Cold HE.A.1.2.2/HE.A.1.2.10

### Grades: 3-5

- Food Label Scavenger Hunt HE.A.1.2.10
- Food Label Exercise Relay HE.A.1.2.10/HE.A.2.2.4/HE.A.1.2.4
- Healthy Snack Tag HE.A.1.1.9
- Food Guide Pyramid Power Puzzle HE.A.1.1.9
- Virtual Kitchen HE.A.1.2.3/HE.A.1.2.4
- Harold Has a Head Cold

### Grades: 6-8

- Aim for a Healthy Weight HE.A.1.2.2a
- Be Physically Active Each Day HE.B.1.3.4a
- Children & Adolescents Should not Drink Alcoholic Beverages HE.A.1.3.2
- Choose a Diet Low in Saturated Fat & Cholesterol and Moderate in Total Fat HE.A.1.3.6/HE.A.1.3.1
- Choose a Variety of Fruits & Vegetables Daily HE.A.1.2.10
- Choose a Variety of Grains Daily, Especially Whole Grains HE.A.1.2.10
- Choose Beverages & Foods to Moderate Your Intake of Sugars HE.A.1.3.2/HE.A.1.3.8
- Choose and Prepare Food with Less Salt HE.A.1.2.10
- Keep Foods Safe to Eat HE.A.1.3.2/HE.A.1.3.8/HE.B.1.3.1
- Let the Pyramid Guide Your Food Choices
- Healthy Snacks HE.B.1.3.4/HE.B.1.3.4b
- Prime Time Bites HE.A.2.2.3
- Virtual Kitchen HE.A.1.2.3/HE.A.1.2.4
- Harold Has a Head Cold HE.A.1.2.2/HE.A.1.2.10

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## NONDISCRIMINATION NOTICE

It is the policy of the School Board of Brevard County to offer the opportunity to all **students** to participate in appropriate programs and activities without regard to race, color, gender, religion, national origin, disability, marital status, or age, except as otherwise provided by Federal law or by Florida state law.

A **student** having a grievance concerning discrimination may contact:

Dr. Richard A. DiPatri  
Superintendent  
Brevard Public Schools

Ms. Brenda Blackburn  
Associate Superintendent,  
Division of Curriculum  
and Instruction  
Equity Coordinator

Dr. Walter Christy, Director  
Office of Secondary Programs

Ms. Eva Lewis, Director  
ESE Program Support  
Services  
ADA/Section 504  
Coordinator

School Board of Brevard County  
2700 Judge Fran Jamieson Way  
Viera, Florida 32940-6699  
(321) 631-1911

It is the policy of the School Board of Brevard County not to discriminate against **employees** or **applicants** for employment on the basis of race, color, religion, sex, national origin, participation and membership in professional or political organizations, marital status, age, or disability. Sexual harassment is a form of employee misconduct which undermines the integrity of the employment relationship, and is prohibited. This policy shall apply to recruitment, employment, transfers, compensation, and other terms and conditions of employment.

An **employee** or **applicant** having a grievance concerning employment may contact:

Ms. Bonnie L. Mozingo, Director  
Office of Compensation & Benefits

Ms. Joy Salamone, Director  
Human Resources Services  
and Labor Relations

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