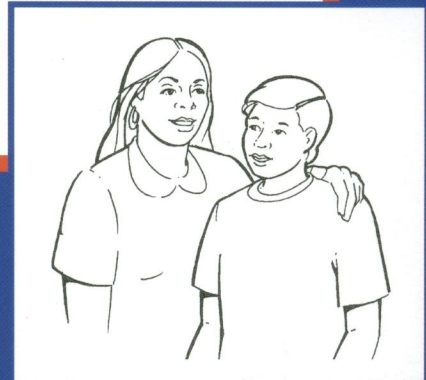
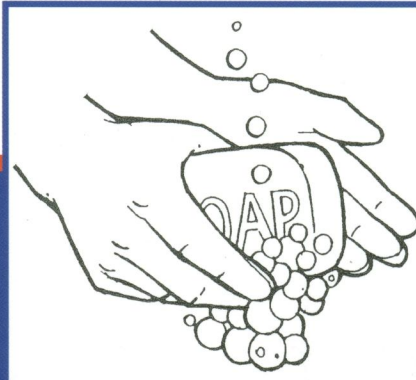
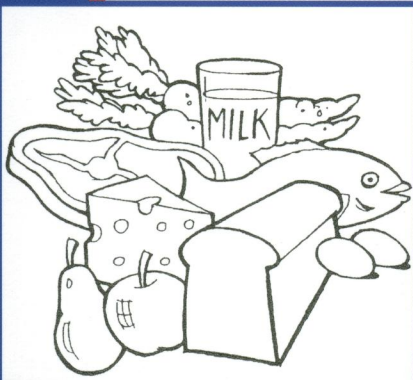
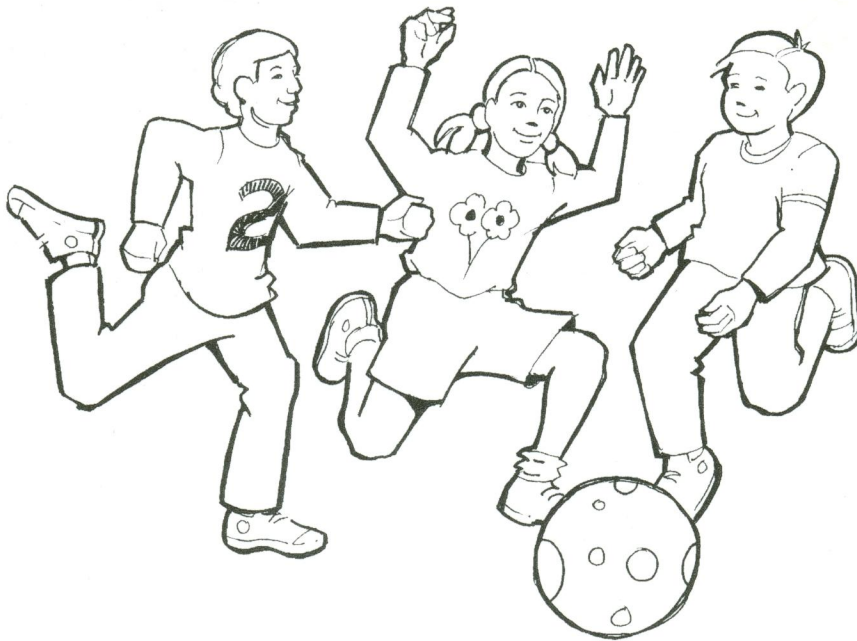


# Healthy Minds Healthy Bodies

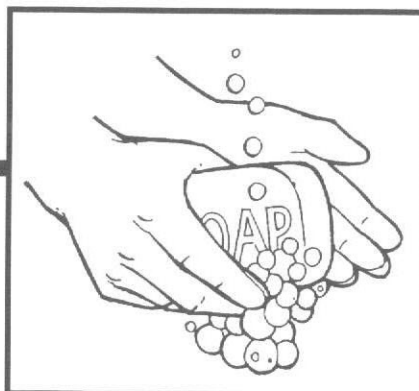
*Important Lessons for Children to Live Healthier Lives*



**Health Lesson Plans for Grades 4-6**

# Healthy Minds Healthy Bodies

*Important Lessons for Children to Live Healthier Lives*



**Health Lesson Plans for Grades 4-6**

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# Acknowledgements

This project was developed by a team of professionals at the National Center for Farmworker Health.

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# INTRODUCTION

*Healthy Minds, Healthy Bodies* was developed by the National Center for Farmworker Health (NCFH) to assist in teaching health concepts to elementary school children. The curriculum supplement is intended as a resource for fourth through sixth grade health teachers, especially those who have migrant students in the classroom. Each unit contains topics, classroom activities, and suggestions for family education components which apply to all elementary school children. In addition, we have introduced elements to help teachers better meet the needs of their migrant students.

## **National Health Education Standards**

In order to provide some continuity for migrant students, we used the National Health Education Standards as a guide in developing this curriculum supplement. Our rationale for this was that, since migrant farmworkers travel across the United States with their families, these lessons would need to be applicable in classrooms across the nation. The National Health Education Standards are not a federal mandate, but instead are intended to serve as a framework for organizing health knowledge and skills into curricula at the state and local levels. They define a “health literate” person as, “a critical thinker and problem solver; a responsible, productive citizen; a self-directed learner; and an effective communicator.” These four characteristics of health literate individuals are woven throughout the National Health Education Standards.

## **The standards are as follows:**

1. Students will comprehend concepts related to health promotion and disease prevention.
2. Students will demonstrate the ability to access valid health information and health promoting products and services.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Students will analyze the influence of culture, media, technology, and other factors on health.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
6. Students will demonstrate the ability to use goal-setting and decision-making skills that enhance health.
7. Students will demonstrate the ability to advocate for personal, family, and community health.

Each unit in *Healthy Minds, Healthy Bodies* lists the National Health Education Standards addressed by that unit, as well as the Performance Indicators associated with those standards. The Performance Indicators are intended to help teachers focus on the skills most essential to the development of health literate students.

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## Family Education

For all students, the “Family Education” section in each unit suggests activities for students to do with their families. These activities will not only reinforce the concepts students discuss in class, but will also help to promote health awareness within the family.

## Migrant Farmworker Focus

The National Center for Farmworker Health is a not-for-profit organization whose mission is to improve the health status of migrant and seasonal farmworkers by providing information and technical resources to migrant health centers, educators, and other farmworker advocates. We realize that there is a shortage of culturally sensitive educational material which addresses the issues unique to the migrant population. Therefore, each unit in this curriculum supplement includes a section entitled “Migrant Focus.” This section will give teachers who have migrant students additional background information and activities to help them better meet the needs of these students. For more information about migrant farmworkers and their families, contact NCFH at (512) 328-7682 or explore the America’s Farmworkers Home Page on the World Wide Web (<http://www.ncfh.org/>).

## Student Guides

Each unit contains one or more pages of **Student Guides**, which serve as instructions and recording forms for activities both in and out of the classroom. Teachers may freely copy these pages for distribution to students. We suggest that teachers make a classroom activity out of compiling the pages and assembling a *Healthy Minds, Healthy Bodies* booklet for students to keep. You may want to have the students decorate construction paper or other materials to use for the covers of their booklets. Following this introduction is a note to parents which explains the purpose of the activities and encourages their participation. Please copy the note to parents and use it as the first page in students’ booklets.

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# Healthy Minds, Healthy Bodies

## ABOUT MIGRANT FARMWORKER STUDENTS

Migrant farmworkers play a vital and necessary role in our nation's agricultural economy. Their hard work literally puts food on our tables. Sometimes we take things for granted that mean basic survival to a farmworker family. For example, eating nutritious foods is a luxury that many people can't afford. Even though farmworkers harvest many of our crops, that does not mean they can enjoy the bountiful harvest they help to bring in. Their job is not an easy one, and farmworker families contend with poverty, isolation, cultural and/or linguistic barriers, back-breaking and sometimes dangerous work, poor living and working conditions, and other problems that affect their health.

Because they often travel as a family unit, migrating from one place to another as they follow the cycle of agricultural production, farmworkers' children are also at risk. In addition to the health and social challenges faced by their parents, migrant children may have their educations interrupted or curtailed by the mobility necessitated by their parents' occupation. Even when migrant children are enrolled in new schools at every stop along the way, the lack of continuity in their curricula makes it difficult for them to keep up.

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# Healthy Minds, Healthy Bodies

## NOTE TO PARENTS

Your child is learning in school about health and how to stay healthy. To go along with the lessons, your child will also have educational activities to do at home with the family. We hope that you will join your child for these activities. By doing so, you will help your child remember the lessons from school by sharing those lessons with family members. Your participation will also give your child an opportunity to teach valuable health information to other people in the family.

After all of the activities are completed, your child will make a booklet that records these activities. Your child will then have a reminder of what he or she learned to share with your family.

Please take the time to help your child master these concepts by participating in the family activities. By listening to your children, you show them that you care about them and their education.

# Mentes Sanas, Cuerpos Sanos

## NOTA A LOS PADRES DE FAMILIA

Su hijo está aprendiendo en la escuela sobre la salud y como mantenerse saludable. Además de las lecciones, su hijo también tendrá actividades educacionales que podrá hacer en casa junto con su familia. Esperamos que hagan estas actividades junto con su hijo. Al hacerlo, ustedes ayudarán a su hijo a recordar las lecciones que aprendió en la escuela al compartirlas con otros familiares. Su participación también dará a su hijo la oportunidad de enseñar a otros miembros de la familia valiosa información acerca de la salud.

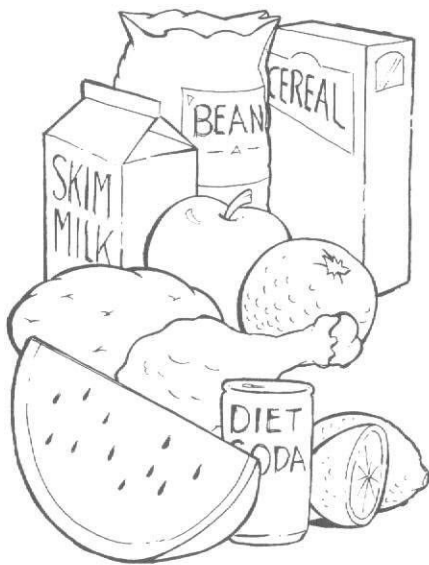
Después de completar todas las actividades, su hijo hará un libro que registrará estas actividades. De esa manera su hijo tendrá un recordatorio sobre lo que él/ella aprendieron a compartir con la familia.

Por favor tómense su tiempo para ayudar a su hijo a dominar estos conceptos al participar en las actividades familiares. Al escuchar a sus hijos ustedes les enseñan que ellos y su educación son importantes para ustedes.



# FOOD FOR FUEL

## Choosing Foods for a Healthy Diet



### Health Education Standards

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will demonstrate the ability to use goal-setting and decision-making skills that enhance health.
- Students will demonstrate the ability to advocate for personal, family, and community health.

### Performance Indicators

- Students will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.
- Students will analyze various communication methods to accurately express health information and ideas.
- Students will demonstrate strategies to improve or maintain personal and family health.
- Students will formulate a personal wellness plan which addresses adolescent needs and health risks.

### Life Skills and Health Topics

- Students will be able to choose the correct number of servings from the food guide pyramid, which includes:
  - Bread, cereal, rice, and pasta group
  - Vegetable group
  - Fruit group
  - Milk, yogurt and cheese group
  - Meat, poultry, fish, dry beans, eggs, and nuts group
  - Fats, oils, and sweets group
- Students will follow the food pyramid guidelines.
- Students will read food labels, including nutrition facts, serving size, servings per container, percent of recommended daily allowance, vitamins and minerals, and ingredients.

### Materials

Food Guide Pyramid, **Student Guides:** *Reading Food Labels, Food Label Questionnaire, Menu for the Day, Quick Guide to Daily Nutrition*, and *Serving Sizes Table*, index cards, tape or glue.

### Motivation

1. Explain how a well-balanced diet is a key factor in staying healthy. Compare the human body to a finely-tuned car: What does a car need? What does your body need? Just as a car needs fuel like gasoline and oil to keep it running, your body also needs fuel like fruits and vegetables.
2. Have the students look at the Food Guide Pyramid. Discuss the daily recommended servings and use **Student Guide:** *Quick Guide to Daily Nutrition* to help students decide how many servings from the food groups they should eat each day. Explain that following the recommended guidelines will result in a balanced diet. (See **Student Guide:** *Serving Sizes Table*).

3. Discuss what constitutes a serving. Many packaged food products now have the Food Pyramid and serving size printed on the package. This helps consumers make better food choices.
4. Remind the class when choosing products from the store to read the label carefully to see what types of ingredients are actually in the product. For example, an orange juice drink may actually have very little orange juice in it. The ingredients are listed in the order of amount contained in the product. If students are shopping for someone who can't eat sugar or must limit their salt intake, how can the label help?

**Evaluation**

Discuss with the class how to read food labels (see **Student Guide: Reading Food Labels**). Next, check for understanding by having students answer the questions on the **Student Guide: Food Label Questionnaire**.

Have each student bring a food label from a favorite food. Then ask students to list the product's first three to five ingredients on an index card in the form of a question. An example would be, "What food contains chicken broth, carrots, and seasoned white chicken meat?" On the back of the card, write the name of the food, "Chicken Rice with Vegetable Soup." (If you intend to ask more in-depth questions, you may have students tape the actual product label to the card.) Have the class play a game where they divide up into teams and try to guess from the questions what the foods are.

Ask the students to decide where each particular food goes on the Food Guide Pyramid. (Some foods will be combination foods; keep a separate listing.) Have a large Food Pyramid posted on the wall or drawn on the blackboard, and tape each card to the appropriate section of the pyramid. Explain how some foods fit into multiple food groups. At the end of the lesson, ask the

**Notes:**

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## Migrant Farmworker Focus

Migrant children may do the grocery shopping for parents with limited English proficiency. This can result in above average consumption of foods and beverages which are high in sugar. In the farmworker population, diabetes occurs frequently and sugar intake should be limited.

Take the weekly school menu and discuss the importance of food choices. Compare the menu options for several days and discuss which items are the healthiest. Include both positive and negative attributes of their choices. Ask students, "If you had a chronic disease like diabetes, how would that influence your food choices?" If possible, eat breakfast with migrant students and their parents in the cafeteria.

class to draw conclusions about the types of foods they chose. Into which groups did most of the cards go? What does this tell students about their eating habits? If they need to cut back on the amount of fat, sodium, or added sugars in their diet, which foods should they avoid? If they need to add more fiber to their diet, which foods should they include? How do their food choices fit into a balanced diet?

**Family Education**

With your parent or guardian, prepare a menu for one day using the Food Guide Pyramid (see **Student Guide: Menu for the Day**). Include the recommended servings. Discuss healthy food choices with your family.

# READING FOOD LABELS

Food labels list nutrition facts which can help you choose healthy foods.

The food label gives a lot of information:

There are 2 servings in the can (A) and each serving size is equal to one cup (A). Each serving size has 120 calories (B), 2 servings x 120 calories.

The nutrition facts on food labels are based on a 2000 calorie diet (C).

Use food labels to make healthy food choices!

If you have a special diet that you need to follow, always ask your doctor for help.

## Parts of the Food Label

### Chicken Pasta

#### Nutrition Facts

|                        |              |                      |
|------------------------|--------------|----------------------|
| Serving Size           | 1 cup (246g) |                      |
| Servings Per Container | about 2      |                      |
| Amount Per Serving     |              |                      |
| Calories               | 120          | Calories from Fat 25 |
| % Daily Value *        |              |                      |
| Total Fat              | 3g           | 5%                   |
| Saturated Fat          | 1g           | 5%                   |
| Cholesterol            | 5mg          | 2%                   |
| Sodium                 | 490mg        | 20%                  |
| Total Carbohydrate     | 18g          | 6%                   |
| Dietary Fiber          | 1g           | 4%                   |
| Sugars                 | 0g           |                      |
| Protein                | 7g           |                      |
| Vitamin A              | 10%          | Vitamin C 6%         |
| Calcium                | 4%           | Iron 4%              |

\*Percent Daily Values are based on a 2,000 calorie diet.

**INGREDIENTS:** CHICKEN BROTH • COOKED ENRICHED PASTA (WATER • DURUM FLOUR • EGG WHITE • NIACIN • IRON [FERROUS SULFATE] • THIAMINE MONONITRATE • RIBOFLAVIN) • CARROTS • CELERY • COOKED CHICKEN THIGH MEAT • CORN • CHICKEN FLAVOR (CHICKEN STOCK • MALTODEXTRIN • CHICKEN FAT • SUGAR • AUTOLYZED YEAST • SALT AND FLAVOR) • TOMATOES • MODIFIED FOOD STARCH • RED PEPPERS • CHICKEN FAT • POTASSIUM CHLORIDE • SPICE • DEHYDRATED GARLIC • TURMERIC • FLAVOR • OLEORESIN PAPRIKA • DEHYDRATED ONION.

**DIET EXCHANGES PER SERVING:**  
 1/2 Lean Meat  
 1 Bread  
 1 Vegetable

Diet exchanges are based on Exchange Lists for Meal Planning. © 1989. The American Diabetes Assoc., Inc. and the American Dietetic Assoc.

This meal is not a cure for heart disease and is only one part of a daily regimen for healthy living.

A →

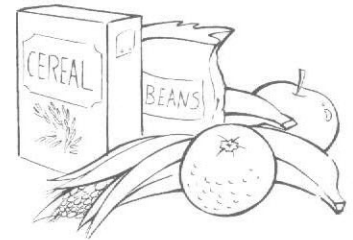
B →

C →

# FOOD LABEL QUESTIONNAIRE

## (For Chicken Pasta)

1. What is the total number of calories in the can? \_\_\_\_\_
2. How many milligrams (mg) of sodium are there per serving? \_\_\_\_\_
3. How many milligrams (mg) of sugars are there per serving? \_\_\_\_\_
4. What kind of meat is used (be specific)? \_\_\_\_\_
5. Are there any eggs in this recipe? \_\_\_\_\_
6. How many milligrams of dietary fiber per serving? \_\_\_\_\_
7. How many grams is the total fat content per serving? \_\_\_\_\_
8. How many of these grams are saturated fats? \_\_\_\_\_
9. Name three vegetables listed. \_\_\_\_\_
10. Are there any vitamins? \_\_\_\_\_



After reading the food label, how many recommended daily suggested servings do you think this food provides? \_\_\_\_\_

What food group diet exchanges will a serving of this food provide? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# MENU FOR THE DAY

Healthy foods make healthy bodies. In order to stay healthy, it is important to follow the Food Guide Pyramid when making food choices. Sit down with your family and discuss healthy food choices. Make a menu which your family can follow for a day.

**Fruits** (2-4)      **Vegetables** (3-5)      **Starches** (6-11)      **Milk** (2-3)      **Meat/Meat Substitutes** (2-3)      **Oils/Fats** (Very Little)

At Breakfast \_\_\_\_\_

At Lunch \_\_\_\_\_

Snack \_\_\_\_\_

At Dinner \_\_\_\_\_

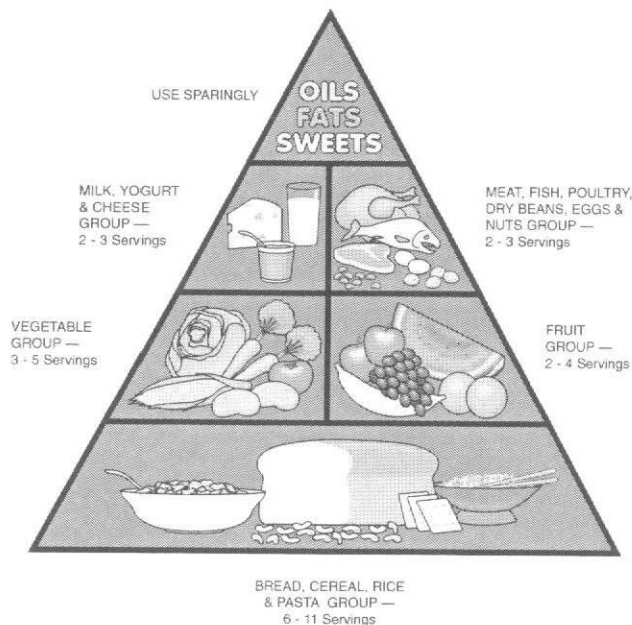
Snack \_\_\_\_\_

Total \_\_\_\_\_

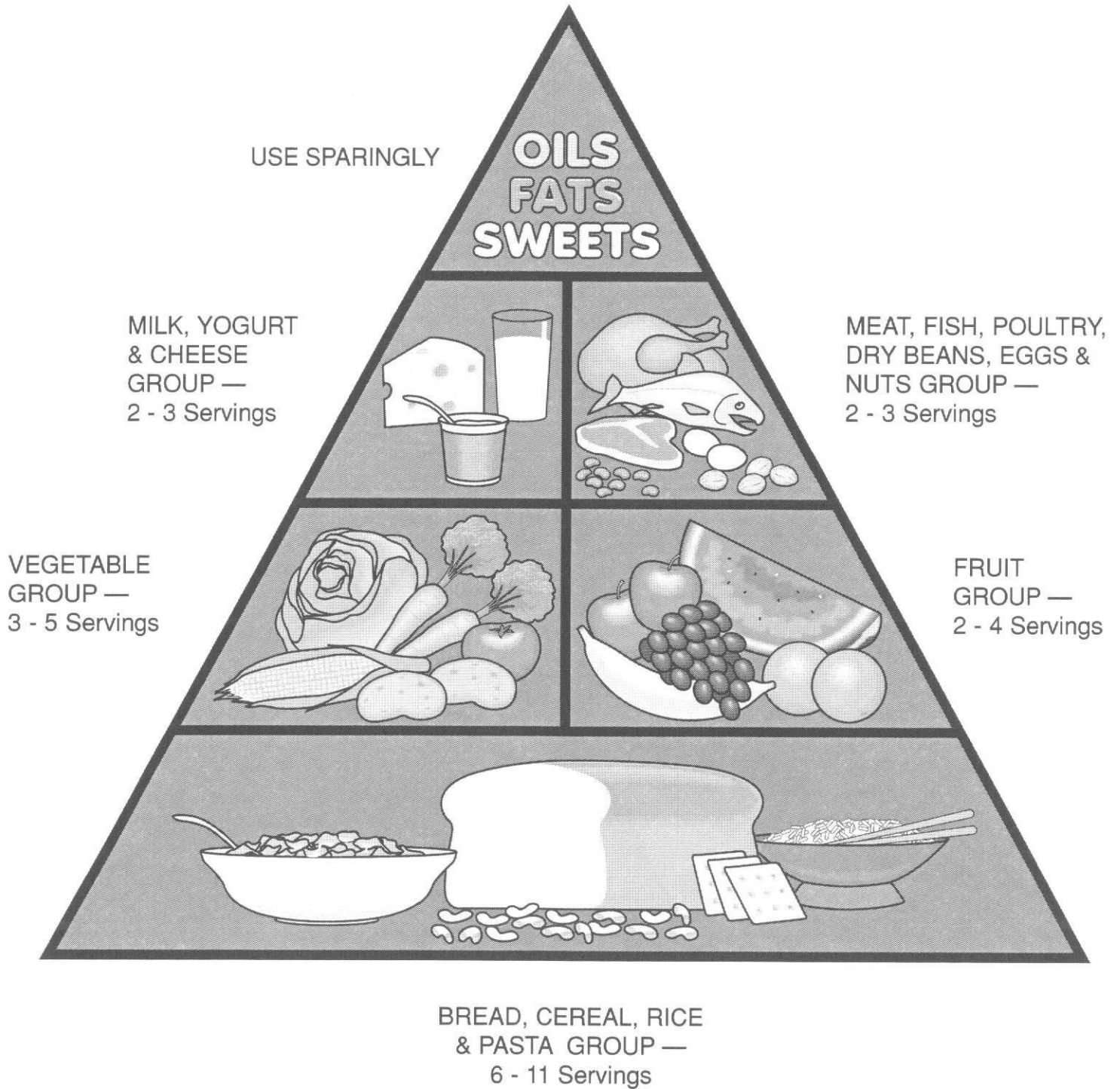
I have discussed the Food Guide Pyramid with my family and used it as a guide to plan this menu for a day.

My Signature \_\_\_\_\_ My Parent/Guardian's Signature \_\_\_\_\_

## FOOD GUIDE PYRAMID



# FOOD GUIDE PYRAMID



# Quick Guide to Good Daily Nutrition

Wonder where you fall on the Food Guide Pyramid's recommended number of servings per day? The total number of calories you should have each day, and the number of servings that you should have from the different food groups each day varies with a person's age and their level of activity. Here is a quick guide to supplement what we learn from the Food Guide Pyramid. Use this guide to help students decide how many calories and how many servings they need from the various food groups to get the nutrition they need each day.

|                 | Women and<br>some older adults | Children, teen girls,<br>active women,<br>most men | Teen boys and<br>active men |
|-----------------|--------------------------------|--|-----------------------------|
| Calorie level * | about 1600                     | about 2,200  | about 2,800                 |

|                 |                                 |                                 |                                 |
|-----------------|---------------------------------|---------------------------------|---------------------------------|
| Bread Group     | 6                               | 9                               | 11                              |
| Vegetable Group | 3                               | 4                               | 5                               |
| Fruit Group     | 2                               | 3                               | 4                               |
| Milk Group      | 2-3 **                          | 2-3 **                          | 2-3 **                          |
| Meat Group      | 2<br>for a total of<br>5 ounces | 2<br>for a total of<br>6 ounces | 3<br>for a total of<br>7 ounces |

\* These calorie levels are recommended with the assumption that you choose low fat, lean foods from the five major food groups, and that you will use foods from the fats, oils and sweets group sparingly.

\*\* Teenagers and young adults to age 24 need 3 servings.

See the Serving Sizes Table to find out how much food constitutes a serving under the various food groups.

# Serving Sizes Table

|  |   |
|--|---|
| <p>Bread, Cereal, Rice and Pasta Group</p>           | <p>1 slice of bread<br/>                     1/2 cup of cooked rice or pasta<br/>                     1/2 cup of cooked cereal<br/>                     1 oz. of ready-to-eat cereal</p>  |
| <p>Vegetable Group</p>                               | <p>1/2 cup of chopped raw or cooked vegetables<br/>                     1 cup of leafy raw vegetables</p>   |
| <p>Fruit Group</p>                                   | <p>1 piece of fruit or a melon wedge<br/>                     3/4 cup of juice<br/>                     1/2 cup of canned fruit<br/>                     1/4 cup of dried fruit</p>   |
| <p>Milk, Yogurt and Cheese Group</p>                 | <p>1 cup of milk or yogurt<br/>                     1-1/2 ounces of natural cheese<br/>                     2 ounces of processed cheese</p>  |
| <p>Meat, Poultry, Fish, Dry Beans and Nuts Group</p> | <p>2-1/2 to 3 ounces of cooked lean meat, poultry or fish<br/>                     (Count 1/2 cup of cooked beans, or<br/>                     1 egg or<br/>                     2 tablespoons of peanut butter as<br/>                     1 ounce of lean meat.)</p>  |
| <p>Fats, Oils and Sweets</p>                         | <p>Items from this food group add up fast. You need some servings from this group, but, it is usually more of a challenge to keep the quantities of fats, oils and sweets that we consume in control than to get them into our diet. That is why the food guide pyramid recommends: Use sparingly in place of a daily serving allotment. You should limit calories from these food groups, especially if you want to lose weight.</p> |



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# FOOD AND CULTURE

## How Geography and Culture Affect Food Choices

### Health Education Standards

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce risks.
- Students will demonstrate the ability to be an advocate for personal, family, and community health.

### Performance Indicators

- Students will come to comprehend some of the major reasons why different cultures eat different foods.
- Students will recognize how factors such as geography, climate, religion, and availability affect the food choices of peoples on the planet.

### Life Skills and Health Topics

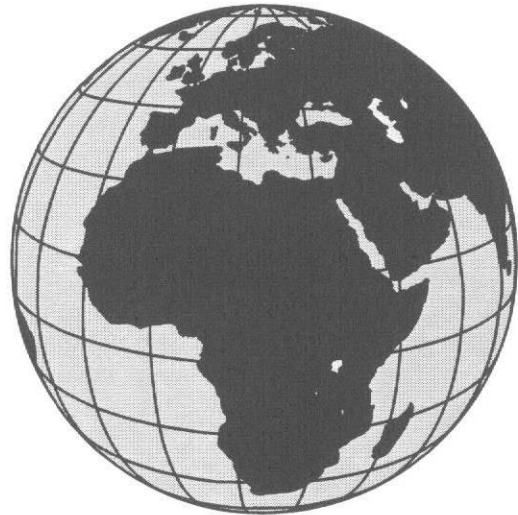
- Students will become more aware of what people from different cultures in the United States and the world eat on a daily basis.
- Students will be able to identify possible reasons for people eating what they eat, based on lifestyle, religious practices, and availability of foods.
- Students will understand what makes up several ethnic diets.

### Materials

**Student Guide:** *Celebration of Families*, large world maps; recipe books; cooking magazines or women's magazines that have recipes.

### Motivation

1. Begin by stressing to students that everyone has to eat to survive, but not everyone eats the same thing, for several reasons. Give a general overview of predominant eating habits of people in the United States: Widespread use of convenience foods; eating because of craving or habit rather than simply to appease hunger; demanding variety in food choices; year-round availability of meat, seafood, vegetables,



fruits, etc.. The point should be made that choices among foods are made only when food is plentiful enough to permit choices, and that as residents of the United States we have many choices at our disposal.

2. Explain how world geography affects diet. Point out how people who live near oceans and other bodies of water have access to fish and other seafood, while those who live in mountainous or land-locked areas don't eat fish very often. People who live in the desert or who migrate with their animal herds may not eat many fruits and vegetables. Use the wall map to point out examples, such as the geographical limitations for Japan and how this could limit food choices. China and its population of over one billion people is another good example, given the difficulty of designating large tracts of land for cattle to graze because of lack of space and other limitations. Ask if any students have traveled to other countries or to different parts of the United States where they did not find certain foods that they expected to find. If so, what did they think were the reasons for those differences? (Use cooperative groups to explore these concepts. Find pictures in books and magazines and ask why the various cultures are eating the food pictured.)
3. Describe the major types of foods eaten by several cultures. Examples could include how corn, beans, and squash are staples of regions such as Mexico and

Central America; rice, noodles, and vegetables are plentiful in the Chinese diet; and the dependence of some African tribes on tubers, wild game, and goat milk. Often the food habits of a group are influenced by both their environment and their past history. Certain foods tend to be plentiful and easy to grow in their respective regions. Explain how these foods often help to contribute to development of religions, and how this basic connection, in turn, is influential in developing agricultural techniques, diets, and food habits. Introduce the idea that sometimes people must substitute foods that are available for what might be considered more desirable. Compare how little meat is eaten in some places, because of scarcity and not necessarily because of choice, and discuss how eating habits are tied to availability of foods. Use cookbooks or cooking magazines to illustrate foods from other countries, and why they might be used instead of other foods that are better known in the U.S.

**Evaluation**

Set up a potluck or “Celebration of Families” day where children can choose to either bring an ethnic food that is usually served at home or select a recipe from a cookbook or magazine. The child should accompany the shopper to the grocery store to buy the ingredients so that he or she can help to identify the different ingredients that will be used. The child should also help cook the meal.

Let each child tell a little bit about what they learned or enjoyed about the dish, and what, if any, special occasions govern the use of that food. Then, following the potluck day, the class as a whole should think back on the dishes served and give some reasons why you might find certain ingredients in certain dishes. If time permits, allow the class to read their individual stories (see *Student Guide: Celebration of Families*).

**Notes:**

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## Migrant Farmworker Focus

Migrant students will be able to relate to the fruits and vegetables that are used in cooking ethnic dishes. Many farmworker children have diverse backgrounds, and they may be able to bring an ethnic food that is usually served at home. During the discussion of how climate, altitude, and temperature affect the types of food that grow in a region, migrant children can contribute first-hand information on how fruits and vegetables grow, how they are cut and collected, and what types of environments are best for which crops. These children will also benefit from becoming more aware of what foods are served in other cultures and other countries. During the discussion after the potluck meal, migrant students can also talk about what types of foods are prepared during holidays, and whether there are any food choices that are governed by religious beliefs.

**Family Education**

An adult should help each student to prepare an ethnic food. Adults can also identify spices or other ingredients in recipes chosen by the student. Students should explain to their parent or guardian what the potluck is for and why the food is being prepared. Reasons for why the food is prepared in that country and why certain ingredients are easily found in the region should be discussed with family members.

# CELEBRATION OF FAMILIES

Name of Dish: \_\_\_\_\_

Main Ingredients: \_\_\_\_\_

What part of the world is this recipe from? \_\_\_\_\_

What time of year is this food commonly eaten? \_\_\_\_\_

Why are these ingredients used during this time of the year? \_\_\_\_\_

What did you learn or enjoy while making this food? \_\_\_\_\_



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Write a story or poem about your special food. This could be a true story or fiction. Include a drawing if you want to.

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# THE DANGER ZONE



## The Importance of Proper Food Handling and Preparation

### Health Education Standards

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to access valid health information and health promoting products and services.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

### Performance Indicators

- Students will analyze the validity of health information, products, and services.
- Students will demonstrate strategies to improve or maintain personal and family health.

### Life Skills and Health Topics

- Students will consider food safety when preparing or storing food.
- Students will understand how germs can grow on food and be transferred.

### Materials

**Teacher Guide:** *Food Sanitation Practices*, **Student Guides:** *Food Borne Illness*, *Top Ten Ways I Can Prevent Food Borne Illnesses*, microscope, samples of different foods (including some with expiration dates).

### Motivation

1. Ask the students, “Has anyone ever become sick? Has anyone ever had nausea, vomiting, cramps, or diarrhea?” Everyone has these symptoms at some point. Often they assume that they have the flu, which is possible. But, it is also possible that they became sick from something they ate. This kind of sickness is called a food borne illness (also sometimes called “food poisoning”).
2. Explain that if a person eats food that has been contaminated with bacteria, viruses, or other organisms (living things made up of a cell or cells),

they can get sick with these flu-like symptoms. The organisms which cause food borne illnesses cannot be seen with the naked eye, but certain precautions can be taken in order to prevent them.

3. Explain that small numbers of microorganisms are naturally found in food. The body has a natural defense mechanism that kills these organisms. However, if these organisms are allowed to multiply due to unsanitary conditions, then the body is at risk for becoming ill. In order to keep from getting a food borne illness, great care must be taken during food handling. This includes not only when buying food, but also when storing, preparing, cooking, and serving it. If our bodies’ defenses are weak, or the number of bacteria is large, then we are at risk for getting ill.
4. Explain that the causes of food borne illnesses cannot be seen, tasted, or smelled. The only way to prevent them is to use caution when handling food. Cooking can kill organisms in food if the food is cooked at the recommended temperature. Washing food will remove most, but not all, of the bacteria.
5. If a person gets a food borne illness, she or he will probably be sick for a couple of days with nausea, vomiting, cramps, and diarrhea. People can get very sick or even die from food borne illnesses.
6. The two most common food borne illnesses are:
  - Salmonella** — This is caused by bacterial growth. It is usually found on foods such as chicken and eggs that are not completely cooked.
  - Botulism** — This can be fatal. Botulism is an infection that a person can get from improperly canned or cooked foods.
7. If you think you have a food borne illness, you should see a doctor. Generally, treatment will include resting, taking prescribed medication, and drinking plenty of water.
8. Food borne illnesses can usually be prevented if the proper food handling guidelines are followed (see **Teacher Guide:** *Food Sanitation Practices*).

## Evaluation

1. If possible, have students examine various foods for bacterial growth using a microscope. Try bringing in samples of different foods, including raw foods, cooked foods, canned foods, bread, fresh fruits and vegetables. Store the foods properly until it is time to look at them. Using the microscope, have the students note on the **Student Guide: Food Borne Illness**, any bacterial growth present on the foods.
2. Leave the foods out, unrefrigerated, overnight. Then have the students examine the food samples under the microscope again. Compare the bacterial growth with the growth from the day before. Ask the students to draw conclusions based on their own observations. Discuss these observations together in class. This experiment can be continued over several days.
3. Now that students have had a chance to see what happens if food is stored improperly, review the procedures for proper washing, handling, preparation, and storage of food. (See **Teacher Guide: Food Sanitation Practices**.) Bring in an assortment of food products in various types of containers. Look for the expiration dates on the containers and discuss their significance.

## Family Education

Have the students think of ways that they can prevent food borne illnesses in their own homes. From this list, ask them to choose ten (see **Student Guide: Top Ten Ways I Can Prevent Food Borne Illnesses**). Share the **Teacher Guide: Food Sanitation Practices**, and compare the students' answers with the items on the guide. Students may add additional items and modify their lists as needed. Ask students to take home their "Top Ten" list and discuss it with their parents or guardians. Explain why each item is important. Ask the parent or guardian to sign this page. Have the students discuss what they learned together in class.

## Notes:

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## Migrant Farmworker Focus

Have a bowl of washed fruits and vegetables for the students to eat as an afternoon snack. (Do not let the students know that you have washed the fruits and vegetables before offering them.) Tell the students that they can each have a piece. Let the students eat their snack, then ask them how many washed their snack before eating it. Discuss the importance of washing fruits and vegetables before eating them.

Explain that, besides microorganisms, pesticides can also make people sick. Before eating any fruit or vegetable, it is good to wash it not only to prevent food borne illnesses, but also to remove pesticide residues. When farmers grow fruits and vegetables, they use pesticides to keep bugs from eating their crops. The substances that are used to kill bugs can also make us sick. Some of the produce we buy still has pesticides on it. By washing fruits and vegetables thoroughly before eating, most of the bacteria and pesticides will be washed off. This is especially important for products that we eat raw. Fruits and vegetables picked directly from a commercial field are especially dangerous if they are not washed. Farmers plan for a certain time lapse to occur between the last application of pesticides and the time that the products appear at the grocery store. So, if you pick produce fresh from the field, wash it thoroughly before eating (preferably with soap and water).

# FOOD BORNE ILLNESS



List the type of food and describe what kind of bacterial growth you see, if any. Make sure to note any changes that happen between Day 1 and Day 2.

| Food  | Day 1 | Day 2 |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Overall Conclusions:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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What did you learn?

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

# TOP TEN WAYS I CAN PREVENT FOOD BORNE ILLNESSES

List ten things that you will do to help prevent the spread of food borne illnesses in your home. Example: I will wash the top of my soda can before opening it.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

I have explained to my parent or guardian the top ten ways I can help prevent the spread of food borne illnesses. I have also explained why this is important.

My Signature \_\_\_\_\_

My Parent/Guardian's Signature \_\_\_\_\_



# FOOD SANITATION PRACTICES

## Preparation

Wash your hands before handling food. Wash hands, utensils, counter tops, etc., with soap and water before beginning food preparation. If you have a cut or sore on your hand, take precautions so that it does not come into contact with the food.

Wooden chopping blocks hold bacteria from one use to the next — especially bacteria from raw meat. Be sure to wash these surfaces well before using them. Wash hands, counter tops, utensils, and anything else that has touched food after preparing any raw meat.

Always be sure to wash your hands after playing with your animals or using the bathroom, especially if you are going to prepare food.

Completely cook all meat and fish according to recommended guidelines for temperature and cooking time.

Thaw frozen foods in the refrigerator, not at room temperature.

## Serving

Raw meat juices shouldn't mix with cooked meat. For example, if you use a platter to take raw hamburger patties to the grill, wash it with soap and water before using it to serve the cooked burgers.

Always wash fruits and vegetables thoroughly before eating.

## Storing

Cold food should be kept cold and hot food should be kept hot. If either of these stays at room temperature for more than two hours, there's a chance it will grow bacteria. Remember, germs don't change the way food tastes, smells, or looks right away.

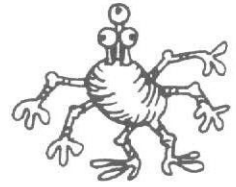
## General Information

- Don't use cracked or broken eggs. Eggs can spoil quickly, and so can things made with eggs, like potato salad and cream pie fillings.
- Don't drink or use spoiled milk.
- Lids of sodas and other canned goods should always be cleaned before you open them.
- Don't eat food from jars that are cracked or have loose or bulging lids. Canned goods are not safe if the can is bulging, rusted, dented, or leaking.
- Expiration dates on foods are there for a reason. Do not use them if the expiration date has passed. Be careful!



# THE ENEMY IN OUR MIDST

## Communicable Diseases and Pathogens



### Health Education Standards

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will demonstrate the ability to advocate for personal, family and community health.

### Performance Indicators

- Students will describe how lifestyle, pathogens, and other risk factors are related to the cause or prevention of disease and other health problems.
- Students will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.
- Students will demonstrate strategies to improve or maintain personal and family health.

### Life Skills and Health Topics

- Students will recognize that some diseases are communicable and some are not.
- Students will be aware of the existence of pathogens in their environment.
- Students will recognize that they can help to protect themselves and others from the spread of communicable diseases.
- Students will learn to choose behaviors that help to prevent the spread of communicable diseases.

### Materials

**Student Guide:** *Communicable Diseases*, health-related information books or encyclopedias, posterboard or butcher paper, markers.

### Motivation

1. Explain that there are infectious and non-infectious diseases. Examples of non-infectious diseases include diabetes, heart disease, many cancers, and others.

These diseases may result from heredity, poor diet, or other factors.

2. Explain how infectious diseases can be “communicated” or transmitted from one person to another. These are called communicable, or infectious, diseases. They are transmitted from the sick person by microscopic agents known as pathogens.
3. Explain that pathogens are everywhere in our environment. Since pathogens are too small to see with the naked eye, it is important to understand how to protect ourselves from something so common.
4. Pathogens enter the body through the skin, nose, mouth, and other body openings. Discuss the many different ways this can happen. Some examples are:
  - biting your fingernails
  - drinking from a dirty glass
  - sharing eating utensils
  - scratching your skin

The most effective way to protect yourself is by washing your hands, especially before eating or drinking and after using the toilet. Also, do not share eating utensils or eat after others.

5. Discuss how a person can also get disease-carrying pathogens from things they eat and drink. Only drink water that is known to be safe, like chemically treated water or water that has been boiled. Do not drink from ponds, creeks, or ditches. Untreated water may be contaminated by human waste, and may contain pathogens such as water borne parasites or hepatitis virus as well as unsafe chemicals.
6. Explain other general ways to be careful:
  - If you are close to a person with an infection, avoid unnecessary contact with them and the items that they handle. Understand how the infection is transmitted, such as through the skin or mouth.
  - Be sure to bathe thoroughly each day.
  - Wash your hands before you eat or drink, or touch your eyes, nose, or any mucous membranes.

7. Describe to the students how if they have the flu, and they sneeze or cough, they can propel the flu virus through the air at speeds of up to 75-100 miles per hour. If another person walks by and inhales the germ-laden air, that person can also become infected with the same illness.
8. Explain to the class that if they have a communicable disease, it is important to keep the disease from spreading to other people. If they are sick, they should stay at home until they feel better. This helps keep the disease from spreading to other people. Sick people should warn anyone they come in contact with about the infection. They should ask a doctor about the routes of transmission for the disease, and then make sure that they do all that they can to keep from transmitting it.

### Evaluation

1. Have the class brainstorm a list of communicable diseases. List them on the board and select five. Examples could include: Influenza (flu), common cold, strep throat, chicken pox, hepatitis, scabies, ringworm, mononucleosis (mono), and measles.
2. Break the class into five cooperative groups. Assign each group one disease to research in order to fill out the **Student Guide: Communicable Diseases** form. Each group will research how the disease is transmitted, its symptoms, and preventive measures.
3. Have each group create a health poster to display in the classroom to demonstrate preventive behaviors. An example would be: "Don't Share Eating Utensils." Include a drawing if possible.

### Notes:

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## Migrant Farmworker Focus

Tuberculosis, which was once almost eradicated in the United States, is now coming back in epidemic proportions. Farmworkers experience higher incidences of TB than the general population. Have the class break into cooperative groups and research how tuberculosis is spread, symptoms of the disease, and how to prevent transmission. Have each group create a health poster to display in the classroom to demonstrate preventive behaviors. An example would be: "Cover Your Mouth When Coughing." Include a drawing if possible. Have each group report their findings and show their poster to the class.

4. Have each group report their findings and show their poster to the class.

### Family Education

During the group presentations about communicable diseases, ask the students to take detailed notes. Have students design a questionnaire about communicable diseases to take home to their families. Have the students draw up an answer key to their questionnaire, then administer the quiz to their parents and siblings at home. Ask the students to write a reflective essay about what they learned from this experience.

# COMMUNICABLE DISEASES

**Name of Disease** (include all known aliases): \_\_\_\_\_

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**Methods of Transmission** (how the germs spread): \_\_\_\_\_

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**Symptoms** (physical signs of the illness): \_\_\_\_\_

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**Preventive Measures** (ways to keep yourself healthy): \_\_\_\_\_

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# THE IMMUNE SYSTEM



## Your First Line of Defense

### Health Education Standards

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
- Students will demonstrate the ability to advocate for personal, family, and community health.

### Performance Indicators

- Students will explain the relationship between positive health behaviors and the prevention of disease.
- Students will describe how lifestyle, pathogens, and other risk factors are related to the cause or prevention of disease and other health problems.
- Students will demonstrate strategies to improve or maintain personal and family health.

### Life Skills and Health Topics

- Students will understand how their immune systems work.
- Students will choose behaviors that will keep their immune systems healthy.

### Materials

**Student Guide:** *Our Collage*, magazines, markers, butcher paper or poster board.

### Motivation

1. Explain to the students that the video game Pac-man™ is like the body's immune system. The purpose of the immune system is to prevent infections by keeping pathogens from invading and harming the body. A pathogen is a microscopic, infectious disease-causing agent.
2. Discuss the body's two types of defenses:
  - First defense: The body's first defense against

infections is the skin. The skin includes hair, follicles, and mucous membranes. The skin prevents pathogens from getting into the body. Ask students to describe how the skin, eyes, and nostrils are designed to keep pathogens from getting into the vulnerable areas of our bodies.

For example:

- skin — continuous barrier or shield; is thick
- eyes — eyelids, eyelashes; blinking is a safety mechanism
- nose — nose hairs; mucous

- Second defense: Some pathogens may overcome the first line of defense. When this happens, either a person can get sick, or they can become immune as their body identifies the foreign invaders and then fights them off by making antibodies. Antibodies are the body's defenses, or natural immunities, against infection. When a person gets an immunization shot from the doctor against measles, for example, the doctor actually injects a tiny bit of the measles virus into that person's body. The body then builds up the necessary antibodies to fight this infection.
3. Explain to the class that the healthier their body is, the stronger their defense system. How can you make sure your body has a strong defense system?
    - Get immunized according to the recommended immunization schedule (see Unit 6).
    - Don't drink alcohol, smoke or use drugs. They are foreign to the body and can weaken its natural defense system. If you use them, your body will be too worn out to defend itself against other invaders.
    - Get plenty of sleep. Sleep gives energy, and without enough sleep, you're tired, your mind is slow, and your body is worn out. No energy, no fight!
    - Eat healthy food. Foods like fresh fruits, vegetables, beans, and rice give your mind and body powerful materials to make you strong.
    - Exercise regularly. Exercise stimulates circulation of the blood, provides muscle toning, and relieves stress.

## Evaluation

Divide students into cooperative groups. Ask them to choose one healthy behavior that the group feels is the most important to them. Give each group a large piece of butcher paper or poster board. (See **Student Guide: Our Collage.**)

Have each group design and create a collage which depicts healthy behaviors. An example theme could be exercising. Ask the groups to write an essay explaining the theme of the collage and why that behavior is important.

Have groups explain their artwork to the class, explaining why they chose the different parts of the collage and what it represents overall.

Display the collages and essays around the room.

## Family Education

Have a healthy snack party. Ask each child to go home and list what healthy snack foods are commonly found around their home. Next, have the student explain to their parent why these foods are considered healthy. Ask the student to choose one snack that they can bring to school and share with the class. Ask the student to write a mini-essay describing the process they went through in choosing the snack and discussing healthy ideas with their parents. They should also include why the snack they chose is a healthy snack and what they have learned. Have the parents sign this essay to show that they participated in the process.

Make sure to send a note home inviting parents to the healthy snack party. At the party, each student can explain to the group what snack they brought and why they consider it healthy. Invite a nutritionist to discuss

## Notes:

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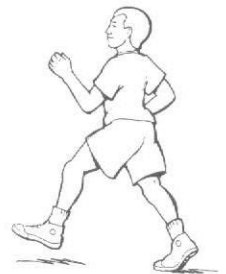


## Migrant Farmworker Focus

Hand washing protects the body from infection and from harmful chemicals that may be found in the workplace. In order for the American consumer to have inexpensive, blemish-free fruits and vegetables, pesticides and fungicides are widely used on crops. Migrant farmworkers and their families are particularly at risk because of the concentrated amount of time they spend handling fresh produce during the growing season. The EPA has noted that many farmworkers each year suffer acute illnesses and injuries as a result of pesticide exposure.

Discuss hand washing and why it is important to wash one's hands after leaving a field where pesticides might have been used. Toxic effects of pesticides or other chemicals can be transmitted from the hands to the eyes, ears, nose, mouth, and through the skin. Ask the students to write an essay about working in the fields (or any job where chemicals are used) and how they would use healthy behaviors to protect their bodies from possible pesticide or chemical exposure.

food choices and answer any questions. Try to encourage students to taste as many different types of healthy foods as possible. Choose one day a week when students can bring a healthy snack to eat during break.





# OUR COLLAGE

Members of the Group: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Theme of collage: \_\_\_\_\_  
\_\_\_\_\_

Why this healthy behavior is important: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why we chose these pictures: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What it means to us: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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# SKETCH OUT IDEAS FOR YOUR COLLAGE

# IMMUNIZATIONS

## Your Allies in the Fight Against Disease



### Health Education Standards

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will demonstrate the ability to advocate for personal, family and community health.

### Performance Indicators

- Students will describe how lifestyle, pathogens, and other risk factors are related to the cause or prevention of disease and other health problems.
- Students will demonstrate strategies to improve or maintain personal and family health.
- Students will demonstrate the ability to influence and support others in making positive health choices.
- Students will demonstrate the ability to apply a decision-making process to health issues and problems.

### Life Skills and Health Topics

- Students will understand how immunization helps to protect them from disease.
- Students will be able to identify resources for affordable immunizations for themselves and their family members.
- Students will share this information with their families, so they can make healthy choices about immunization.

### Materials

**Student Guides:** *Recommended Immunization Schedule, My Immunization Plan, Child Personal Health Information Brochure, Survey/Permission Sheet*, telephone directories, costs of immunizations at different locations such as migrant or community health clinics.

### Motivation

1. Discuss how immunizations are medicines given in different forms (shots, liquid) which help the body to build up its defenses against certain diseases. Many diseases which in the past have crippled or even killed

people are preventable today through immunizations. Take measles as an example:

Before the measles vaccine was approved in 1963, an average of over 500,000 cases of measles was reported each year, killing 400 to 500 people annually. By 1983, the number of cases of measles reported in the United States had dropped to a record low of 1,497. However, a resurgence of measles between 1989 and 1991 occurred primarily among unvaccinated preschool children (over 55,000 cases of measles, including 132 reported deaths). In 1990, 64 people died of measles, the highest number in two decades. The biggest cause of the measles epidemic was the failure to vaccinate children on time at 12-15 months of age.

2. Explain that it is very important for people to get their immunizations according to the Recommended Immunization Schedule, not only to be protected themselves, but also to protect their friends, family, classmates and anyone else they are around. All of the diseases listed except one (tetanus, or "lockjaw") are contagious and can be transmitted from an infected person to an uninfected person.
3. Explain that some people do not get their children immunized as they should. In fact, fewer than half of American two-year olds are vaccinated. In some inner city areas, the rate is as low as 10 percent. There are several reasons why parents may not get their children immunized:
  - They do not realize the importance of preschool immunization.
  - Often there is no reminder system to help parents know which vaccinations are needed and when they are needed.
  - Some parents do not know where to get immunizations for their children.
  - Some parents are afraid they can't afford immunizations. They don't realize that immunizations at public health clinics are almost free. Besides, it is much cheaper to keep from getting sick in the first place than it is to pay for health care after a child gets a disease.

4. Stress that most of the immunizations on the Recommended Immunization Schedule should be given to children during the first two years of their life. Getting a child immunized fights disease in two ways. First, it protects the child. And second, since healthy children do not spread disease, it will protect others as well. It is very important that children of all ages get the right shots at the right times. Unfortunately, large numbers of preschool children are not appropriately immunized, leaving them susceptible to dangerous diseases. Many adults do not realize that they still need some immunizations too! Adults should get a tetanus shot once every ten years.

One of the easiest and best ways to help children grow up healthy is to make sure they get all of their childhood shots at the recommended ages.

### Evaluation

1. Using the Recommended Immunization Schedule, ask the students to find tetanus and diphtheria on the chart. (By this age, if the students have had all their recommended immunizations, tetanus and diphtheria will be the only vaccines that they will routinely need.) Have the students estimate how old they were when they had their last tetanus immunizations. Now ask them how old they will be when they will need the next booster. For example, if they had their last tetanus shot when they were four years old, when will the next one be? Continue reading the chart for information about other immunizations.
2. Ask the students what they would do if they needed to get one of these immunizations. Where would they go, and how much do they think it would cost? Brainstorm and list ideas on the board. Discuss which of the places they listed might be best for receiving immunizations and what the costs might be.
3. Put the students into cooperative groups and give each group a phone directory. Have each group find at least two different places in their community where they could get immunizations. Examples could include names of specific local health clinics and doctor's offices. Ask each group to list the name, telephone number, and address of each location.
4. Now that the students know what immunizations they need and where they can go to receive them, ask the students to create their own immunization plan (see *Student Guide: Immunization Plan*). They will record when they need their next immunization, where they will go to get it, and how much it will cost. They may want to include other family members such as younger siblings who also may need immunizations. Most importantly, they need to include a written rationale as to why it is important to be immunized. Discuss these plans in class.



## Migrant Farmworker Focus

Discuss the immunization schedule with migrant students and their parents. Explain why it is important for children to be immunized by the time they start school. If children have not received the recommended immunizations when they try to enter public school, they may need to get these immunizations in order to enroll.

It is very important for medical records to accompany families when they travel. Farmworker families who migrate to find work may be away from their homes for many months during the year. When they need treatment away from home, doctors may have difficulty treating them without access to their medical history. This is especially true for children who will be due for immunizations while the family is on the road. Have migrant students fill out a **Child Personal Health Information Brochure** and discuss its importance with the parents.

### Family Education

Emphasize discussing flu shots with a family physician, especially for grandparents, elders, people who work in the public sector, or people who have chronic diseases such as diabetes or asthma.

Students should interview at least three adults, either members of their family or friends. Ask the interviewees for permission to use their responses for a class survey (see *Student Guide: Survey/Permission Sheet*). Ask whether or not they have had or will get a flu shot this year, and why they made this decision. Explain the benefits of getting vaccinated.

Once they have done their interviews, have them write an essay discussing the findings of the informal poll. Include how many people they interviewed, how the interviewees answered the questions, and what the student learned.

In class, calculate the total number of people interviewed and the number who had received flu shots. Discuss some of the reasons why people chose to or chose not to get a flu shot. Based on the overall results of the survey, ask the class to predict if many or few people will get the flu this year. Follow any epidemics which may be occurring in your community and discuss possible causes and preventions.

# RECOMMENDED IMMUNIZATION SCHEDULE

| Age(s)      | Vaccine              |
|-------------|----------------------|
| 1 month     | HBV                  |
| 2 months    | DTP, Polio, Hib      |
| 4 months    | DTP, Polio, Hib      |
| 6 months    | HBV, DTP, Hib        |
| 15 months   | DTP, Polio, Hib, MMR |
| 4-6 years   | DTP, Polio           |
| 6th grade   | MMR                  |
| 14-16 years | Tetanus, Diphtheria  |



**Definitions:**

- HBV = Hepatitis B
- DTP = Diphtheria, Tetanus (Lockjaw), and Pertussis (Whooping Cough)
- MMR = Measles, Mumps, and Rubella
- Hib = Haemophilus Influenzas B (can lead to meningitis)

# MY IMMUNIZATION PLAN

1. When do I need my next immunization?

2. What immunizations will I need?

3 a. I can get this immunization at:

\_\_\_\_\_

The address is: \_\_\_\_\_

\_\_\_\_\_

The phone number is: \_\_\_\_\_

The price will be approximately: \_\_\_\_\_

3 b. I can also get this immunization at:

\_\_\_\_\_

The address is: \_\_\_\_\_

\_\_\_\_\_

The phone number is: \_\_\_\_\_

The price will be approximately: \_\_\_\_\_

4. It is important to be immunized because:

# SURVEY/ PERMISSION SHEET

A. 1. Name \_\_\_\_\_

2.  Yes, I will participate in this class survey.

No, I will not participate in this class survey.

Signature \_\_\_\_\_

3.  Yes, I had a flu shot. \_\_\_\_\_

No, I did not have a flu shot. \_\_\_\_\_

4. Why or why not? \_\_\_\_\_

B. 1. Name \_\_\_\_\_

2.  Yes, I will participate in this class survey.

No, I will not participate in this class survey.

Signature \_\_\_\_\_

3.  Yes, I had a flu shot. \_\_\_\_\_

No, I did not have a flu shot. \_\_\_\_\_

4. Why or why not? \_\_\_\_\_

C. 1. Name \_\_\_\_\_

2.  Yes, I will participate in this class survey.

No, I will not participate in this class survey.

Signature \_\_\_\_\_

3.  Yes, I had a flu shot. \_\_\_\_\_

No, I did not have a flu shot. \_\_\_\_\_

4. Why or why not? \_\_\_\_\_

# CHILD PERSONAL HEALTH INFORMATION BROCHURE

Name \_\_\_\_\_

IMMUNIZATIONS: If not given by referring health provider, then also enter into Active Problems list (e.g., well child visit) and include your clinic's telephone number.

| Type               | Date | Date            | Date | Date              | Date | Date |
|--------------------|------|-----------------|------|-------------------|------|------|
| DPT                |      |                 |      |                   |      |      |
| TOPV               |      |                 |      |                   |      |      |
| DPT & TOPV BOOSTER |      |                 |      |                   |      |      |
| Td BOOSTER         |      |                 |      |                   |      |      |
| T                  |      |                 |      |                   |      |      |
| MEASLES:<br>Date:  |      | MUMPS:<br>Date: |      | RUBELLA:<br>Date: |      |      |

GENERAL HEALTH INFORMATION: Significant abnormal findings should appear in Problem List, Inactive or Active.

| ITEM             | Dates Last Done |  |  |
|------------------|-----------------|--|--|
| Hgb/Hct          |                 |  |  |
| UA               |                 |  |  |
| Tbn Test         |                 |  |  |
| Vision Test      |                 |  |  |
| Hearing Test     |                 |  |  |
| Sickle Test      |                 |  |  |
| STS              |                 |  |  |
| Dental Screen    |                 |  |  |
| Topical Flouride |                 |  |  |
| Lead Screen      |                 |  |  |
| WIC Services     |                 |  |  |
| Other:           |                 |  |  |

| ALLERGIES - Sensitivities |      |
|---------------------------|------|
| Drugs:                    | Date |
|                           |      |
|                           |      |
| Other:                    |      |
|                           |      |
|                           |      |

**SIGNIFICANT INACTIVE PROBLEMS/HOSPITALIZATIONS - Date**

|  |
|--|
|  |
|  |

**ACTIVE PROBLEMS**

| Problem | Date Noted | Management/Medications | Next Due | Clinic Tel. Number |
|---------|------------|------------------------|----------|--------------------|
|         |            |                        |          |                    |
|         |            |                        |          |                    |
|         |            |                        |          |                    |
|         |            |                        |          |                    |
|         |            |                        |          |                    |
|         |            |                        |          |                    |
|         |            |                        |          |                    |
|         |            |                        |          |                    |



# CONTRACT FOR HEALTH

## Making a Commitment to Healthy Behaviors



### Health Education Standards

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will demonstrate the ability to use goal-setting and decision-making skills that enhance health.

### Performance Indicators

- Students will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.
- Students will analyze a personal health assessment to determine health strengths and risks.
- Students will demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.

- Students will apply strategies and skills needed to attain personal health goals.
- Students will develop a plan that addresses personal strengths, needs, and health risks.

### Life Skills and Health Topics

- Students will develop a personal health plan.
- Students will set personal health goals.
- Students will see the interconnection between their own behaviors and emotions.

### Materials

**Student Guides:** *Daily Healthy Behavior Survey*, *Weekly Health Contract*

### Motivation

Explain to the students that the body is made up of different systems, e.g. respiratory, nervous, and cardiovascular systems. In order to have the body performing at its best, all systems need to be healthy and working in harmony with each other. Therefore, we need to make sure we take proper care of our bodies. There are many ways to do this. Discuss behaviors which result in healthy bodies: Eating a healthy diet, getting enough sleep, and exercising.

### Evaluation

Ask the class if they believe that they have healthy behaviors. Review the **Student Guide: Daily Healthy Behavior Survey** and complete one **Student Guide: Weekly Health Contract** every day for a week. At the end of the week, have students critically reflect upon the past week by completing the **Student Guide: Weekly Health Contract**. Ask them to draw conclusions about the connection between their healthy behaviors and the way they felt.

## Family Education

Stress the importance of differences between children and adults in terms of nutritional needs and periods of rest. Because children's bodies are growing, they need more hours of sleep than adults. They also need to eat more healthy foods. Give a copy of the ***Student Guide: Daily Healthy Behavior Survey*** to each family member to answer. Discuss behaviors that are healthy and unhealthy. Decide on a family health goal and make a "do-able" plan on how to achieve that goal. (For example, "No one in our family exercises. Our family decided to start walking for thirty minutes every day.") Have students report back to the class on the findings of their family surveys, what health goal their family chose, and how they plan to achieve their goals. Have the students report back periodically on the progress their family is making towards their goal. These family health stories could be added in a class health newsletter.



## Migrant Farmworker Focus

Stress the importance of getting enough sleep and eating well. Migrant students are at high risk of developing nutrition-related health problems due to poor housing and cooking facilities, lack of prenatal care, inadequate financial resources to purchase nutritious foods, and over-consumption of convenience foods while working. In addition, since migrant students may travel with their families as they seek agricultural work, getting enough rest may be difficult.

Have the students break into cooperative groups and give each group a topic: Nutrition, Rest, Exercise, and Recreation. Each group will research its assigned topic and develop an article for a class health newsletter. Have the students define good habits in each topic area and discuss what the health benefits of those habits are. Ask for drawings, cartoons, and personal stories about health topics. Send a copy of the completed newsletter home for parents.

## Notes:

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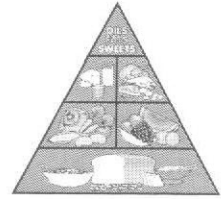
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# DAILY HEALTHY BEHAVIOR SURVEY



Fill out this survey every day for one week. At the end of the week, use your completed surveys to fill out the **Student Guide: Weekly Healthy Behavior Contract**.

## NUTRITION

Check off how many you ate today:

- |  |                         |
|--|-------------------------|
| 1. Bread, cereal, rice & pasta group (6-11 servings)           | 0 0 0 0 0 0 0 0 0 0 0 0 |
| 2. Meat poultry, fish, beans, eggs & nuts group (2-3 servings) | 0 0 0                   |
| 3. Vegetable group (3-5 servings)                              | 0 0 0 0 0 0             |
| 4. Milk, yogurt & cheese group (2-3 servings)                  | 0 0 0                   |
| 5. Fats, oils and sweets (use sparingly)                       | 0 0                     |
| 6. Fruit Group (2-4 servings)                                  | 0 0 0 0                 |

**WATER (8 glasses)** 0 0 0 0 0 0 0 0 0 0

## REST AND RECREATION

How did you spend your day?

1. What time did you go to bed? \_\_\_\_\_ What time did you wake up? \_\_\_\_\_

How many hours did you sleep last night?

- a. 4-5    b. 6-7    c. 8-9    d. 10-11    e. Other \_\_\_\_\_

- |   |     |    |
|---|-----|----|
| 2. Did you sleep well?  | Yes | No |
| 3. Did you do something fun for yourself today (besides watching TV)?   | Yes | No |
| 3a. If so, tell me about it. Examples would be: ride your bike, listened to music, played the piano, or read a book. _____  |     |    |
| 4. Were you active today?   | Yes | No |
| 4a. If so, what did you do and for how long? Try to be active for at least 30 minutes. Some examples could include taking a walk, riding a bike, or playing soccer. _____ |     |    |

## OVERALL WELL-BEING

How did you feel today? \_\_\_\_\_

- |   |      |     |
|---|------|-----|
| 1. Did you have a good day?   | Yes  | No  |
| 1a. Explain why or why not. (Examples could include: Yes, I made a good grade on my test, or No, I missed the bus.) _____ |      |     |
| 2. Did you eat breakfast?   | Yes  | No  |
| 3. Did you feel like you got enough sleep?  | Yes  | No  |
| 4. Were you able to concentrate during school, do your homework, listen to your teacher?                                  | Yes  | No  |
| 5. Did you get upset, frustrated, or mad today?   | Yes  | No  |
| 6. When your friends wanted to play, did you go? Was it fun?  | Yes  | No  |
| 7. How well did you get along with others?  | Good | Bad |

# WEEKLY HEALTHY BEHAVIOR CONTRACT

Use this guide to summarize your health behaviors from the previous week. Answer these questions as honestly and thoughtfully as possible.

Week # \_\_\_\_\_

### What did you do...

- \_\_\_\_\_ Number of days you ate healthfully
- \_\_\_\_\_ Number of days you drank eight glasses of water
- \_\_\_\_\_ Number of days you slept at least 8 hours
- \_\_\_\_\_ Number of days you exercised at least 30 minutes

### What did you think...

- 1 How do you feel about yourself and your overall progress this week?
  - a. I did great.
  - b. I did ok, although I need to work on some areas.
  - c. I do not feel like I did as well as I could have.
2. How did your exercise this week compare to last week?
  - a. I exercised more this week than last.
  - b. I exercised the same.
  - c. I exercised less.
3. Did you eat healthfully?

|                             |      |     |
|-----------------------------|------|-----|
|                             | Yes  | No  |
| 3a. How did your body feel? | Good | Bad |
| 3b How did your mind feel?  | Good | Bad |
4. Did you drink at least 8 glasses of water daily?

|   |     |    |
|---|-----|----|
|   | Yes | No |
| 4a. What effects do you think that had on how you felt? |     |    |
5. Have you noticed a difference in how well you sleep?

|   |     |    |
|---|-----|----|
|   | Yes | No |
| 5a. What do you think caused these changes? |     |    |
6. Explain any good or bad changes that you, your family, or teachers have noticed in your mood or attitude.  
\_\_\_\_\_  
\_\_\_\_\_

7. What did you learn about yourself this week? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Set a health goal for next week. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8a. Why did you choose this goal? \_\_\_\_\_  
\_\_\_\_\_

# HELP!

## What To Do In A Medical Emergency



### Health Education Standards

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will demonstrate the ability to advocate for personal, family, and community health.

### Performance Indicators

- Students will develop injury prevention and management strategies for personal and family health.
- Students will identify community agencies that advocate for healthy individuals, families, and communities.

### Life Skills and Health Topics

- Students will be able to get help for emergency situations such as calling 911 and/or seeking other sources of assistance.
- Students will be able to identify the different emergency services available.

### Materials

**Student Guide:** *Emergency Information*, colored pencils, maps of city or county.

### Motivation

1. Begin by asking if anyone in the class has been involved in a medical emergency. Define a medical emergency for the class: A medical emergency is a life-threatening situation where immediate medical attention is needed.
2. Discuss the rules to remember when handling emergencies—The three C's: Calm, Careful, and Communicate.
  - Calm: Do not panic.
  - Careful: Do not put yourself or anyone else in danger.
  - Communicate: Give the Emergency Medical Services

(EMS) dispatcher the necessary information and stay on the line until the dispatcher tells you to hang up.

3. **Contacting Emergency Medical Services:** Explain that the fastest way to contact EMS is to call the local dispatcher. In many areas, the local EMS number is 911. Many people think that 911 works in every community. This is not always true, especially in rural areas. Tell students that it is important to find out the number for EMS in their community. They can find this information by calling the local police or sheriff's department. Suggest that students write this number down and display it close to the phone so that it will always be there when it is needed. Calling the EMS number will put them in direct contact with a dispatcher who will send the right emergency medical team.
4. Explain how to communicate in an emergency:
  - **Identify yourself:** Tell the dispatcher your first and last name and the telephone number you are calling from. They may need to call you back if you get disconnected. If you do not know the telephone number you are calling from, try to give them any information about where you are, like names of streets or buildings.
  - **Describe the emergency:** The EMS dispatcher will decide what emergency services will be needed. Answer all of the dispatcher's questions as best you can. Explain how many people are sick or injured and what the symptoms are like. For example, are they bleeding? Are they breathing? Does it look like there are any broken bones?
  - **Give good directions:** Tell the dispatcher where the emergency is. Provide the address and visible landmarks. If you are in an isolated, hard to find place, try to have someone meet the EMS team and lead them to the emergency. It is a good idea to have written directions next to your phone or in a visible place to use in an emergency. When you are very upset, it is easier to read the directions than to try to remember them.

- Describe any special considerations or problems: Tell the dispatcher if anyone is with you, what has been done to help the sick or injured person, or if there are any special conditions that may slow down the rescue.
- Never hang up the phone until the dispatcher has told you to do so. Most of the time, the dispatcher will ask you to stay on the phone until the EMS team has arrived.

**Other ways to contact EMS:**

- Send another person to contact EMS.
- Run to a neighbor or a nearby home.
- Wave your arms to flag down a passing car and tell the driver about the emergency.
- Call on a CB radio or a cellular phone if you have one.

**Evaluation**

Have the students fill out emergency information sheets. (See *Student Guide: Emergency Information.*) The students will give directions to their house as if an emergency was occurring. The directions should start from a well-known landmark in the community (e.g., the school). The directions should be written in clear and precise language and include visible landmarks. Ask students to use the city or county map to check for accuracy. In addition, students should draw a map to their house. Have students share their information with the class.

**Family Education**

Have the students go home and ask a parent or guardian to help them fill out the emergency numbers on their emergency information sheet. Discuss what types of

**Notes:**

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## Migrant Farmworker Focus

Migrant students need to be extra aware of the different types of emergency medical services available to them and the number to dial for EMS. Since these students move frequently, they may not know the community well enough to give accurate directions or even know who to call in case of an emergency. Have students role play what an emergency call on 911 would sound like. This will give them an opportunity to familiarize themselves with using 911 or other emergency medical service numbers.

services each agency provides. Remind students that they will need to find the number for the EMS in their community by calling the local police or sheriff's department. (Not all areas have access to 911 services.) Include these numbers on the emergency information sheet. Remind students that by calling this number, they will be in direct contact with an emergency service dispatcher who will send the right emergency medical team.

Once the emergency information sheet is completely filled out and the students have finished their maps and directions, ask them to make oral presentations to their families about the information included on the sheet. They should also decide on a family meeting point which is located a safe distance from the house. In addition, ask the family to choose a location where they can post the

# EMERGENCY INFORMATION

**KEEP THIS GUIDE BY THE PHONE!**

REMEMBER: **Dial 911**, or if you don't have 911 service,  
dial the number below in case of an emergency.



Important Numbers: \_\_\_\_\_

Ambulance: \_\_\_\_\_

Fire Station: \_\_\_\_\_

Poison Control: \_\_\_\_\_

Police: \_\_\_\_\_

Other: \_\_\_\_\_



1. Identify yourself. \_\_\_\_\_

2. Describe the emergency. \_\_\_\_\_

3. Give good directions. \_\_\_\_\_

**Remember: NEVER HANG UP THE PHONE UNLESS YOU ARE TOLD TO DO SO!**

Your Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Directions to Your House: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# MAP TO YOUR HOUSE

Please draw a map to your house, including landmarks.



# EMERGENCY RESPONSE

## Basic Principles of First Aid

### Health Education Standards

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

### Performance Indicators

Students will develop injury prevention and management strategies for personal and family health.

### Life Skills and Health Topics

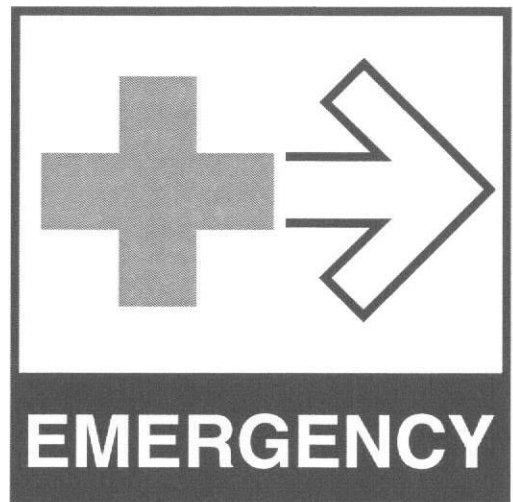
- Students will identify uses for the contents in the first aid kit.
- Students will be skilled in basic first aid procedures for the following conditions:
  - cuts/scratches
  - burns
  - bleeding
  - shock
  - nosebleeds
  - sprains

### Materials

**Student Guides:** *Emergency Information* (from Unit 8), *First Aid Kit*, *First Aid Procedures*, and *Self Evaluation*, 3 first aid kits.

### Motivation

1. Tell the students that first aid is the immediate care given to a person who is sick or injured. Sometimes, it is temporary care to stabilize a person who may require additional treatment. Providing first aid can enable people to save themselves or others from further injury or even death. Ask students to give examples of situations where immediate attention saved lives.
2. Before starting the lesson, review the emergency information from Unit 8 (see **Student Guide: Emergency Information** from Unit 8).



- a. Remind the students that providing first aid can be stressful—it is difficult, but very important to keep calm and act logically. They definitely should not put themselves in danger, because if they get hurt, they cannot help the victim.
  - b. Determine if 911 service is available in the area. If so, review procedures for making a call. Be sure to include: location of the accident, nature of the emergency, age and sex of the victim, and a telephone number.
3. Try putting together a first aid kit for each child to take home. These kits could be made from supplies donated by local businesses.
  4. Begin the lesson by reviewing and displaying the contents of the first aid kit. First aid kits come in different sizes and can be used for a variety of emergencies (see **Student Guide: First Aid Kit**).
  5. Explain that several first aid procedures for basic emergencies will be demonstrated. After the lesson, students will have an opportunity to practice the procedures they learned (see **Student Guide: First Aid Procedures**).

**Evaluation**


Set up three stations in the classroom with appropriate equipment for the following exercises:

- Practice treating a cut.
- Practice wrapping up a sprained ankle.
- Practice stopping a nosebleed.

Place the students into cooperative groups. Have the groups solve each exercise using the first aid kit. When the group has sufficiently dealt with the emergency, the groups will move to the next station.

**Family Education**

The students will take home their personal first aid kits. A demonstration of how to use the included supplies will be presented to all the family members. Students should fill out the self evaluation page and write a journal about their experience (see *Student Guide: Self Evaluation*). Parents should sign the self evaluation form to acknowledge that they have discussed first aid procedures with their child.



### Migrant Farmworker Focus

Since farmworkers may fear that injuries or illnesses will result in lost jobs, many incidents go unreported. Farmworker children should learn when and how to use the first aid kit. However, the first aid kit is not a “fix it” for all problems. Unless proper measures are taken, even a minor problem could turn into a serious one.

Each student should write a paragraph describing a pretend scene where one of the medical emergencies they have studied occurs. Place the students into cooperative groups and give each group one of the collected scenarios. The students will be asked to deal with the emergency using the first aid kit. When the group has sufficiently dealt with the emergency, the groups will exchange cases. A discussion of heat exhaustion is important to include for farmworker children.

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# FIRST AID KIT

A typical first aid kit contains the following items:

- **Gauze Pads**—Individually wrapped and sterile. Usual sizes, 2"x2" or 4"x4". Used to protect skin areas from infection following a cut or to absorb drainage from an open wound.



- **Adhesive Bandages**—Self-stick bandages like Band-Aids™. Come in various sizes. Used to cover small open areas (scratches, skin irritations) and to protect the area from infection.
- **Antibiotic Ointment**—Applied to open skin areas. Used on wounds to prevent infection. Examples are Neosporin™ and Bacitracin™.

- **Calamine Lotion**—Applied to red, itchy skin. Relieves itching and skin irritation. Used for allergic skin reactions such as poison ivy.



- **Antiseptic Solution**—Applied to skin and/or open wounds. Used to slow bacterial growth and clean open wounds. Examples are hydrogen peroxide and Betadine™.

- **Cotton Tip Applicators**—Long, thin stick applicators with a cotton tip, like Q-Tips™. Used to apply ointment or solutions to an area. Packaged individually wrapped and sterile.
- **Tape**—Comes in various widths, e.g. 1/4", 1/2", 1". Made of different materials such as paper or fabric. Used to secure dressings, tubes, etc.
- **Hot/Cold Compresses**—Pre-packaged and easy to use according to package directions. Conform to various body parts. Cold compresses are used to prevent bruising and decrease pain and swelling. Hot compresses are used to decrease pain and relax muscles.
- **Roller Bandages**—Elastic bandages. Conform to body parts. Come in 2"-4" widths. Used to secure dressings in place and support injured joints.
- **Disposable Gloves**—Come in small, medium, and large sizes. Used when bleeding is present and on open wounds. Should be discarded after each use.
- **Scissors**
- **Tweezers**

# FIRST AID PROCEDURES

## Ankle Sprain

Sprains often occur in the ankle as a result of a fall.

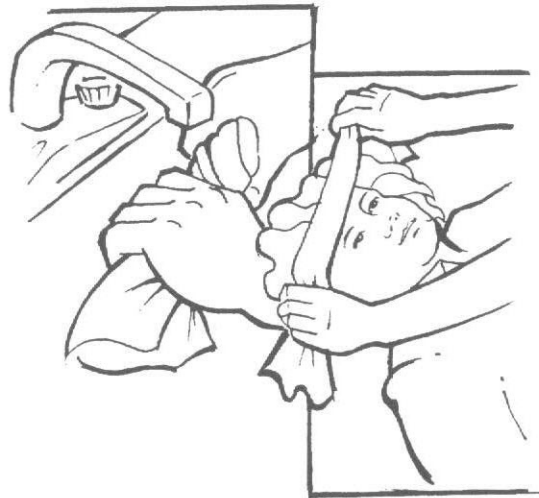
Symptoms include discomfort, swelling, bruising, and not being able to take full weight on the ankle.

Keep the ankle raised and supported on pillows to minimize swelling.

Wrap the foot, ankle and lower leg with a roller bandage using a “figure eight” motion around the foot and ankle.

Wrap firmly, not tight, so that circulation is not cut off.

Call the doctor.



## Bleeding

Call 911 or the local EMS number.

Wear disposable gloves for treatment of bleeding.

Apply direct pressure to bleeding area with a clean gauze pad that is larger than the wound.

Raise the injured part above the level of the heart.

Continue firmly pressing on the wound with the sterile bandage, but be careful not to cut off the blood supply.

If blood comes through the bandage, add another gauze on top. Do not remove blood-soaked dressings.

Check the affected part for numbness and change in color or temperature.

## Burns

Call 911 for burns over large portions of the body or for electrical or chemical burns.

Skin that is burned is red, dry, painful, and may have blisters.

Pour cool water over the burn for at least 10 minutes. Let dry.

Cover the burn area with dry, sterile nonstick bandages.

Tape securely, but not tight.

Do not burst blisters.

# FIRST AID PROCEDURES *(cont.)*

## Cuts

Place a sterile gauze over the cut and apply medium pressure to stop the bleeding.

Wash the cut with soap and water. Let dry.

Apply antibiotic ointment to the area with a cotton tip applicator.

Apply an adhesive bandage large enough to cover the wound and the area around it.

See a doctor or a nurse if the cut becomes red, warm, or drains pus. This may indicate an infection.

## Heat Exhaustion

Occurs from over-exposure to the heat or sun.

Symptoms include headache, dizziness, heavy sweating, weakness.

Get out of the heat immediately.

Drink water, not soda.

Loosen tight clothes.

Put cool, wet cloths to skin.

Get emergency care if person becomes confused.



## Nosebleed

Sit down and tilt head forward.

Pinch nose for 10 minutes while breathing through the mouth.

Pinch nose again for 10 minutes if the bleeding has not stopped.

Clean the nose area with gauze moistened in lukewarm water once the bleeding stops.

Avoid blowing and picking your nose.

## Shock

Call 911 or the local EMS number.

Occurs when bleeding persists.

Symptoms include pale, cold skin; rapid pulse; and fast breathing.

Lay the person down with legs raised 8-12 inches, supported by pillows under the legs, to increase blood flow to the head.

Loosen tight clothing to make breathing easier.

Cover the person with a blanket to keep warm.

Do not give anything to drink or eat. Moisten lips with water if the person is thirsty.

## SELF EVALUATION

Included is a checklist to help you to teach your family how to use the first aid kit. Make sure that you cover each area, then have your parent or guardian sign this form.

1. I have discussed when to use the first aid kit.
2. I have explained how to use each item in the first aid kit.
3. I have stressed the importance of seeking the proper medical advice for serious injuries or illnesses.
4. As a family, we have decided on a first aid kit location. This is a place where all the family members can easily find the kit.

My Signature \_\_\_\_\_

My Parent/Guardian's Signature \_\_\_\_\_

Write a journal about your experience teaching your family. Did anything exciting happen? Were there any problems? Did your family learn anything new? Did you? Write at least half a page and use complete sentences.

# TALK IT OUT

## Effective Skills for Interpersonal Communication



### Health Education Standards

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health.
- Students will demonstrate the ability to advocate for personal, family, and community health.

### Performance Indicators

- Students will demonstrate effective verbal and nonverbal communication skills to enhance health.
- Students will demonstrate ways to communicate care, consideration, and respect for self and others.
- Students will demonstrate communication skills to build and maintain healthy relationships.
- Students will identify barriers to effective communication of information, ideas, feelings, and opinions about health issues.
- Students will demonstrate healthy ways to express their needs, wants, and feelings.

### Life Skills and Health Topics

Students will communicate their feelings in a healthy manner.

### Materials

**Teacher Guides:** *Common Communication Breakdowns, Real World Scenarios*, **Student Guide:** *Conflict Resolution*.

### Motivation

**What is Communication?** Start by defining communication: Communication is a process by which information is exchanged between people through a common system of symbols, signs and behaviors. Some examples of communication are talking, acting, writing, or using sign language. There are ways of communicating verbally and non-verbally. Non-verbal communication includes gestures, facial expressions, and posture.

1. Explain why communication is important. Some examples are given below:
  - It allows relationships to develop and common thoughts, feelings, or interests to be shared (making friends).
  - It allows expression of emotions such as joy, pain, anger, love, and sadness (expressing emotion).
  - It allows questions and answers (getting help/information).
  - It aids in understanding the problems of others (being a good friend).

Other examples may include problem solving and teaching.
2. Explain that there are appropriate times and ways of communicating. Communication is a two-way activity. It is impossible to communicate with someone who is not willing to listen. Sometimes, non-verbal messages are communicated by the speaker. The listener may not really hear what the speaker is saying because he or she is focused on only one form of communication. Not until the listener gives full attention to both the speaker's body language and to the words that are spoken will the complete message be heard. Both verbal and nonverbal communication are important.
3. Tell the students that if they have something really important to say to someone, then they should ask the other person if she or he has time to listen. Let the other person know that it is alright to say no, because then you can choose a different time which is good for both parties. It will be worth your time to wait until you can have the other person's full attention.
4. Explain that students should not assume that they know what someone else is thinking; they should ask. For example, you may think your friend is in the mood to play ball, but you won't know that for sure until you ask. It is especially important to talk with others when you are concerned about their feelings or when you are having strong feelings of your own. Discuss how to avoid some of the most common communication problems (see **Teacher Guide: Common**

*Communication Breakdowns*).

5. Explain that communication allows us to express strong emotions such as joy, anger, love, and sadness. Anger is one of the most powerful emotions we can have, but it is difficult to communicate effectively when we are angry. Talk to the students about how to communicate when they are upset.

**Anger and Communication:** Discuss how to deal with strong feelings (see *Student Guide: Conflict Resolution*). Communication allows us to express our emotions, such as joy, sadness, frustration, and anger. Anger is one of the most difficult to deal with, and therefore merits further discussion.

1. Explain that anger is an emotion that makes good communication very difficult. Anger does not just go away; you have to communicate about your angry feelings in order to resolve them. Often people try to stuff their feelings deep down inside themselves because they are afraid others will be hurt or upset if they say that they are angry. But the problem with anger is that the more you try to avoid or deny it, the more confused you will become. Unexpressed anger comes out in different ways, and the longer you wait to resolve it, the more out of touch you get with what is wrong.
2. Explain that it is hardest to express anger with people you love and with your friends. But love means that a person can say, "I am angry." The key is learning to know when, how, and with whom to express your anger.
3. Explain that anger can be constructive and healthy. It is an expression of your needs. Anger should be a temporary thing that is talked through until it is resolved. It may even feel like a fight for a short period of time, but there are ways to avoid letting it become a serious fight. If communication between the two people is maintained until the dispute is resolved, then a feud (a long unresolved problem) can be avoided.

Remember, there are three rules for resolving anger:

- Determine what you want.
- Determine what you need.
- Determine what you will settle for.



## Migrant Farmworker Focus

Discuss the different ways people communicate. They can use different languages, gestures, and symbols. Have the students choose a way their family communicates which is unique to their family. Ask them to write an essay about their unique family communication style, describing the technique and what it means to them. Have the students give presentations about their different communication styles. Ask students to make visual aids to go along with their essays.

### Evaluation

Have the class discuss the *Teacher Guide: Real World Scenarios*. Ask students to identify the mistakes that Susan and Janice are making. As the students become comfortable with this exercise, break them into cooperative groups and ask them to choose a conflict which has occurred in their own lives or that they have seen. They can also make up a pretend conflict. Then, have each group choose one scenario to role-play. The groups should use the three rules for resolving anger and aim for peaceful results. Set up a plan to video tape the role-play. Discuss with the class the difference between peaceful and non-peaceful interactions.

### Family Education

Teach the students to focus on positive feelings. Have them share three things with their family that made them happy, and ask each family member to do the same. Do this at the end of the day, every day, for one week. Students should record in a journal what time of the day this took place, which family members were present, and what each person said. At the end of the week, ask each student to draw conclusions about what they learned about themselves and their families. In addition, have each student ask their family members to share what they learned. Have the students share these experiences with the class.



# COMMON COMMUNICATION BREAKDOWNS

First of all, when expressing anger, people must make sure that they do not bring up old wounds and issues. Stay with the current problem. Do not use phrases like “you never,” “you always,” or “every time.”

Examples of ways not to express anger include screaming, sulking, slamming things, and retreating. Instead, say to the person you are angry with, “Please, listen to me. I am angry.” The other person may be angry too. If so, be prepared to hear what the other person has to say.

Do not make comments like, “Oh, you look so cute when you’re angry” or, “You’re really ugly when you get mad.” This is a response to the way someone looks rather than the way they feel.

Another common mistake is to say, “I was just kidding” after making a hurtful comment. When you say that you are kidding, you are really saying that the other person has no right to feel anger. Do not be fooled. Everyone has a right to their feelings, and even kidding comments can be hurtful. Don’t let someone’s joking stop you from expressing your hurt or angry feelings.

## Teacher Guide

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# REAL WORLD SCENARIOS

### Exercise 1

Susan has a crush on Jeremy, and her sister Janice knows about it. Janice told several of her friends some of the things Susan said about her feelings toward Jeremy. When Susan tries to talk to Janice about it, Janice says, “Oh, everyone knows I’m just kidding about you and Jeremy. Besides, it’s sweet the way the two of you look at each other. I wish Jeremy could see you right now, you look so funny when you’re all worked up. I think you are blushing!” Susan laughs and walks away but her feelings are unresolved.

What are some of the mistakes that Janice and Susan are making?

Janice tells Susan that she is kidding. This is a way of saying that Susan cannot get angry because if she does, she can’t take a joke.

Janice concentrates on how Susan looks when she is upset, rather than on how her own actions make Susan feel.

Susan is embarrassed and angry with Janice but she laughs.

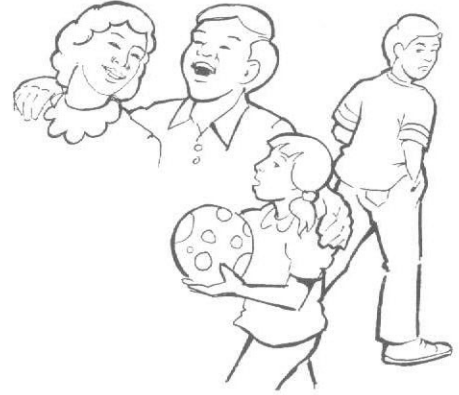
Susan walks away rather than telling Janice that she is angry.

Susan does not express what she wants, needs, or is willing to settle for.

There is a breakdown in the trust level and friendship of Susan and Janice. Do a communication exercise that works through this scenario using the three rules for resolving anger.



# CONFLICT RESOLUTION



Remember, there are three rules for resolving anger:

1. Determine what you want.
2. Determine what you need.
3. Determine what you will settle for.

Describe the conflict:

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Think of at least three peaceful solutions:

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The final plan to resolve the conflict:

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# LEARN HOW TO EARN!

## Respecting Yourself and Others

### Health Education Standards

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

### Performance Indicators

- Students will demonstrate ways to communicate care, consideration, and respect for self and others.
- Students will demonstrate strategies to improve or maintain personal and family health.

### Life Skills and Health Topics

- Students will respect themselves and others.
- Students will develop positive self-esteem.
- Students will take responsibility for their actions.

### Materials

**Teacher Guides:** *A New Perspective: Self-Esteem vs. Self-Concept*, *Rules for Improving Self Esteem*, **Student Guides:** *Friends Activity*, *RESPECT Yourself*, *Good Character Quote*, and *Interview Rubric*, red paper strips.

### Motivation

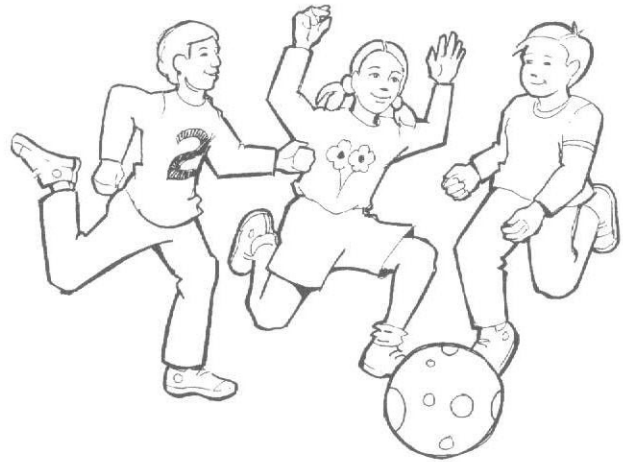
1. Ask the students, “What is respect? How do you show someone that you respect them?” According to Webster’s, respect is “to honor or show esteem for, consider or treat with courtesy, or avoid intruding upon.” After defining respect, ask the class, “How would someone get respect?”

Can someone demand that you respect them?

Can you order people to respect you?

Can you buy respect?

Explain to the class that this is not possible, respect is something to be earned.



2. Ask the class to name people they respect. Why? List the reasons on the board. If students had these qualities, would people respect them also? Why or why not?
3. Ask the class if they think the people they chose have respect for themselves. Why or why not? People who have respect for themselves are said to have high self-esteem. Self-esteem is having confidence and satisfaction in oneself. When people have good self-esteem, then they will be more confident in their abilities to make decisions and handle problems.
4. Explain that many people at different times in their lives have problems with self-esteem. However, it is possible to improve one’s self-esteem. See **Teacher Guide: A New Perspective: Self-Esteem vs. Self-Concept**. Now, ask the class to think of ways they can change how they feel about themselves. See **Teacher Guide: Rules for Improving Self-Esteem**.
5. Explain that these suggestions will help the students feel good about themselves, respect themselves, and earn the respect of others. See **Student Guide: Friends Activity**.

## Evaluation

Have the students think of things that they can do to help make them feel good and respect themselves while earning the respect of others. Have them complete the **Student Guide: RESPECT Yourself**. When finished, discuss these examples together in class.

Now that students have some examples of what constitutes respectful behavior, follow this activity with the "Respect-O-Meter." Keep a supply of red paper strips on your desk. When a student or teacher witnesses an act of respect, he or she describes it on a paper strip, including the initiator's name. Post the strip in the room in the form of a red arrow with the caption "Respect-O-Meter." The challenge is to extend the "Respect-O-Meter" with acts of kindness and respect.



## Notes:

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## Migrant Farmworker Focus

Explain to the students that each of them is unique. Everyone has characteristics which make them similar to and different from everyone else. These differences, called individual differences, give each person special skills. By learning how to respect their own and others' individual differences, students will gain self-esteem (see **Student Guide: Good Character Quote**).

Students should each choose an adult that they respect. Interview that person and ask them questions about their life (see **Student Guide: Interview Rubric**). In addition, find out what kind of problems the person has overcome, and how they did it. Ask what advice they would give to you and your classmates. Look at the things that make that person different and explain why you respect them. Each student can give a five-minute report about their interview.

## Family Education

Have students ask a parent or family member who they most respect and why. Ask how they show this respect. Ask how they show that person these feelings. Have the students discuss with the adult their thoughts on respectful and disrespectful attitudes and actions. Ask students to summarize who they interviewed, what questions they asked, and how the interviewees answered. In addition, ask them to explain what they learned about their own behavior toward people they respect and disrespect.

# RULES FOR IMPROVING SELF ESTEEM



**Set and keep realistic goals.** Whenever you set and reach goals, it gives you more confidence in your abilities.

**Help others:** Helping others and seeing the effect you have makes you feel good about yourself. Your self-esteem will rise because you will have affected another's life in a positive way and therefore have added value to your own.

**Do well in school:** In general, the harder you try in school, the better your grades will be. If you make good grades, your belief in yourself will rise. This will encourage you to tackle and overcome harder problems.

**Develop supportive, trusting relationships with friends and adults.** It is important for everyone to have supportive relationships and good role models. If you have a supportive environment, you will have more confidence in yourself. Confidence lets you work harder and achieve more, thus resulting in still higher self-confidence.

**Keep a neat and clean personal appearance.** Keeping neat and clean helps you feel good about yourself. Other students and teachers will also form opinions about you based on your hygiene habits.

# FRIENDS ACTIVITY

My name is \_\_\_\_\_

Find a partner. My partner's name is \_\_\_\_\_

1. Find an egg timer.
2. Turn the egg timer over.
3. Write positive words to describe your partner.

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4. When the timer runs out, discuss the words used.

# RESPECT YOURSELF

Using each of the following letters, write down some things that you do (or that you can do) to help you feel respect for yourself. Try to think of examples that follow the rules for improving self-esteem.

For example, if you would like to help others, something you could do would be: R-Read a story to my younger brother/sister.

R \_\_\_\_\_  
\_\_\_\_\_

E \_\_\_\_\_  
\_\_\_\_\_

S \_\_\_\_\_  
\_\_\_\_\_

P \_\_\_\_\_  
\_\_\_\_\_

E \_\_\_\_\_  
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C \_\_\_\_\_  
\_\_\_\_\_

T \_\_\_\_\_  
\_\_\_\_\_

# INTERVIEW RUBRIC

1. Whom I want to interview \_\_\_\_\_

2. Topic \_\_\_\_\_

### Assessment Standard

|     |               |     |                               |
|-----|---------------|-----|-------------------------------|
| E = | Exceptional   | E = | 5 out of 5 questions          |
| S = | Satisfactory  | S = | 4 out of 5 questions          |
| N = | Not There Yet | N = | 3 or fewer out of 5 questions |

### Interview Questions

1. \_\_\_\_\_

Answer \_\_\_\_\_

2. \_\_\_\_\_

Answer \_\_\_\_\_

3. \_\_\_\_\_

Answer \_\_\_\_\_

4. \_\_\_\_\_

Answer \_\_\_\_\_

5. \_\_\_\_\_

Answer \_\_\_\_\_



# WELL-BEING AND STRESS

## How Stress Management Affects Overall Well-Being



### Health Education Standards

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

### Performance Indicators

- Students will demonstrate strategies to manage stress.
- Students will describe ways to reduce risks related to adolescent health problems.

### Life Skills and Health Topics

- Students will strive to have good health.
- Students will participate in movement and exercise.
- Students will achieve a desired level of physical fitness.
- Students will practice techniques for stress management.

### Materials

**Student Guide:** *Stress Reducing Plan*, balloon and pin.

### Motivation

1. Before students enter, blow up a balloon and hide it until the students are quiet. Then burst the balloon unexpectedly, so the students will be startled momentarily. Ask the students to explain what happened to them when the balloon burst. Did their hearts beat faster? Did they jump? Explain that these are examples of how our bodies react when they become stressed. Explain that there are ways to deal with stress in a healthful manner.
2. Health is sometimes called “well-being.” It involves all aspects of a person’s life. Have the students list all the aspects of well-being. Physical health is the condition of the body, which includes eating the right foods, exercising regularly, and getting enough rest. This will

keep the body in the best possible condition.

Emotional health is the condition of one’s mind and how feelings are expressed. It is important to take care of our minds as well as our bodies. Being able to express feelings in a positive way is healthy. Family and social health is the condition of our relationships with family and others. Listening intently to them and learning to give and receive affection in appropriate ways are aspects of family and social health. It is important to understand that well-being includes physical, emotional, and family and social health.

3. Movement and exercise contribute to physical health. They promote muscular strength, muscular endurance, flexibility, and cardiovascular endurance. However, many children are inactive. They may watch a lot of TV, or they may have to stay indoors until their parents get home from work. Children should be encouraged to participate in physical education activities like running, jumping, and brisk walking. Participating in regular physical exercise also reduces the harmful effects of stress by generating overall feelings of well-being. When a person exercises for at least 25 minutes three times a week, after 7-10 weeks the person’s body will begin to release endorphins during and after exercise. Endorphins are substances secreted from the brain that help to create a feeling of well-being.
4. Stress can result from daily hassles and life crises. Daily hassles are part of normal life. They might include concerns about physical appearance, relationships, grades, or being criticized. Stress affects your health by causing your body to



work harder, your blood pressure and heart rate to rise, and your muscles to become tense. Stress management skills are techniques that help you cope with the harmful effects of stress. Exercising and eating healthy foods can relieve anxiety and keep your body healthy. Other skills for managing stress include:

- Making responsible decisions (not blaming others for the problem).
- Getting enough rest and sleep.
- Participating in physical activities.
- Following a daily schedule.
- Discussing concerns with parents and other trusting adults.
- Sharing feelings with your family and close friends.
- Helping others less fortunate.
- Viewing life's obstacles in a positive way (what can I do to make this situation better?)
- Caring for pets.
- Expressing affection in appropriate ways.
- Having a sense of humor.
- Listening to or playing music.



**Remember:** Handling stress is an effective way to help maintain good health.

### Evaluation

Ask each student to give examples of things in their life that might cause them stress, e.g., not doing homework, problems with friends or family. Then, have students list ways to solve these stressful situations, using the stress management skills above and any other examples that they can think of. Ask each student to come up with a written stress-reducing plan. Have the students share ways to handle stressful situations in a healthy manner.



## Migrant Farmworker Focus

Set up a peer buddy system. Explain to the class that a common problem for people who move a lot is finding a support system in the new area. Ask for students in your classes to be peer buddies to younger students. Have students who have been in the community a long time partner the newer students. Try to pair students who do not know each other; use a questionnaire to assign them to groups based on interests and personalities. Ask students to commit to being buddies for a minimum of a semester. Students and peer buddies should meet for at least thirty minutes twice a week. Both participants will be required to keep a journal of their progress, and to turn this journal in weekly to a teacher who will guide the course of the mentoring and offer suggestions. The objective is to provide students with positive role models and a support group.

### Family Education

Explain to the class that one way to ease stress is by taking a small amount of time each day to do something nice for yourself. Since parents are often so busy juggling work and obligations, students can try to make life a little easier by helping them around the house each day. Have the parents do something nice for themselves. This could mean reading a book, taking a walk, or playing with the dog. Taking time out for themselves will ease their stress level and thus make life more enjoyable. At the end of a set period of time, ask the students to report back about what their parents did with the free time and what changes it made in their stress level. Ask the students how they felt about the effect they had in their parents' lives.



# STRESS REDUCING PLAN

1. What causes you stress? An example might be not doing your homework on time or having problems with friends or family. List all the things in your life that you feel are stressful.

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2. Next, pick the number one most stressful thing from your list.

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3. Think of ways to solve this stressful situation. You can list several different solutions to this problem. An example might be, "Not doing homework causes me stress, so I should do my homework after school."

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4. Next, come up with a stress-reducing plan. An example of a stress-reducing plan might be, "Every day after school, I will do all my homework before I play or watch TV."

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