

# Chapter 8

## **SAMPLE LEARNING ACTIVITIES**



## SAMPLE LEARNING ACTIVITIES

### HOW TO USE THIS CHAPTER

This chapter provides teachers with a wide array of strategies that support the *Comprehensive Health Education and Physical Education Standards* and cumulative progress indicators. The activities in this chapter help to define the *Standards* and indicators. Teachers should use the activities to align their instructional program with the *Standards*.

The sample learning activities were selected for inclusion in this *Framework* after careful review by hundreds of educators, parents, and students. The activities are not listed in priority order and do not constitute a curriculum. The sample activities described in this chapter run the gamut from commonly used, simple, activities to more complicated activities requiring increased time, more in-depth content knowledge, more advanced skills, and more intensive teacher preparation. Some of the activities merely approach the content and objective from “another angle.” Sample strategies consider current research about teaching and learning and reflect the many ways students learn. Some of the activities may also help students meet more than one *Standard* or indicator. Teachers are encouraged to review the activities and include those strategies that seem most appropriate for students in their grade level.

When reading this chapter, keep in mind the following information:

- A *Comprehensive Health Education and Physical Education Standard* appears at the beginning of each section of the chapter.
- Each section is divided into three grade clusters: Grades K-4, 5-8, and 9-12.
- The grade clusters are further divided into developmental clusters: Grades K-2, 3-4, 5-6, 7-8, and 9-12.
- A cumulative progress indicator appears at the beginning of each developmental cluster.
- Each cluster contains several titled sample learning activities for the specified indicator. Information about resources to support the activity can be found in Appendix A.
- “**TEACHER TIPS**” are interspersed among the activities. These tips provide helpful ideas, cautions, or pointers for the teacher implementing the classroom strategy. Teacher Tips address key points when dealing with sensitive, confidential, or controversial issues.
- Technical terminology is defined in the Glossary.
- “**Variations**” may be used to replace or enhance the original activity. Some variations may be appropriate adaptations for students with special learning needs.
- At the end of each activity and any variation(s), a reference to the related *Cross-Content Workplace Readiness Standards* appears. Such references appear as “**CCWR**” followed by numbers corresponding to an appropriate workplace readiness indicator (e.g., **CCWR: 2.1**).

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## Standard 2.1: Health Promotion and Disease Prevention

*All students will learn health promotion and disease prevention concepts and health-enhancing behaviors.*

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### WELLNESS AS A WAY OF LIFE

The major health problems facing our nation today are, in large part, attributable to behaviors adopted during childhood and adolescence (CDC, 1991). Today's children face risks deeply rooted in preventable social, behavioral, or environmental factors. Some of these factors immediately impact the health of our young people (e.g., violence, suicide, drug use) while other factors contribute to health conditions that may not become evident until middle age or later (e.g., cancer, heart disease, osteoporosis). Failure to address these significant health issues at the earliest possible moment may have serious repercussions for students, their families, and the economic health of the nation (Harvard School of Public Health, 1992).

*Standard 2.1* seeks to address these concerns by supporting the concept of health promotion and disease prevention. The underlying principle of this *Standard* is that all students need to learn to take responsibility for their own health behavior. It empowers students to practice health-enhancing behaviors that support lifelong **wellness**. Wellness isn't just the absence of disease. It is a way of life that emphasizes preventive measures such as eating a healthy diet, making exercise an enjoyable part of one's life, and following safety guidelines and laws. Wellness means reducing one's risk of contracting a disease, preventing and treating simple injuries, eliminating safety and environmental hazards from one's home and workplace, and learning to appropriately utilize the healthcare system when needed. As health consumers, students need to be able to identify reliable sources of information and be able to access such information. This *Standard* provides students with valuable learning experiences that enable them to initiate and maintain healthy lifestyle practices to support all the dimensions of health.

The health promotion and disease prevention concepts and behaviors included in this *Standard* address multiple, overlapping areas. Many of the cumulative progress indicators are generic; that is, they are designed to support instructional programs that address several health issues. School staff should cross-reference the cumulative progress indicators and sample learning activities with existing instructional programs in social studies, safety, driver's education, environmental science, and family and consumer science, in addition to the other *Comprehensive Health Education and Physical Education Standards*.

The *Standards* do not address specific disease entities such as HIV infection, Lyme disease or cancer. The *Framework* includes sample activities that address some of these issues. Absence of an activity focusing on a specific disease condition does not excuse a district from addressing the broadest range of health issues and concerns. In order to prepare all students to take their place in the adult world, health educators must remain cognizant of emerging health issues and diseases and include them in the school district's health curriculum.

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## WELLNESS

**Indicator 2.1-1:** *Describe a healthy child and identify factors that contribute to good health.*

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### SAMPLE LEARNING ACTIVITIES: K-2

**Teacher Tip:** The following activity focuses on the individual strengths of each child. Encourage students to share information about how their culture or ethnic background contributes to being healthy, important, wonderful people.

#### A. THE MOST WONDERFUL PERSON IN THE WORLD

Pose the following questions and write the responses on the board.

- Who is the most important person in the world?
- Who is the most wonderful person in the world?
- Who is the healthiest person in the world?

Discuss the responses and explain that each student knows the most important, most wonderful, and healthiest person in the world (obviously, you want the children to answer that they are most important and wonderful). Each student develops an “All About Me” booklet using a black-line master for the cover with space to include a photo. Supply pages with headings such as “A Healthy Me,” “A Happy Me,” “A Friendly Me,” or “A Strong Me.” Each page should focus on those things the student likes to do that support wellness. Students use drawings, magazine pictures, computer graphics, or photos to illustrate the booklet and display their books.

**Variation:** Students create a poster, using a photo or self-portrait, that illustrates three things they do to remain happy and healthy. Students frame the poster with the three positive statements (e.g., I always wear a smile, I always brush my teeth, I like to play with my friends).

[CCWR: 3.10/4.3]

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**Teacher Tip:** The next activity requires the use of scissors and other art materials. Younger students, or those with fine motor coordination delays, may need assistance cutting the object and creating the puppet.

#### B. GOOD HEALTH PUPPET

For this activity, you need a black-line master of a familiar object (e.g., an apple, a valentine, a circle) with a happy face on it. Begin by asking: “What health habits do you practice every day?” List the responses on the chalkboard. Using the black-line master, students color and cut out the object

and paste the face on a brown paper lunch bag to make a puppet. After the puppets are completed, divide the class into small groups. In each group, students use their puppets to communicate about healthy behaviors (e.g., I always cross at the crosswalk, I always eat my vegetables). After all puppets have had a chance to talk, reconvene the class and have a few volunteers share their puppets' "advice." Add any new ideas to the list of healthful habits already on the board. Display the puppets and allow students to use them on a regular basis to reinforce healthy habits.

**Variation:** Students select a "healthy" name for their puppet (e.g., Ernie Exercise, Franny Fit, or Wendy Wellness) and share a health habit that relates to the name of the puppet. Videotape the student presentations and use the videos to review and reinforce positive health behaviors.

[CCWR: 3.8/3.15]

### **C. PATH TO GOOD HEALTH**

For this activity, create enough life-size footsteps to form several paths on the classroom floor. Tape the footsteps in staggered positions around the room. Explain that the footsteps lead down the path to wellness and that healthy habits formed now will help students stay on the right path. To illustrate this, students play a game that requires them to demonstrate how much they know about being healthy. Divide the class into two teams with each team forming a separate line. One at a time, students offer a tip about good health (e.g., brush your teeth, don't eat junk food). Teams alternate responses and with each new response, team members move up one footstep. At the end of the path, students write a response to this statement: "I can follow the path to good health by..." and share their responses.

**Variation:** Write a trigger word on each footstep (e.g., teeth, danger, food). All footsteps dealing with one category of health are the same color.

**Variation:** Divide the class into two teams. Ask each team a health question. If the question is answered correctly, team members move forward on the path. If the question is answered incorrectly, the team moves backward. First team to complete the path wins a healthy prize. Alternatively, award points for each correct answer, calculate team total points and reward the entire class periodically for reaching point totals (e.g., 20 points wins 10 minutes of free time, 50 points wins 30 minutes of recess, or 100 points wins a healthy snack day).

[CCWR: 3.12/4.2]

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**Teacher Tip:** For the following activity, use dental health models and charts to illustrate oral anatomy and effective oral hygiene. Students may want to share stories about people with false teeth. Emphasize that nothing works as well as the "real thing."

### **D. DENTAL CARE TIMELINE**

Pose this question to the class: "What is something you all have now that you did not have when you were born?" Provide clues to lead the class to answer "teeth." Explain that humans need their teeth for a long time. People must take care of their teeth so they will still be useful as they get older. Provide students with cardboard patterns of an individual tooth. On each tooth pattern, students write an event, activity, or habit involving the care of teeth, such as the following:

- Getting the first tooth
- Flossing
- Getting orthodontic work
- Filling decayed teeth
- Taking care of baby teeth
- Protecting teeth with fluoride
- Eating a diet with sufficient calcium
- Learning to brush teeth
- Having sealants applied
- Having regular dental checkups

On the chalkboard, draw a time line from babyhood to adulthood. Students place the tooth patterns in the appropriate areas of development. Correct any misconceptions or errors. Using magazines or newspapers, students locate pictures of adults and children taking proper care of their teeth and create a class collage with a caption such as “Don’t Lose Your Teeth—Take Care of Them Now!”

[CCWR: 3.1/3.15]

## E. HEALTH PUZZLE

Prepare a black-line master of a shape or object, such as a heart, triangle, or rectangle. Divide each shape into several irregular sections to form a puzzle. Give each student a puzzle sheet and have him or her illustrate a positive health behavior in the shape (e.g., brushing teeth, eating fruit, wearing safety equipment). After completing the picture, students glue the illustration on oak tag or construction paper and then cut the puzzle on the sectioned lines. Students exchange puzzles and try to guess the health behavior. After students have had a chance to solve several different puzzles, students place their own puzzle pieces in an envelope. On the front of the envelope, students write a brief clue about the puzzle for his/her parent or guardian (e.g., if the puzzle illustrates eating vegetables the clue might be “you’ll be green with envy when you solve my puzzle”). Students take the puzzle home and share with family members.

[CCWR: 3.2/3.12]

## F. BUILDING THE PYRAMID

Brainstorm favorite foods and write on the board. Ask the students if all the favorites they have mentioned are healthy and good for them. Tell them that nutrition specialists have devised an easy way to decide if you are getting enough healthy food in your diet—they devised the **Food Guide Pyramid**. Display a large poster or model of the Food Guide Pyramid and introduce each of the areas. Then distribute pictures of various food products to each student (cardboard food pictures are available from the Dairy Council, or use pictures cut from magazines). In turn, each student states the name of his/her food item and attempts to place it in the appropriate area of the Pyramid. (Draw a Food Guide Pyramid on the chalkboard or have a second large poster available so students can attach their food pictures to the correct area.) As students become more familiar with the Food Guide Pyramid, they can indicate the correct number of servings. Correct any errors, summarize, and conclude by asking each student to appropriately color a black-line master of the Food Guide Pyramid and finish this statement: “I will build a strong body by...”

**Variation:** Hold a healthy snack day. Students identify the type of food and where it fits on the Food Guide Pyramid. Be sure to include new foods and ethnic and cultural items as part of the activity.

**Variation:** Divide the class into small groups. Each group assembles a food folder that contains pictures from magazines and newspapers representing foods in the various sections of the Food Guide Pyramid. Each group uses the pictures to design a Food Guide Pyramid collage or papier-mâché model.

**Variation:** Students record all food eaten for a five day period and then try to match the foods on their list with the recommendations on the Food Guide Pyramid.

**Variation:** Outline a large Food Guide Pyramid on the playground or gym floor. Announce the name of a food. Students move to the correct place on the pyramid and perform an exercise that represents the recommended number of servings for that food.

[CCWR: 1.12/3.2/3.12/3.15]

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## **WELLNESS**

**Indicator 2.1-1:** *Describe a healthy child and identify factors that contribute to good health.*

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### **SAMPLE LEARNING ACTIVITIES: 3-4**

#### **A. WELLNESS PLAN**

Place the following items on a table or desk in the front of the room: towel, soap, comb, toothbrush, book, and pillow. Volunteers select one of the objects and describe how the object contributes to **wellness**, then places the object in a large, decorated box labeled “Good Health” or “Wellness.” After all the items have been described and placed in the box, brainstorm a definition of wellness. Write the students’ ideas on the board. Each student creates a written plan focusing on an important health skill. Divide the class into small groups and allow students to share their plans. Students report on their progress during the week. After a designated time period, students write a short note to their parents announcing their accomplishments related to the plan.

**Variation:** Organize students into groups with similar goals. Students track progress towards their goals, provide support and suggestions, and report to the class at the end of the project on individual and group accomplishments.

**Variation:** Label the health items and “Wellness” box in another language. Students write a pledge, in both English and a second language, to reach a health goal.

[CCWR: 4.1/4.2]

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**Teacher Tip:** Some students may not have photos available for the next project. Teachers can take candid shots of students in the classroom. If the local high school or adult school has a photography class or club, perhaps club members can take student photos. This activity is an excellent icebreaker activity or can be used during the school year if new students enroll in the class.

#### **B. SHINING STAR**

Explain that you are closing the shades and turning off the lights in the room. Tell students to remain



silent. Shine a flashlight and explain that the light represents a single shining star. Students discuss what they know about stars and then discuss how the word “star” may be used in other contexts (e.g., baseball star, movie star, all-star). Ask: “Why do we use the word that way?” Lead students to the response that a star is often used to describe someone that “shines”—one who is extraordinary or very special. Tell students that all of them are stars. Turn on the lights and distribute a cardboard star, large enough for each student to affix a photo of himself/herself in the center. Each student writes a brief paragraph explaining one or two reasons why he/she is a star. Display the shining stars and paragraphs as part of a classroom galaxy or create shining star mobiles to hang in the classroom.

**Variation:** Students design a star for a classmate and use it to introduce the student to the class, sharing the individual’s star qualities.

[CCWR: 3.10/4.3]

### C. SUPER HERO FOODS

Write the words “super heroes” on the board and ask what these heroes do. One of the ideas should be related to protection or protecting people from the “bad guys”. Tell students that we call things that keep us safe **protectors**. Explain that there are certain foods that protect our bodies from diseases, such as cancer or heart disease, and that healthy people eat more of those foods for added protection. Divide the class into two teams. On chart paper, one team writes the names of as many vegetables as they can think of while the other team lists as many fruits as they can think of. Give each team about 3 minutes, verify the responses, and post the lists. Draw attention to some of the less-common fruits and vegetables on the list. Provide students with resource materials so each team can review their lists and indicate if the fruit or vegetable is high in vitamin C or vitamin A. Discuss which fruits and vegetables are the best protectors and why. Poll the class to determine how many students actually eat at least one serving of fruit and one serving of a vegetable per day. Relate the discussion to a review of the Food Guide Pyramid.

[CCWR: 3.12/4.2]

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**Teacher Tip:** An assortment of fruits and vegetables are needed for the next activity. If school policy does not permit a request for parental assistance to secure the food items, solicit donations through the PTA or local merchants. Include unusual items for the activity, and be sure to check with the students and the school nurse regarding allergies to specific fruits and vegetables. Be sure students wash their hands prior to this activity.

### D. RATING THE SUPERHERO FOODS

Wash and cut fruits and vegetables into small pieces and place on serving trays. Display the cut-up fruits and vegetables attractively at several stations around the room. For each fruit or vegetable, you need a brown paper lunch bag with the name of the item on the outside. Students move from station to station tasting and rating each item. Give each student a rating sheet that provides a scale of 1 (not so good) to 10 (great) for each item displayed. Encourage students to try new items. Circulate and reinforce the importance of protector foods. After the students have tasted and rated all the foods, each student deposits his/her rating sheets in the corresponding brown paper bags. Divide the class into small groups and give each group several of the bags to tabulate the ratings. Create a large chart or poster with the ratings and summarize. Students complete a journal entry outlining three things they learned about health protectors.

[CCWR: 3.2/3.7/3.9/3.12]



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**BODY SYSTEMS**

**Indicator 2.1-2:** *Describe the basic structure and function of human body systems.*

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**SAMPLE LEARNING ACTIVITIES: K-2****A. HEART HEALTHY**

Trace a body outline and attach it to a wall in the classroom. Ask a volunteer to place a picture or drawing of a heart in the correct location on the outline. Ask each student to place a hand over his/her heart to feel it beating. Use a stethoscope to allow each child to hear his/her own heartbeat and that of another classmate. Explain that the sound means that the heart (a pump) is pumping blood throughout the body. Explain that blood carries important things like oxygen to all parts of the body. Ask students what they do to keep their muscles in shape. Make the connection that exercise for the body is exercise for the heart and explain how exercise helps the heart to pump more effectively. Brainstorm other ways to keep the heart healthy and list them on the board. Finish the activity by having each student write “I will keep my heart healthy by...”

**Variation:** Create a smock or apron with Velcro attached in areas where important body organs are located. Laminate pictures of body organs and have students attach the pictures to the smock using the Velcro. Talk about how the body organs work together to keep you healthy.

**Variation:** Pair students and give each student a large sheet of chart paper and markers. Partners outline each other's body on the paper and then draw designated body organs (e.g., brain, heart, stomach) on the outline. Each pair locates pictures in magazines that illustrate positive health behaviors and activities that have a healthy effect on body organs (e.g., exercising, eating fruit, not smoking). Students arrange the pictures around their body outline. Display the student work and use it to review the location and role of body organs and systems.

[CCWR: 3.2/3.7/3.12/3.15]

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**Teacher Tip:** Care should be taken when discussing physical differences in families. Be aware of concerns about hereditary conditions that may cause disease or result in disabilities. In addition, be sensitive that some students may not live with or have contact with family members; in such circumstances, provide the student with support and alternative assignments, without drawing attention to the student's concerns.

**B. AS I GROW UP**

Hang a clothesline from one end of the classroom to the other. Bring in clothing of various sizes from infant to adult and hang the clothes on the line in “chronological” order. Ask students: “What is different about the clothing? Can you tell how old the person was who wore the clothing?” Lead students to a discussion of growth and explain that all of us wore very small infant clothes at one time. Ask the students: “Do people change as they get older? How?” Again, focus the discussion on inside and outside changes that occur during the various stages of one's life. Ask students: “How have you changed from preschool? From last year? From last month? Since yesterday?” Explain that as people

change, they also learn new things that help them stay healthy and happy. Students write a brief prediction of how they think they will change by the end of the school year. Keep the predictions and use them to reexamine the topic of growth at the end of the school year.

**Variation:** Students draw a family portrait and discuss family traits, such as blue eyes or being tall.

**Variation:** Students role-play (“dress up”) in adult attire and tell their classmates what they think they will be when they grow up. Students draw a “Then and Now” picture describing their predictions. Older students write a brief paragraph describing the portrait.

[CCWR: 3.2/3.7/3.12]

### C. MUSCLE STRETCH

Children often have the mistaken belief that only strong people have “muscles.” Explain that all human beings have muscles that help us to do work. Demonstrate various important muscle groups using a chart or body model. After students have explored the purpose of muscles and how they work, explain that muscles need to warm up before using them. Ask if students participate in a warm-up before playing a sport or dancing. Tell students that warming up will give muscles a warning that harder work is coming. Demonstrate this by using two ropes of twisted licorice. Keep one rope in the freezer overnight (until class time) and keep the other in a warm place. Explain that the two licorice twists represent their muscles and that the licorice muscles are needed to run. Move the two sticks. The frozen one will snap while the warm one will remain pliable. Explain that the softer licorice stick was “warmed up” and did not break while the other rope was not ready for action and subsequently became “injured.” Ask students: “How do your muscles work best? What do you need to do to insure that your muscles do not get injured when getting ready for a run, a sport, or a game?” Lead the class in a brief stretching routine, performed to music. Include this as part of the daily routine and ask different students to lead the stretch. Emphasize the benefits of stretching to relieve stress when sitting in one spot for a long time or working on a difficult problem or assignment. Demonstrate mini stretching routines that can be done at one’s desk during the school day.

**Variation:** Instead of licorice use rubber bands (be sure they have been kept at room temperature). Attach the rubber bands to a doorknob or other fixed object and show how the rubber band can revert to its original shape as long as it is “warmed up.”

[CCWR: 3.6/3.7/3.13]

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## BODY SYSTEMS

Indicator 2.1-2: *Describe the basic structure and function of human body systems.*

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### SAMPLE LEARNING ACTIVITIES: 3-4

**Teacher Tip:** Be sensitive to students with disabilities or health conditions. Do not use them as examples and do not exclude them from the discussion. Emphasize the many similarities between students of the same age and grade.

#### A. PHYSICAL CHALLENGE AWARENESS

Share a poem, story, or video about a young person with a disability or chronic health condition (such as *Four Eyes* from the Fat Albert Series, *Kids in Wheelchairs* available from the University of Colorado, Health Sciences Center, School of Nursing). Ask students to relate how they felt about the characters. Lead into a definition of **disability** and **physical challenge**. Explain that in spite of disabilities or chronic health conditions, all children are the same—they have feelings, they want to learn, be liked, and have fun. At various stations around the room, place the directions and equipment necessary to simulate a variety of disabilities. Stations might include the following situations:

- Give students a deck of cards to play a game of Go Fish. One student in the card game must play blindfolded, with another student acting as his/her eyes. Another card player is permitted to use only one hand to hold the cards. Another player may use two hands, but they are both covered with socks.
- Students prepare a simple meal. One student must open a milk carton with one hand or while wearing gloves. Another student measures items into a bowl while wearing eyeglasses smeared with petroleum jelly.

After students have spent a few minutes at each station, reconvene the entire class for a discussion of the challenges and obstacles experienced. Ask: “How do people with disabilities or chronic health conditions overcome the obstacles and frustration?” Students complete the activity by finishing the following statement: “I can be more sensitive to the needs of others by....”

**Variation:** Invite a panel of individuals with disabilities or health conditions to discuss their challenges, frustrations, and solutions. Students write questions, in advance, for the panelists and write a brief reaction at the conclusion of the presentations.

[CCWR: 3.2/3.6/3.7/3.9/3.12]

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**Teacher Tip:** Be sure that lessons discuss cellular systems, body defenses, and integrated organ systems, not just individual organs. Collaborate with the science teacher to reinforce each other's instruction. Use similar terminology and share resources such as CD-ROMs, models, and videos.

## B. SYSTEMS THAT WORK TOGETHER

Brainstorm the names of various body systems and write them on the chalkboard. Students work in pairs to discover information about one assigned body system and develop an oral presentation using charts, pictures, computer graphics, or models. Frame the assignment by giving each student a list of specific questions to answer about the assigned body system.

**Variation:** Working in small groups, students create a graphic organizer on a body system. Each group uses the organizer to teach the rest of the class about their chosen system.

[CCWR: 2.7/2.8/3.2/3.4/3.5/3.15]

## C. HUNTING GROUND

For this activity, set up five or more body organ or system stations (e.g., a station for skin, lungs, bones). At each station, provide an assortment of reading material, worksheets, models, video, or computer programs on the body organ or system. Students brainstorm questions about their bodies and seek the answers to the questions via a quest, visiting each station to hunt for the answers (you may want to add a few questions of your own). Students write a summary of the activity, including the answers to the questions.

**Variation:** Design several stations that focus on the various parts of one system (e.g., white blood cells, red blood cells, and platelets as part of a blood station project).

[CCWR: 2.7/3.2/3.7/3.8/3.12]

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**Teacher Tip:** It is important for students to understand the interrelationship of all body systems, not just those most commonly discussed like the heart and lungs. Correct information about body systems becomes increasingly important as students begin to experience the signs of impending puberty.

## D. BODY SYSTEM PUPPETS

This activity is adapted from *The Organic Puppet Theatre* by Terry Schultz and Linda Sorenson. The book describes a number of creative projects to illustrate the functions of various body parts. This activity focuses on the stomach. For this activity, you need plastic page protectors, tape, self-sealing plastic sandwich bags, crackers, and water. Provide students with a black-line master of a stomach (with a smiling face). Students cut out the stomach and color it. Next, take a plastic page protector and cut it in half. Roll it up from the short end to make a plastic tube with a diameter about the size of a quarter. Tape the ends securely. Cut a hole about the size of a quarter in the middle of the plastic tube. Next, take a self-sealing sandwich bag and cut 2 slits below the self-sealing line so the tube can slide right in. Place the plastic tube in the bag through the slits. After discussing the role of the stomach, help the students tape the stomach puppet to the back of the sandwich bag so the smiling stomach shows through the bag. Hold the puppet by the tube and fill the bag with water. Seal the bag. Give each student three or four crackers and allow them to eat one or two. Students see, via their puppet, what is happening to the crackers they are eating. Crumble the crackers and start pushing the pieces down the tube. Explain to the students that this simulates crushing food with your teeth and that saliva from your mouth helps to soften the food before it enters the stomach. Students watch as the crackers mix with the “stomach juices” (the water). Discuss the process of digestion and the role the stomach plays in maintaining wellness.

## STANDARD 2.1: HEALTH PROMOTION AND DISEASE PREVENTION

**Variation:** Students create an entire body of puppets and stage a puppet show based on an original informational story developed in round-robin fashion by the class.  
[CCWR: 3.2/3.15]

### **E. THERE'S A SKELETON IN YOUR CLOSET!**

Using models, pictures, and X rays, students compare the human skeleton to the skeleton of various animals. Students create a comparison-contrast chart describing the similarities and differences.

**Variation:** Invite a radiologist or X-ray technician to discuss skeletal structure and diagnostic tools (e.g., X rays, MRI).

**Variation:** Students create a class skeleton. Each student is assigned a bone or joint, researches information about the location and purpose of his/her assigned body part, and prepares a brief description on an index card. Students create their "bone," place it in the correct location on the class skeleton, and discuss the information on their card.

**Variation:** Develop a "Jeopardy" game using information about the musculoskeletal system. Include information on the effects of diet and exercise on bone development, safety issues, and simple first aid for injuries.

[CCWR: 2.6/2.7/3.8/3.9/4.2]

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## RESPONSIBLE BEHAVIOR

**Indicator 2.1-3:** *Identify and demonstrate responsible health behaviors for children.*

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### **SAMPLE LEARNING ACTIVITIES: K-2**

**Teacher Tip:** Correlate the following activity with a science lesson that demonstrates how soap molecules break up oily substances. Use dish washing and laundering clothes as examples.

#### **A. WASH AWAY THOSE GERMS**

Brainstorm responses to this question: "When should you wash your hands?" and write the responses on the board. Ask for a volunteer. Rub petroleum jelly on the student's hands as you explain that all humans have oils on the surface of their skin and that the jelly represents the oils. As the volunteer places his/her hands in a dish that contains sand, tell the rest of the class that the sand represents the many germs that live on objects, on our skin, and in the air all around us. The student rinses his/her hands in a bowl of water, without using soap, and then shows the class the oil and sand remaining on the hands. Ask the students: "What does this tell us about the germs on our hands? What do we need to do to really get our hands clean?" Now have the volunteer wash his/her hands in warm water using soap. Ask the students to describe the difference. The school nurse demonstrates proper hand-washing techniques and allows each child time to practice.

[CCWR: 3.6/3.7/5.6]

**Teacher Tip:** Proper hand washing cannot be stressed enough. Be sure students have an opportunity to wash hands prior to eating or handling food. Be sure soap, warm water, and paper towels (or electronic dryers) are available in all school bathrooms.

### **B. BEWARE: BODY FLUIDS**

One hour before the lesson, prepare a shiny red apple by cutting a small plug from it. Save the piece to be reinserted. Place several drops of red food coloring inside the apple and replace the plug so the cut is not obvious. At the beginning of the class, introduce the class to the apple (you may put a smiley face on it if you like). Be sure to hide the area previously cut. As you circulate around the room, ask if any students would like to take a bite out of this nice, juicy apple. When you finally get a volunteer, stop and show the class the inside of the apple and ask if that's the normal appearance for an apple. Lead to the point that you can't make a judgment based on appearances. When you look at some people, you might never know by their outward appearance that they have a disease or health condition that could be spread to others. In some cases, people don't even know themselves if they have a disease. Draw an outline of the human body on the board and indicate the various kinds of body fluids that students might come in contact with. Talk about the kinds of injuries that might occur on the playground or bus where a student might bleed or times in class when students might spread germs through sneezes or coughs. Discuss the proper procedures when dealing with such incidents.

**Variation:** Invite the school nurse to speak to the class about ways students should deal with specific incidents in school that involve blood or other potentially infectious fluids. Use a series of photographs or illustrations that show a common incident. Students match an incident card with a correct response card.

**Variation:** On a visit to the local hospital, healthcare providers explain the importance of hand washing, wearing gloves, and sterilizing equipment. In the lab, technicians show students cultures from an employee's hands and objects so students can visualize bacteria.

[CCWR: 3.7/3.12/5.6/5.9]

### **C. SPREAD IT OUT**

Ask the students: "What do you think is in the air you breathe?" List their responses on the board. Turn out the lights and turn on a light source such as a flashlight, slide projector, or overhead projector lamp. Students observe the beam of light and describe the "dust" particles that are visible in the beam. Explain that we can see these particles but there are millions of other particles so small we cannot see them with just our eyes. Some of the particles might be very small viruses that we breathe in or ingest from our hands. Sometimes people sneeze and the particles are spread out further. Spray a fine mist of colored water to illustrate this point. When someone sneezes, the particles land on objects in the room, such as the table, your pen, or your sandwich. Your body has a very strong immune system designed to fight off those germs but sometimes it doesn't work as well as it should. Students write at least three rules that will help prevent the spread of germs.

**Variation:** Students create a poem or song about preventing germs. Titles might include "OOPS, I Sneezed On You, What Are You Going to Do?" or "Wash Those Germs Away."

**Variation:** Students create an "anti-germ" poster illustrating ways to prevent the spread of germs.

[CCWR: 3.7/3.15/5.6]

**D. GO...NO GO**

Before this activity begins, place a red “Stop” sign in one corner of the room, a yellow “Caution” sign in another corner, and a green “Go” sign in another corner. Introduce the lesson by asking which color on a traffic light means stop, which means caution (slow down), and which means go. Using situations similar to the ones below, read one situation at a time. Students decide if germs could be spread. If so, students move to the “red stop” corner. If the situation is a healthy one, students move to the “green go” corner. If they are unsure, students move to the “yellow caution” corner. (If too many students opt for caution, remove the caution sign and force them to make a choice) Examples of situations might include:

- Sharing a bottle of soda with a friend.
- Sharing an ice cream cone with your sister.
- Giving a friend half of a candy bar.
- Staying home from school because you have a cold.
- Covering your mouth and nose with a tissue when you sneeze.

**Variation:** Instead of having students move to a corner of the room, prepare three circles, one of each color. Students hold up the appropriate color for each situation.

[CCWR: 3.10/3.12]

**E. WAYS I EXERCISE**

Give each child a sheet of construction paper and have him/her fold the paper into four sections. Students illustrate each of the following in a section: Outdoor Exercise, Indoor Exercise, Favorite Exercise, and Family Exercise. Students share their pictures and create a class list of their favorite forms of exercises with classmates. Invite the physical education teacher to discuss the benefits of exercise and to demonstrate several simple forms of exercise that can be accomplished right in the classroom.

[CCWR: 3.15]

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**Teacher Tip:** Correlate the next activity with a science lesson on energy. Establish the connection between energy and the ability of the body to do work—and remain healthy.

**F. RECHARGING THE BATTERIES**

Bring a battery-powered toy to class. Demonstrate the toy with fresh, highly energized batteries. Students describe the actions of the toy. Then replace the batteries with older batteries. Again, students observe the actions of the toy. Explain that batteries are like our energy level and that we need fuel (food) and rest to keep our “batteries” charged. Students create a poster, refrigerator magnet, or laminated wallet card that reminds them of three ways to recharge their batteries.

[CCWR: 3.7/3.9/3.15]



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## RESPONSIBLE BEHAVIOR

**Indicator 2.1-3:** *Identify and demonstrate responsible health behaviors for children.*

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### SAMPLE LEARNING ACTIVITIES: 3-4

**Teacher Tip:** If you teach the following lesson early in the year, continue to emphasize sound nutritional choices throughout the school year. At the end of the school year, repeat the food log activity and have students match their new choices with those from the beginning of the year. Students evaluate and rate their progress.

#### A. THINGS THAT INFLUENCE WHAT YOU EAT

Brainstorm the reasons why people eat (e.g., they're hungry, it feels good, mom makes me) and list on the chalkboard. Tell students that all of these are very real reasons why people chose to eat but they might not always be the best reason to eat. Explain that all of us experience both **internal** and **external influences** that cause us to do the things we do (define the terms). Develop two graphic organizers, one describing the external influences (e.g., food supply, income, social settings, ads, culture) and the other the internal influences (e.g., hunger, nutrition, exercise, rest, general health, smell, taste, texture, shape, temperature, family preferences, peer preferences, appetite, feelings, body image, attitude). Discuss situations in which these influences play an important role in the selection and consumption of food. Students keep a food log for 5 days. At the end of 5 days, divide the class into small groups and allow students to discuss the most common influences on their food decisions. Each group tabulates the most common foods eaten, the most common location, the most common time, and most mentioned feelings associated with eating. Reconvene the entire class and discuss the findings, relating the ideas to the impact of external and internal influences on food choices. Students conclude this activity by writing a paragraph on how they will use this information to make better and healthier food choices.

[CCWR: 3.2/3.8/3.12]

#### B. PYRAMID CONSTRUCTION

Students create a Food Guide Pyramid model (or design one using a computer program) and list foods that are appropriate for each section of the pyramid. Students can use clip art, magazine pictures, or drawings to enhance their pyramid.

**Variation:** Share the "Dietary Guidelines for Americans". Explain that there are many national health organizations that collaborate to provide citizens with up-to-date information about nutrition and health. An easy way to remember the guidelines is through the Food Guide Pyramid. Ask students: "How does healthy eating contribute to overall wellness? How do you feel when you eat healthy versus when you eat too much junk food?" Correlate healthy eating with increased energy levels, the body's ability to fight off simple diseases, and more efficient and productive use of muscles. Give each student a copy of the pyramid to complete the chart with appropriate representative foods for each section.

**Variation:** Divide the class into small groups. Students review magazines for pictures of foods that are representative of categories in the Food Guide Pyramid and create a collage of the pyramid.  
[CCWR: 2.8/3.12/4.2]

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**Teacher Tip:** Prior to the next activity, use worksheets and models to review the anatomy of a tooth.

**Teacher Tip:** As a result of these activities, you may become aware of students with poor oral hygiene who have never visited a dentist. Be sure to relay your concerns to the school nurse who may be able to facilitate dental care for those in need of financial assistance. The school may participate in a fluoride rinse program. If so, invite the school nurse to discuss the program.

### **C. A HARDENING EXPERIENCE**

Ask the students to close their eyes and imagine that they had no teeth—none at all! After the giggles, tell students to open their eyes. Brainstorm how having no teeth would affect their everyday life. Explain that students must take care of their teeth so they will last a lifetime. Define the term **decay** and explain that you will show the class an experiment that demonstrates how important caring for teeth is. Place a whole egg in a glass filled with vinegar. Place a second whole egg in a glass of water containing fluoride (check with a local dentist for help if your water is not fluoridated). After the eggs have been submerged for some time, remove the first one, wipe it dry and have students feel the shell. The shell of the egg submerged in the vinegar will be soft. Then remove the egg submerged in the fluoridated water. The eggshell should be tough. Ask students: “What does this experiment tell you about how fluoride protects your teeth? Where can you get fluoride for your teeth?” Show students several dental-care products containing fluoride. Explain that another source of fluoride is at the dentist’s office. Students generate a list of things to prevent tooth decay and keep their teeth strong.

**Variation:** Invite a dental hygienist or dentist to discuss regular dental care, toothbrushing, flossing, and nutrition that support healthy teeth.

**Variation:** Bring in empty dental-care product packages (e.g., toothpaste, mouthwash, dental rinses). Students read the labels and identify the common ingredients in each. Is fluoride always present? Why are some toothpastes not recommended for children?

**Variation:** Students investigate whether the water is fluoridated in their community and surrounding communities. Students determine what individuals should do to promote healthy teeth in communities where the water is not fluoridated and create a poster or pamphlet educating the community about the need for fluoride.

[CCWR: 3.6/3.7/3.12]

### D. TIC-TAC-TOE SAFETY GAME

Draw a large tic-tac-toe grid on the chalkboard. Divide the class into two teams as in the traditional game. Play progresses by asking each team member a health and safety question. Be sure to include demonstration and performance-related questions, not just factual information. If the team member responds correctly, the team places an “X” or an “O” in a box.

**Variation:** Instead of using the chalkboard, take the class outdoors and draw the grid on the playground. Team members can act as “Xs” and “Os” and occupy spaces in the grid.

**Variation:** Play the game on a baseball diamond. Each correct response takes a base and the team scores runs. The team scoring the most runs in a specified period of time wins the game

[CCWR: 3.12/3.13]

### E. EVERYTHING I NEED TO KNOW TO STAY HEALTHY

Divide the class into small groups. Each group brainstorms tips to stay healthy—as many ideas as they can during a set time period (3-5 minutes). Reconvene the class and create a master list of tips. Organize the tips into categories (e.g., safety, nutrition, exercise). Use these ideas to create a tip of the day which can be used on bulletin boards, or to trigger journal-writing activities.

**Variation:** Incorporate the health tips into the school’s daily announcements.

[CCWR: 3.8]

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## ILLNESS AND INJURY

**Indicator 2.1-4:** *Explain how childhood injuries and illnesses can be prevented and treated.*

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### SAMPLE LEARNING ACTIVITIES: K-2

#### A. BIKE SAFETY

Ask how many students regularly ride a bicycle. After a show of hands, tell students that riding a bicycle is a big responsibility and you want them to be safe every time they ride. In order to be safe, there are important things they need to know about the bike itself and about the rules of the road. Brainstorm important rules for safe bicycling. After some discussion, give the students a diagram showing the location and names of important parts, such as brakes, chain guard, and tires. Students compare the diagrams to a real bicycle, locating the important parts and safety features. Explain that just like a car, a bike needs to have certain safety equipment. After students have matched the parts on the diagram with the bicycle, ask the class what is the most important piece of safety equipment not on the bike. After students answer “helmet,” emphasize laws that require wearing a bike helmet and explain why wearing a helmet is so important. To complete this exercise, students complete the following safety rules as rhymes:

## STANDARD 2.1: HEALTH PROMOTION AND DISEASE PREVENTION

- A safety helmet will help protect me...
- Riding in traffic is really unsafe...
- Keeping my bike in tip-top shape...
- Follow the rules of the road when you ride your bike...

**Variation:** Invite a bicycle-racing enthusiast to demonstrate a racing bike and personal safety equipment.

**Variation:** Coordinate this lesson with a bicycle rodeo. Invite a police officer to discuss the importance of following the rules of the road and wearing a helmet.

**Variation:** Modify the activity for use with skateboards and in-line skates.

[CCWR: 3.7/3.12/5.1/5.5/5.8]

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**Teacher Tip:** Choose recreational activities that are common to the community. For example, in a town with a lake, place a strong emphasis on water safety or ice skating safety. In a more urban area, choose activities that emphasize traffic safety, playground safety, or the avoidance of violent activity.

### B. STAY SAFE

Write the word **SAFE** on the chalkboard in very large letters. Ask the class what it means to be safe. Tell them they are going to always remember what the word safe means because each letter in the word has a special meaning. After each letter write:

<b>S</b>	=	<b>STOP!</b>
<b>A</b>	=	<b>AVOID THE SITUATION.</b>
<b>F</b>	=	<b>FIND AN ADULT.</b>
<b>E</b>	=	<b>EXPLAIN WHAT YOU SAW.</b>

Divide the class into four groups and assign each group one letter of the word safe. Groups create a collage for the letter, share, and discuss.

**Variation:** Students write an acrostic poem using the letters in the word safe. Students can also write a poem for words such as seat belt, bike helmet, or crosswalk. Students choose a picture or create an illustration for the poem.

[CCWR: 5.3/5.5/5.6]

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**Teacher Tip:** Many students at this level have a very basic understanding of the word *defense*. Some children will understand the concept because they participate in sports activities such as hockey or soccer. Use the sport defense concept to explain how the body's defenses keep unwanted germs out of the body much like a goalie would in hockey or soccer.

### C. WHY DO I NEED SHOTS?

Ask the students: “How many of you really like to go to the doctor and get a shot? Do you know what shots are for and why they are so important?”. Put the responses on the chalkboard. Explain to the class that most people in our country are protected against many very serious diseases because they have had shots or **immunizations** (write the word on the board). Explain that most children are immunized as infants because babies are very susceptible to germs. Sometimes as children and adults grow older they need a **booster shot**. This shot boosts or pushes the body’s defense system to work better. Use a *PACMan* type video or computer game to illustrate how the body’s defense system literally eats germs in our systems. Explain that immunizations help the body by creating more good *PACMen* to fight off the bad germs that enter our bodies. Next, use a doll to show students the many ways germs can enter our bodies. Point out that the most common ways children become exposed is through the mouth and cuts on the skin. Divide the class into four groups and give each group a doll or stuffed animal. (Be sure the doll or stuffed animal has a name, or allow the group to select a name.) Each group writes or illustrates five ways that the doll or animal can protect himself/herself from germs. Groups develop a story about the doll or stuffed animal and how he/she is protected from germs and share their stories with classmates.

**Variation:** Many hospitals have teddy bear clinics where students can bring a favorite stuffed animal to find out about health and safety issues. Prepare the students for the hospital visit by discussing germs and the body’s defense system.

[CCWR: 3.15/4.2/5.9]

### C. OUTDOOR PLAY

Ask students: “What do you do to prepare to play outdoors?” List the responses on the board. After a brief discussion, divide the class into four groups—one for each season. Provide each group with magazines that contain pictures of individuals participating in outdoor play. Each group selects several pictures that represent healthy and safe seasonal play (e.g., wearing a sunscreen on the beach, wearing appropriate attire for the winter weather, wearing protective pads and helmets). Each group shares their pictures and discusses safe outdoor play. Students create a class collage using the pictures.

[CCWR: 3.1/4.2/5.5]

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## ILLNESS AND INJURY

**Indicator 2.1-4:** *Explain how childhood injuries and illnesses can be prevented and treated.*

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### SAMPLE LEARNING ACTIVITIES: 3-4

#### A. GOLDEN RULES

Brainstorm rules that students must follow while in school, on a school bus, or on the playground. Examples of such rules might include:

- No running in the hallway.
- Do not throw trash in the hallway.
- No talking during a fire drill.
- Wear a seat belt on the school bus.

Discuss the **consequences** of breaking these rules. Be sure to emphasize that consequences might include injury to self or others, not just punishment. After discussion, students design a message board promoting school safety rules. Divide the class into small groups and have each group take a different area of the school (e.g., one group does playground safety, one does bus safety). Students present their message board and display in the classroom.

**Variation:** Students design a mini-billboard. Students create a design, glue the design to cardboard, and attach a second piece of cardboard to create a standing billboard. Display the signs in the classroom.

[CCWR: 3.13/3.15/4.2]

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**Teacher Tip:** Reassure students that most visual problems do not result from injuries. Explain that many students wear glasses because of correctable visual acuity problems and that many people need glasses as they grow older to correct changes that occur as one ages.

#### B. I GUARD MY EYES

For this activity, you need two unpeeled hard-boiled eggs, a glass of water, some plastic wrap, and a marble. Begin the activity by asking students: “What do you need to see into the future?” Students will answer things like a crystal ball or a magic potion. Tell them that they all have the ability to see into the future because they have eyes. They need to take care of their eyes if they want to be able to see well into the future. Explain that each egg represents the human eye (draw the parts of the eye on the eggshell). Place one of the eggs in a clear glass; pour water into the glass and explain that the shell around it protects the real eye. Take the marble and drop it into the glass hitting the egg. The egg should crack. Explain that even though the human eye is protected by a group of bones known as the **orbit** (point to the bones surrounding the eye) sometimes an injury can occur. Replace

the cracked egg with the other egg; place the plastic wrap over the top of the glass. Then drop the marble; it should bounce off the plastic wrap. Relate this to wearing eye protection such as goggles, shields, or sunglasses. Ask the students when it is appropriate to wear eye protection (e.g., sports, science lab, or activities using tools). Demonstrate various kinds of eye protection and have students complete a paragraph on “Seeing Into the Future” summarizing the day’s events.

**Variation:** Invite a speaker from an organization such as Prevent Blindness New Jersey (PBNJ) to discuss eye health and safety issues. PBNJ has videos and materials for students and their parents on eye health and safety. A local eye-care practitioner can also be invited to speak to the class.

[CCWR: 3.6/3.7/5.4/5.5]

### C. SAFETY IN THE NEIGHBORHOOD

For this activity, you need a video camera or a camera that develops instant photographs. Accompany students on a “walk” to an intersection near the school. Videotape the activities at the intersection, noting the movement of vehicles and pedestrians. Note obstacles that may interfere with safe crossing or driving, such as buildings, signs, or trees. Students view the tape to detect as many safety hazards as possible and suggest possible solutions. Students write a letter to community officials outlining their suggestions for increased safety.

**Variation:** Students develop a safety checklist and monitor a school or community play area for potential safety problems. The class develops a report for community or school officials.

[CCWR: 3.6/3.7/3.9/3.12/5.6]

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**Teacher Tip:** For more information on Lyme disease prevention, see the New Jersey Department of Education’s Lyme Disease Prevention Guide. Visit the Governor’s Lyme Disease Advisory Council’s Web site at **HYPERLINK** <http://www.state.nj.us/health/ed/gldac.htm> for information and links to other Lyme disease resources.

### D. SAFE OUTDOOR PLAY

Explain that certain illnesses can be caused by insects so small that one might not even know they are around. One illness that is common in New Jersey is Lyme disease. After discussing disease transmission, have students suggest strategies to minimize the likelihood of exposure to the disease. Create a class list of ideas. Demonstrate a **tick check** and emphasize the importance of the procedure (use poppy seeds as “tick” substitutes). Students write a letter to their parents or guardians explaining the need for tick checks.

**Variation:** Students plan an outdoor experience (e.g., camping trip, hike) and develop a list of items to take on the trip. Students describe the proper attire for the trip and any special safety precautions that might be necessary.

[CCWR: 3.1/3.2/5.6/5.9]



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## PERSONAL PROTECTION

**Indicator 2.1-5:** *Describe potentially dangerous or threatening situations related to childhood activities, develop personal protection strategies, and cite resources for help.*

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### SAMPLE LEARNING ACTIVITIES: K-2

**Teacher Tip:** Allow plenty of transition time for the peer educators to gain the confidence of the students. The peer educators can tell students about times they felt scared or unsafe and how they handled the situations. Permit the peer educators to serve as mentors and role models throughout the year.

#### A. SAFE HELPERS

Ask students to define the word **safe**. Write definitions on the board. Ask students to relate times when they feel safe and write those on the board. Then tell the class that they will be working with some older students who will help them decide what to do in situations that might not make them feel safe. Divide the class into small groups with a peer educator assigned to each group. The peer educator helps keep the group on track, offers suggestions to group members, and helps them think through the problem. Give each group a situation such as:

- You are playing on the playground when a man approaches you and asks for directions.
- Your friends dare you to touch a downed electrical wire.
- You are walking home alone and have to cross a busy intersection without a crossing guard.
- Your baby-sitter leaves you alone in your apartment while she visits friends.
- Someone you do not know calls your name and tells you to come with him/her; the person tells you your mom is sick.

Students answer the following questions about each situation:

1. What is the problem?
2. How do I feel?
3. What should I do to feel safe?
4. What are my choices?
5. Who can I trust to help me?

Each group presents their situation with the help of the peer educator. As a culminating activity, each group creates a “People We Trust” collage for display.

[CCWR: 3.1/3.4/5.6]

## B. STAYING BELOW THE SMOKE LINE

Ask students: “What happens when there is a fire?” Student responses should include heat, flames, and smoke. Explain that students need to know what to do when dealing with fire and smoke. Teach students this saying; “*Smoke Goes Up, So You Go Down.*” Students imagine the room is filled with smoke and squat low to the ground. Ask: “Where would you look for a way to escape? Can you see? It is very smoky. What else should we think about?” Explain that the door might be very hot because there may be fire on the other side. Emphasize that you cannot hide in a closet or cabinet from the smoke—that it will seep inside and make it harder and harder to breathe. As students return to their seats, place a diagram of the classroom on the chalkboard. Students map different classroom escape routes.

**Variation:** During a school fire drill, have older students, parents, or other school staff members hold signs that say “Smoke” or “Flames.” Students must alter their routes accordingly. Collaborate with the fire department for this activity.

**Variation:** Students design an escape route plan for their home. Send a letter to parents and guardians explaining the activity and asking them to assist in the design and practice session.

**Variation:** Students investigate to see if their home has one or more smoke alarms. Students ask an adult family member to help them test the smoke alarm to see if it is working. Send a letter to parents and guardians explaining the activity. Coordinate with the local fire department so families without alarms can receive assistance to obtain one.

[CCWR: 3.1/5.1/5.2/5.5/5.6]

## C. WHO’S CALLING?

Ask the students: “Who is always around to protect you from danger?” (Lead students to respond that they can protect themselves.) Explain that they have the power to be **street smart** and **safe** and protect themselves from **stranger danger**. Discuss this concept and then ask: “Can you tell if a person is nice by his/her appearance? Can you tell if he/she might hurt you?” Divide the class into several small groups and assign a peer educator to each group. Give each group a situation to role-play. The peer educator assists the students to solve the problem and directs the skit. After each group acts out its scenario, discuss what the students did correctly and safely in each one. Students complete the activity by writing a brief journal entry on stranger safety rules.

**Variation:** Using a play telephone, each child practices various kinds of 911 emergency calls.

**Variation:** Invite a local police officer to visit the class and discuss community safety.

[CCWR: 3.13/5.5]

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**Teacher Tip:** Some students need to know how to protect themselves from dangerous animals. Others may need to know how to stay safe on streets filled with gunfire and violence. Be sure to include appropriate safety information and allow time for practice for students living in all environments.

**D. EVERYBODY STAYS SAFE**

Brainstorm special safety problems associated with playing in the neighborhood (e.g., drug paraphernalia on the playground, trash dumped on blacktop, teens that harass them on the basketball court, gunfire or drug dealing, roaming animals, construction sites, major highways). Discuss alternative activities that can be done in a safe environment. Develop a list of safe play alternatives for the neighborhood. Students design a map of the neighborhood and indicate safe places to play on the map.

[CCWR: 3.1/3.13/5.1/5.6]

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**PERSONAL PROTECTION**

**Indicator 2.1-5:** *Describe potentially dangerous or threatening situations related to childhood activities, develop personal protection strategies, and cite resources for help.*

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**SAMPLE LEARNING ACTIVITIES: 3-4**

**Teacher Tip:** In some areas, students as young as 7-years-old may aspire to become part of a gang. Some younger children may already participate in gang activities in exchange for neighborhood protection. While some students will always be more “street smart” than others, be sensitive to cues that these children may already be involved in gang-related activities and make appropriate referrals for assistance.

**A. TROUBLE BREWING**

Ask students: “What is the difference between a group of friends and a gang?” Clarify and define the term **youth gang**. Explain that gangs have a negative reputation for committing unlawful acts or violence. Ask students what a gang’s **code** and **turf** mean. Once again, clarify and emphasize that gangs are generally violent when protecting their turf. Tell students that you are going to do an experiment that will help them understand more about gangs. Place a tea bag in a clear plastic cup filled with warm water. Explain that the longer the tea bag sits in the water, the darker the water becomes. Tell students that this symbolizes that the longer a person has contact with a gang, the more influence the gang has on his/her behavior and actions. Also, the longer one is in a gang, the harder it is to break away from it. As you get older, if you become part of a gang, your chances are higher that you will be involved in violent behavior. Next, fill a second cup with water and place a piece of plastic wrap on top. Now place the tea bag on top of the plastic wrap. Ask the students what the plastic wrap does. It does not allow the tea bag to come in contact with the water. Explain that we all know people who can protect us from the influences of gangs and can help us resist joining a gang. Divide the class into small groups and have students list people who can help support their decision not to

join a gang. Reconvene the class and list the names/titles on chart paper. Conclude the activity by having students develop a contract or pledge not to join a gang.

**Variation:** Students develop an acrostic poem using the word “RESIST.” Each letter should describe how to resist the influences of gangs, avoid gang membership, and reduce the risk of violence.

[CCWR: 3.1/3.6/3.7/3.13/5.1/5.6]

**Teacher Tip:** When asking children to diagram where they live, be sensitive that some students may live in a shelter, motel, car, or van. Provide those students with standardized diagrams of simple homes or apartments or modify the assignment to include an escape route from their sleeping area.

### **B. FIRE ESCAPE SAFETY**

Students draw a diagram of the place where they live and indicate two possible escape routes in case of fire. Students write a letter to their parents or guardians asking them to assist the student to practice a safe escape from their home.

**Variation:** Invite the fire department to demonstrate various fire safety devices such as smoke alarms and extinguishers.

**Variation:** Students develop posters for Fire Safety Week. Provide a prize for the winning entry (e.g., a T-shirt, folding fire ladder, or smoke alarm). Encourage local merchants to donate the awards.

[CCWR: 3.1/5.1/5.5/5.6/5.9]

### **C. SAFE PLAY = FUN**

Brainstorm the kinds of sports and recreation activities students like to participate in and put the responses on the board. Explain that they will have even more fun if they play safely. Students develop a safety booklet or pamphlet on a selected activity. Match students with similar interests, being sure to have small, manageable groups and all kinds of activities represented (e.g., biking, roller blading, swimming, basketball, hockey, hiking). Each group designs a four page booklet describing the activity, providing illustrations or pictures of safety in action, and concluding with statements from each of the group members about how safe play equals fun. Groups exchange completed booklets and review. Post the booklets on the bulletin board or share with a class of younger students.

[CCWR: 5.1/5.2/5.4/5.6]

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**HEALTH PRODUCTS**

**Indicator 2.1-6:** *Identify common health products and foods found in the home and correctly interpret labels, information, directions, and warnings.*

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**SAMPLE LEARNING ACTIVITIES: K-2****A. DON'T FALL FOR IT**

Tell the class that you have just discovered the most exciting new product in the whole world. The name of this exciting new product is “Incredible Ears.” Using two cups, explain that they are not just any ordinary cups but cups that help the brain understand any information very easily. Other children who have used this product get straight A’s in school. Demonstrate how the product works by placing one cup over each ear (expect giggles!). Explain that if they want the great results that only “Incredible Ears” can bring, they must bring 25 cents to class the next day. Ask for a show of hands of those students who will be able to bring the money to school for this amazing product. Then ask the students why they want to purchase the product. After several students explain, ask some of the other students who did not indicate an interest in the product why they chose not to purchase the product. After listening to their responses, tell the students that you have tricked them. “Incredible Ears” is not a product that will help them perform better in school. No product can do that. Explain that this is an example of **false advertising**. Explain that sometimes advertisers will try to make their product sound really great but everything they say is not really true. Brainstorm other types of products that might not work as well as the advertisers say. (Good examples might be weight-loss products.) Each student writes a paragraph about a toy or object he/she purchased that did not live up to his/her expectations.

**Variation:** Bring to class several products with the original packaging. Read the labels aloud, especially the claims made about the products. Discuss what products students and their families buy and why. Brainstorm valid reasons to buy a particular product.

**Variation:** Students create a product and design ads for it. Students exchange ads with another student, evaluate the ad, and decide what claims are made about the product. Ask: “Is the advertiser telling the truth?”

[CCWR: 1.12/3.2/3.12]

**B. WHAT KIND OF PRODUCT?**

Display an assortment of empty, labeled boxes, bottles, and containers of common food, household products, and medicines. Ask students: “How can you tell what kind of product this is? How do you know if a product is safe to eat?” Brainstorm other information that can be found on the product label, and discuss the importance of reading and following directions and heeding warnings. Create three large cardboard signs: one marked “food”, one marked “household products” and one marked “medicine”. Students select an item from the assortment of products you have provided and place the item under the correct sign. Students justify the placement. If their answer is incorrect, allow another student to attempt to place the item in the correct spot.

**Variation:** Select food items from different cultures. Students read the labels and determine what the product is, how to cook or eat the product, and any special information about the product. If possible, students from that cultural background may wish to share a special dish made from the product and share a family story about the product or dish.

[CCWR: 1.12/3.2/3.13]

### C. SWEET SUGAR

For this activity, you need 10 test tubes with caps, sugar, a test-tube holder, and a measuring spoon. Ask students: “How many of you really like sweet foods like candy, soda, or cookies? Have you ever been told you eat too much sugar? What can too much sugar do?” Each student selects a favorite snack item. Using a sugar-content chart, students measure the amount of sugar in their snack choice. Place the sugar in a test tube and label. Observe and compare the amount of sugar in 10 different snack foods. Explain that sugar is in almost everything we eat. Too much sugar can lead to health problems, especially dental caries. Assist students to read the labels of several other snack foods and identify those lower in sugar. Students list three low-sugar snack foods they can add to their diet.

**Variation:** Organize a sugar-free or low-sugar snack day. Students taste various nutritious snacks and create a poster about their favorite healthy snack.

**Variation:** A similar activity can be done with fat. Students identify foods high in fat and place corresponding amounts of solid shortening in small plastic bags to represent the amount of fat in foods. Students read the labels of common food products and record the amount of fat consumed over the course of the day.

[CCWR: 3.6/3.7/3.12]

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## HEALTH PRODUCTS

**Indicator 2.1-6:** *Identify common health products and foods found in the home and correctly interpret labels, information, directions, and warnings.*

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### SAMPLE LEARNING ACTIVITIES: 3-4

#### A. QUACK, QUACK, QUACK

Prior to class, provide students with cardboard cutouts of ducks (or provide students with pictures of ducks to cut out during class). Post large signs at various spots around the room with the following words and their definitions: **quackery**, **products**, **services**, and **false advertising**. Poll students to find out how many really watch the advertisements on television and how many watch TV shopping networks. Explain that you are going to try and sell them some products. If they think the method you are using to sell the product is false advertising, they should hold up their ducks and say “quack, quack, quack.” After each item is presented, call on one of the “Quackers” to defend his/her argument. Examples of possible advertising statements might include the following:

## STANDARD 2.1: HEALTH PROMOTION AND DISEASE PREVENTION

- If you buy these sneakers, you will play like a pro!
- This miracle drug will make you grow taller than anyone in your family.
- Everyone eats this cereal because it has no sugar in it.

**Variation:** Divide the class into small groups. Each group selects a product they would like to advertise and develops two commercials about the product. One commercial should include examples of false advertising. Students perform the ads for the class and the class votes on whether the ads are accurate or false. The commercials may be videotaped and exchanged with other classes at the same grade level.

**Variation:** Students write key words on each duck. The ducks can be used to develop a bulletin-board “pond” that points out clues to false advertising. Combine ducks and fish in a theme display such as “Fishin’ for False Advertising.”

**Variation:** Use ads found in magazines or on television.  
[CCWR: 1.12/3.1/3.13]

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**Teacher Tip:** Be sensitive to cultural and ethnic differences when the children give the names of foods. Be prepared to accept a wide variety of responses.

### B. I WENT SHOPPING

On large index cards, write the names of each of the food groups found on the Food Guide Pyramid. Divide the class into two teams. Hold up a card and ask the first team member to name a food belonging to that food group. If the student guesses correctly, he/she remains standing but moves to the back of the team line. If the student answers incorrectly, the other team has a chance to respond. If a student repeats a food, it is an incorrect answer. The last team member standing wins for his/her team.

**Variation:** One student compiles a list of all the foods mentioned during the activity. Students look through magazines to find pictures of those foods and create a bulletin board collage. Students add new foods to the display every day.  
[CCWR: 1.12/3.2/3.15]

### C. FOOD FLOW CHART

Students trace the origins of a food product from the initial production by the farmer (e.g., seeding, planting) to the time it appears on their table. Students consider special factors that influence growth, the use of pesticides, packaging and labeling, selling the product, and directions for preparation. A simple product such as corn muffins (from scratch and from a mix) might be appropriate.

**Variation:** Instead of describing the process in narrative form, students create a time line using pictures or drawings.

**Variation:** Invite a speaker representing the food industry to discuss issues related to food safety, preparation, or trends.  
[CCWR: 3.8/3.12]



**D. SELLING A NEW FOOD PRODUCT**

Divide the class into two teams. Each team develops a new breakfast bar that provides the nutritional value equal to six ounces of orange juice, two slices of buttered whole-wheat toast, one poached egg, and one peach. Students create a name, packaging, and advertising campaign for the new product and design a full-page ad to inform the public about the product. Each group presents their product and ad campaign to the rest of the class. Students vote on whether they would buy the product based on the ad.

**Variation:** Divide the class into three teams. Assign each team a meal (breakfast, lunch, or dinner) and have them develop a bar that provides a balanced menu for that meal.

**Variation:** Bring in an assortment of “space food”—the prepackaged foods used in the space program. Students note the nutritional content and design a balanced diet using these foods.

**Variation:** Rather than focusing on advertising, ask students to consider if it is satisfying to eat “just a bar.” Ask: “What feelings might one have after eating a “meal in a minute?”

[CCWR: 1.12/3.1/3.15/4.2]

**E. ARE YOU A CONSUMER?**

On the chalkboard, write the following terms: *consumer*, *product*, *seller* and *service*. Ask: “What products and services have you used since you got up this morning?” Provide students with trigger ideas such as products used in the bathroom or kitchen or those used getting dressed or on the way to school. Be sure students consider television and the use of other electronic devices such as radios, alarm clocks, and computers. Students develop a list of products used and describe why they use one product over another. Students explore the reasons for their choices in small groups (e.g., ads, coupons, price, I like it, my mom makes me use it, it was a gift). Reconvene the entire class and develop a master list of the reasons why students use certain products. Return to the definition of a consumer noted on the board. Students complete the assignment by writing a journal entry entitled: “How I Can Become A Better Consumer.”

[CCWR: 1.12/4.2]

**F. WHAT'S IN THE CAN?**

You can be easily fooled into thinking that something is healthy when it is really not. Ask students: “Where do you look for information on the ingredients of a product? How do you know the nutritional value of the food? Do you read labels on some products and not on others? Why or why not? Where else can you go to get information about the food you eat?” Create a sample label and have students identify its parts (e.g., brand name, name of the product, promotion, ingredients, manufacturer, net weight, additives, directions, cautions). Students answer a series of questions about the make-believe product. Students analyze the information provided on real product labels. Be sure students can identify what ingredients are in the largest amounts, the many names for sugars, and common food additives and preservatives.

**Variation:** Instead of using food products, use household cleaning products. Supply the class with clean, empty containers of household products and draw attention to warnings, directions, and the appropriate use of such products.

[CCWR: 1.12/3.1/3.12]

## HEALTHY ADOLESCENCE

**Indicator 2.1-7: *Describe a healthy adolescent, discuss injuries and illnesses common to this age group, and identify ways to prevent, reduce, or eliminate these health problems.***

### SAMPLE LEARNING ACTIVITIES: 5-6

**Teacher Tip:** The following activity should follow a discussion of wellness with particular emphasis on the elements of wellness that strongly impact young adolescents.

#### A. WELLPOWER

Write the words *environmental*, *inherited* and *behavioral* on the chalkboard. Explain that these three categories sum up the major influences on one's health and well-being. Divide the class into three groups and assign each group one of the categories. Each group develops a concept map or chart for their assigned factor, noting actions that contribute to wellness related to their category. Students should include the following subcategories: fitness, nutrition, personal health behavior and hygiene, stress management, safety, and sexuality. After reconvening the groups and discussing actions that contribute to wellness, each student selects one action item and develops a plan that he/she will personally try to accomplish. For example, a student might write: "I will try to exercise at least three times per week for at least 30 minutes." Students indicate in the plan the reason they chose the action and justify how they will make the choice become a change.

BEHAVIORAL FACTORS: ACTIONS THAT CONTRIBUTE TO WELLNESS					
Fitness	Nutrition	Hygiene	Stress	Safety	Sexuality
Exercise every day	Drink milk	Take a bath	Listen to music	Wear a bike helmet	Don't have sex
Get stronger	Eat fruit	Wear clean clothes	Relax with friends	Don't swim alone	Learn about your body
Walk to school	Don't eat so much junk food	Use deodorant	Don't let things go until the last minute	Curfew	Find an adult to talk to about sex

**Variation:** After identifying factors that contribute to wellness, each student develops an action plan for his/her own wellness, identifying a goal, any obstacles to reaching that goal, steps that support the achievement of the goal, and a reward for its achievement.

**Variation:** Invite an adolescent health specialist (e.g., physician, nurse practitioner) to discuss factors that contribute to adolescent wellness. The speaker should address the most common reasons why young teenagers use health services and identify any new requirements or recommendations for young adolescents, such as hepatitis B immunizations or the chicken pox vaccine.

[CCWR: 3.1/3.12/4.1]

**Teacher Tip:** The next activity can be correlated with a unit on communicable diseases, including HIV/AIDS and hepatitis B. Clarify the term “dirty needle” so students understand that it is the *virus-containing blood in the needle* that transmits the infectious agent, not the needle itself.

**Teacher Tip:** Students need to be reassured that needles used by doctors and other health-care professionals are disposable and are only used once. Individuals who inject illegal drugs frequently share needles because they cannot get ready access to a new supply. Students need to be cautioned about body piercing and tattoos, since health officials do not currently regulate those practices. They also need to be discouraged from piercing body parts for a friend.

### B. YOU CAN'T JUDGE A BOOK BY ITS COVER

For this activity, you need two apples: one fresh and bright red, and one several days old and shriveled. Before class begins, inject the shiny, red apple with red food coloring. Begin by asking the students: “How can you tell if a person is infected with a disease like HIV or hepatitis? Can you tell from their eyes? Their skin? Their walk or strength?” After fielding numerous answers, ask the students to observe the shiny new apple you just bought for your lunch. Show the apple you had around for a few days that is shriveled and bruised. Ask the students which apple looks healthy (obviously, they will answer the one that is shiny and red). Cut open the apple to show the red food coloring. Explain that appearances don’t always speak the truth. Explain that many diseases are silent—that is symptoms don’t always show up right away or are not obvious. Review the spread of HIV and hepatitis B via needle transmission. Students research and write a brief report on diseases commonly spread by injecting drug use.

**Variation:** Correlate this lesson with a lesson on simple first aid techniques. Emphasize universal precautions while allowing students to practice simple first aid (e.g., stopping bleeding). Students research why healthcare workers wear personal protective equipment, such as gloves and masks.

[CCWR: 3.6/3.7/5.6/5.9]

### C. TAKING CARE IS COMMON SENSE

In small groups, students develop a health and grooming checklist for the care of teeth, eyes, and ears. Groups use a variety of resources to identify sources of information and services for each and create a pamphlet or poster.

**Variation:** Invite a high school student with a vision or hearing problem to visit the class and share how he/she has adapted. A hearing impaired person might be accompanied by an interpreter.

[CCWR: 2.6/3.4/3.15/4.2]

**Teacher Tip:** The following activity is an opportunity to emphasize that using drugs and alcohol is not a positive way to deal with stress.

**Teacher Tip:** Students living under adverse conditions may be experiencing extreme stress. Be sensitive to cues and refer students for appropriate assistance. Children who are homeless or living in a shelter, students living with a large extended family with little or no privacy, or students living in families experiencing legal difficulties, substance abuse, or violent behavior may need additional support.

#### D. STRESS TEST

Start this activity by administering a short pop quiz. Include questions that are difficult to answer. Tell the class that this is a real test. After the test is completed, ask the class what they thought about the test. (Expect some negative responses.) Assure students that this was really a stress test, designed to create some degree of anxiety. Ask volunteers to share their physical and emotional feelings when you announced the test. “Did those feelings change the longer the quiz went on? How did you feel when I announced that it wasn’t a real test after all?” Define **stress** and **stressor** and write the definitions on the board. Discuss ways people adapt to stressful situations. Divide the class into small groups and give each group an example of a stressful situation. Examples of situations might include:

- You left your permission slip for the class trip at home. It’s due today.
- You have two papers and three tests this week.
- Try-outs for the softball team are this Saturday; you really want to make the team.
- The teacher always calls on you.
- Your parents and your older brother are always yelling at each other.

Each group develops a list of ways to deal with the stress produced by the problem and then shares the strategies with the rest of the class. Finish the lesson by explaining that the pop quiz did not count towards their grade!

**Variation:** Students generate positive and negative ways to address stress-producing situations. From the list, students design a poster or comic strip that emphasizes positive ways to deal with stress.

**Variation:** Discuss factors that children with special needs or living under special circumstances must face. For example, what stressors impact children with physical disabilities? How do they deal with day-to-day situations along with any added stressors? How can students help their classmates?

[CCWR: 3.1/3.13/4.2]

## HEALTHY ADOLESCENCE

**Indicator 2.1-7:** *Describe a healthy adolescent, discuss injuries and illnesses common to this age group, and identify ways to prevent, reduce, or eliminate these health problems.*

### SAMPLE LEARNING ACTIVITIES: 7-8

#### A. MOVING TOWARDS ADOLESCENCE

Write the word **adolescence** on the chalkboard. Use a whip-around, pass-option activity to elicit words related to adolescence. Develop a web using the students' suggestions. Explain that the word adolescence is based on the Latin root *esso* which means "becoming." (Write the Latin word on the board.) Use a transparency or chart to display the three stages of adolescence (early, middle, and late adolescence which ends between ages 19 and 21). Write three categories on the chalkboard: "Physical," "Social," and "Emotional." Divide the class into three groups and assign each group one of the categories. Each group develops a time line outlining the changes that occur during each of the three phases of adolescence. Allow each group to present their time line. Conclude by having each student write a brief journal entry entitled "I Am Becoming..."

[CCWR: 3.1]

#### B. WATCHING WHAT YOU EAT

Ask students: "Could you tell if a friend had an eating disorder? How would you know? If you suspected that this friend had such a problem, what would you do?" Explain that eating disorders have received a lot of publicity because so many famous people have come forward with the problem. Explain that not only the rich and famous suffer from these problems. Put two headings on the chalkboard: "Normal Eating Behavior" and "Eating Disorder Behavior." Brainstorm ideas for both categories and discuss them. Show pictures of models and celebrities that have come forward with the disease. Divide the class into small groups and give each group a case study where the individual may be exhibiting signs of an eating disorder or unhealthy eating pattern (see samples below). Each group discusses the situation, lists the possible symptoms and contributing factors, and offers resources for assistance. Groups share with the entire class.



**SAMPLE CASE STUDIES****Case Study #1: Dale**

Dale has gained 20 pounds in the last 18 months but has also grown 4 inches. Dale feels fat and is constantly trying to lose weight. Dale skips breakfast and lunch and only eats salad for dinner.

**Case study #2: Pat**

Pat can't get enough exercise. Pat works out 4-5 hours every day and judges success by the scale. Pat is trying to maintain 110 pounds. Each time the scale shows more, Pat adds more exercise to the daily routine.

**Case Study #3: Sean**

Sean doesn't eat meat, milk products, or eggs. Sean eats mostly fresh vegetables and fruits.

**Case Study #4: Leslie**

Leslie won't eat very much for days and then "pigs out" on junk food. Leslie has been seen vomiting in the school lavatory. When questioned, Leslie says, "I'm fine."

**Variation:** Students investigate national organizations, agencies, and other resources for information on eating disorders. Students contact the agencies for information on treatment programs and compile information for a resource guide or poster.

**Variation:** Invite a panel consisting of two or three individuals with an eating disorder, a psychologist, and a nutrition specialist to discuss issues regarding the increased incidence of eating disorders and how to develop a positive body image.

**Variation:** Students write a story about a young person with an eating disorder. Include in the conclusion ways the young person should deal with the issues that contributed to the condition.

**Variation:** Students investigate the potential long-term health effects of unhealthy adolescent eating patterns (e.g., osteoporosis, cancer, obesity).

**[CCWR: 3.1/3.9/3.12/3.13/4.2]**

**C. LETTERS OF ENCOURAGEMENT**

Each student writes a letter of encouragement and support to a pen pal who may be participating in at-risk behaviors such as sexual activity, substance use, or violence. The writer must identify the behaviors, support his/her ideas with facts about the at-risk behavior, and encourage the young person to make healthy choices and change his/her behavior. The letter should support responsible decision making, suggest positive and age-appropriate alternatives to at-risk activities, and promote a positive self-image.

**[CCWR: 3.1/3.7/3.12]**

**D. DIET WISE**

Present various weight loss ads seen in magazines or on television. Display books that promote various fad diets and allow students to examine them. Then have the students brainstorm the common messages found in each. Show magazine ads or slides of “the beautiful people”—people who are in the public eye and always appear to be very slender. Ask the students: “What do these people do to stay slim? Do they look healthy? How much do you think they weigh?” Compare the estimated weights with recommended weights from height/weight charts and body fat analysis. Ask: “Do you think they are healthy individuals? Why or why not?”

**Variation:** Divide the class into groups and assign each group a fad diet, weight-loss program, or weight-loss product. Students research the assigned topic and present the information to the class, outlining the positive and negative aspects of each program, the research that supports the program, and the costs involved. Students discuss whether the program is medically sound, based on the information presented.

**Variation:** Both males and females use weight-loss and weight-gain products, even though females are the targeted audience. Students brainstorm why an adolescent would want to gain or lose weight. Outline the healthiest ways to gain or lose weight.

**Variation:** Students write poems or short stories about having a positive body image and how it contributes to wellness. The writings can include graphics or other illustrations and can be displayed as part of a class booklet.

[CCWR: 1.12/3.1/3.2/3.15]

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**Teacher Tip:** Prior to the next activity, the school nurse should conduct informal research on the causes of absenteeism in this age group, such as strep throat, colds, mononucleosis, and other similar diseases. This information is needed to trigger discussion on when adolescents need healthcare.

**E. WHEN WE GET SICK**

Students brainstorm the top 10 reasons students are not in school, then invite the school nurse to confirm or reveal the reasons. (Students may cite reasons other than illness, such as religious observances, family trips, and dental appointments; clarify to focus on illness-related absenteeism.) Divide the class into groups and assign each group one of the top 10 reasons. Students research the health problem, outlining the incidence in this age group, the causes and contributing factors, the signs and symptoms, and what methods can be used to prevent or lessen the impact of the disease. Students use this information to develop a mini-presentation on school attendance policies for younger students about to enter middle school.

[CCWR: 3.1/3.12/4.2]



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**BODY SYSTEMS AND NUTRITION**

**Indicator 2.1-8:** *Explain how health is influenced by the interaction of body systems and nutritional intake.*

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**SAMPLE LEARNING ACTIVITIES: 5-6****A. SNACK ATTACK**

For this activity, take a large box (preferably an appliance carton) and decorate it to resemble a vending machine. Students tape the wrappers from their favorite snack to the window part of the vending machine. In turn, each student describes the nutritional components of his/her favorite snack food. The class votes whether the food is healthy or unhealthy. If the class votes unhealthy, place a “not available” card over the wrapper. Students generate a list of healthy snacks.

**Variation:** Supply a variety of snack foods for students to sample. Before tasting a snack food, each student completes a nutritional analysis chart, describing the number of calories in the food, the fat content and sugar content, and other relevant nutritional information.

**Variation:** Divide the class into groups. Assign each group a different nutrient. Students investigate the nutrient and develop a skit outlining the need for the nutrient. The skit should have team members playing various body systems. The “nutrient character” emphasizes its impact on all the body systems.

[CCWR: 1.12/2.6/3.4/3.8]

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**Teacher Tip:** Some students may not be able to tolerate 10 minutes of intensive exercise. Be aware of students with medical conditions that may prohibit them from participation or require exercise adaptations. Collaborate with the physical education teacher for this activity.

**B. EFFECTS OF EXERCISE**

Allow students a few minutes of quiet time—to listen to quiet music, read silently, or just relax with eyes closed. After about five minutes, students take their pulse rate and record it. After stretching, students jog or perform a simple aerobic routine for 10 minutes, then take their pulse rate and record it. Students note changes in body temperature, sweat, skin, pupils, and breathing rate. After a second 10 minute quiet relaxation period, students take and record their pulse rate. Ask: “What impact did exercise have on the body? What body systems were affected by exercise? What messages did the body receive from the brain after the 10-minute exercise session?” Use the student comments to frame a discussion of how the body works to maintain equilibrium even during times of stress, such as during exercise.

[CCWR: 3.6/3.7/3.12]

**Teacher Tip:** The study of body systems should be coordinated with the same study in science class. Models, interactive programs on laser disc or CD-ROM, and computer programs can be shared between disciplines to enhance instruction. This is the perfect opportunity for a team-teaching experience where the science teacher focuses on the structure and functions of the systems and the health teacher focuses on behaviors that support wellness.

### C. WHO'S IN CHARGE?

Ask students to describe the organization of a major corporation. Explain to the class that the human body is much like a major corporation: the chief executive officer is rarely seen but has a great deal of influence on how well the company functions. The chairperson or CEO of the human body is the ***pituitary gland***. Since this gland is frequently called the ***master gland***, this organ becomes the chairperson for what we call “adolescent restructuring.” Divide the class into teams. Each team designs a company, with the pituitary in charge that shows how hormones regulate many bodily functions. Team members define their tasks during puberty, determine what body systems must work together to accomplish these tasks, and describe what adaptations can be made to ease the adolescent restructuring. Teams present their ideas to the class.

**Variation:** Use CD-ROM and interactive computer technology (e.g., *A.D.A.M.*, *3-D Human Body*) to allow more advanced students to study the intricacies of body systems.

**Variation:** Use models of organs and body systems, (e.g., the brain, heart, skeletal system) to reinforce information found in books and videos. Take students on a field trip to a science center or health education center (e.g., Liberty Science Center, Franklin Institute, CentraState Medical Center's Health Awareness Center) to experience interactive displays.

[CCWR: 2.6/2.7/3.4/3.5/3.12/3.13/4.2]

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**BODY SYSTEMS AND NUTRITION**

**Indicator 2.1-8:** *Explain how health is influenced by the interaction of body systems and nutritional intake.*

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**SAMPLE LEARNING ACTIVITIES: 7-8**

**Teacher Tip:** An in-depth study of the anatomy and physiology of body systems should precede the next activity.

**A. THE BODY SYSTEMS GAME**

Prior to class, print the names of the body systems and associated organs on index cards. Inform the class they will be playing a game that requires them to associate a body organ with the correct body system. Tape one of the index cards to each student's back. (Obviously the student cannot know what is on the card.) Students circulate around the room and can ask each student one yes or no question in an attempt to identify the system or organ on their card. When the student correctly identifies the card, the card is removed from his/her back and taped to the front of the student's body. As students guess their identities, they join other class members associated with the same body system. Finally, when all the cards are guessed, students in each group develop a poem, rap, or song about the body system and ways to keep it healthy.

**Variation:** Students develop skits that describe the functions of the body systems and perform the skits for younger students. Costumes can be designed to appropriately reflect the characters.

**Variation:** Students create a diary of a body system or organ entitled "A Day in the Life."

**Variation:** Students create a pyramid graph that illustrates the various components of a body system. Cells occupy the point of the pyramid and the systems the base.

[CCWR: 3.2/3.3/3.12/4.2]

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**Teacher Tip:** Review the structure and function of the central nervous system prior to this activity.

**B. BODY CONTROL CENTER**

Ask for two volunteers. Each volunteer holds the opposite end of a piece of string and pulls it taut. Pull one of the students firmly so the string moves. Ask the other student what happened (the string moved and so did his/her hands). Explain that the two students sent a message across the string to each other. Relate this to nerves and the transmission of messages across the synapse. Now cut the string. Ask students what might happen if you pull one of the students now (once the nerve is cut, there is not chance for the message to get across). Explain the role of the central nervous system and how it sends commands to the circulatory system or to the muscles.

**Variation:** In small groups, students research brain chemicals that help control the transmission of nerve impulses. Using diagrams, graphics, and other media, students present an oral report on their assigned chemical.

[CCWR: 3.6/3.7/3.9]

**C. YOU GOTTA HAVE FUEL**

Ask students to describe how a car converts fuel to energy. Point out that a car needs gasoline, and explain how the engine works to produce power. Ask students to describe how the body is like a car and relate the role of proper nutrition to fuel intake. Divide the class into groups and have each group design a “car” that operates on a healthy diet.

[CCWR: 3.1/3.2/3.13/4.2]

**D. EXERCISE AND BODY SYSTEMS**

Students develop an individual exercise plan. As part of the plan, students describe how the plan will benefit the various body systems and correlate the plan with a healthful diet.

[CCWR: 3.1/3.8/3.13/4.1]

**E. IT’S A REFLEX**

For this activity, you need a foam Nerf ball. Without warning, throw the ball at an unsuspecting student. Ask the student to describe why he/she tried to catch the ball. Then throw the ball at another student, but ask him/her not to catch it. Stand close to each student and throw the ball lightly so as not to injure the student. Note the various reactions. Ask students to explain why the various reactions occur and what purpose they serve. To more clearly illustrate reflexes, ask the school nurse to demonstrate simple reflex tests used to check one’s neurological function.

**Variation:** Pose the following question: “What might happen if you burned your finger and the nerve impulse went to your brain before it went to your arm?” Students use this example to describe the reflex process and give examples of other reflex reactions.

[CCWR: 3.7/3.9]

**F. NUTRITION AND GROWTH**

Brainstorm answers to the following question: “When is good nutrition especially important?” Using the students’ answers, divide the class into small groups and assign each group a time or condition that requires healthy eating (e.g., infancy, puberty, pregnancy, illness, injury). Each group researches the rationale for healthy eating and develops a healthful eating plan noting the impact of diet on the body systems. Groups present their plans.

[CCWR: 2.6/3.4/3.5/3.8]

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**WELLNESS**

**Indicator 2.1-9:** *Analyze how family, peers, culture, media, technology, and the environment affect wellness.*

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**SAMPLE LEARNING ACTIVITIES: 5-6**

**Teacher Tip:** The six primary causes of major health problems mentioned in the next activity include (1) intentional and unintentional injuries; (2) drug and alcohol abuse; (3) tobacco use; (4) sexual behaviors that lead to STD's, HIV, and unintended pregnancy; (5) inadequate physical activity; and (6) dietary patterns that cause disease.

**A. STORMY WEATHER**

Prior to class, prepare six large raindrops and label each one with one of the six identified risk behavior categories identified by CDC. Begin the class by asking: "What national health organization keeps us informed about health, wellness, and disease control?" Write the words ***Centers for Disease Control and Prevention (CDC)*** on the chalkboard. Explain the purpose of the agency and tell students that they have identified six critical areas that contribute to or impact one's health. Show the students the raindrops and ask for two volunteers. Have the volunteers sit side by side and give one student an open umbrella. While holding the raindrops over the students' heads (you will need additional volunteers) explain that the student with the umbrella is prepared for the "storms" of life. Associate the raindrops and the six risk factors. Drop the raindrops on both students and ask them to explain what happened. Which student is protected? Why? What does the umbrella represent? Tell students that one's ability to make responsible choices will prepare them for the storms of life. Students brainstorm other influences that help make them more ***resilient*** and less likely to participate in risk behaviors (e.g., parents, values, a desire to keep healthy and fit).

**Variation:** Add strips of paper to the umbrella that outline the steps to responsible decision making. Create small groups to generate lists of situations that relate to each of the six risk categories. Each group generates at least two strategies to help reduce their risk.

[CCWR: 3.2/3.7/3.13]

**B. IT'S NOISY OUT THERE!**

Brainstorm responses to the following question: "How can too much noise affect your health?" Chances are students will give the obvious answers regarding hearing loss but lead students to answers such as increased stress, less privacy, high blood pressure, and structural damage to one's house. In small groups, students develop a list of ways to reduce their exposure to loud noises and share their list with the class.

**Variation:** Brainstorm kinds of sounds and provide students with a decibel scale. Students match each sound with the appropriate decibel. Discuss the impact of continuous exposure to excessive decibel levels on hearing and general health. Review community laws about noise.

[CCWR: 3.6/3.7/3.13/4.2]

**C. TECHNOLOGY IN ACTION**

Brainstorm modern inventions from the last 25 years that have helped people who are ill or contributed to the prevention or treatment of disease (e.g., antibiotics, specialized drugs, vaccines, computerized diagnostics, improved exercise equipment, organ/body part transplantation, surgical equipment). Students investigate a topic, develop a written report describing the evolution of the invention, and make predictions about the future of the technology and its potential impact on health.

**Variation:** Students visit a healthcare facility to see the role of technology in action and relate the use of technology to new and emerging career opportunities.

**Variation:** Ask students: “While the many advances we have today have generally made life better for everyone, what problems have we created by these technological advances?” Examples for discussion might include prolonging life expectancy and the need for healthcare for an expanded population of elderly citizens, the “black” market for transplant organs, or the controversy surrounding assisted suicide.

[CCWR: 2.1/2.6/2.10]

**D. IS IT HEREDITARY?**

Brainstorm the various influences of environment and heredity on wellness and write on the board. Explain that some people in certain cultural or ethnic groups have very distinctive features and characteristics that are handed down from generation to generation. Are those characteristics the result of genetics or the environment? Students research genetic traits as eye color.

**Variation:** Students investigate health conditions that may be related to hereditary factors (e.g., sickle cell disease, Tay-Sachs disease, diabetes, cystic fibrosis). Why are some health conditions limited to certain ethnic populations?

**Variation:** Provide students with a list of diseases and other health conditions. Students organize the list into communicable and noncommunicable conditions. Using the list as a starting point, students create a second list of conditions that are genetically related. Ask: “Do some conditions have multiple causes? What can you do to reduce your risk if your family has a history of one of these conditions?”

**Variation:** Students develop a cause/effect graphic organizer for various diseases and health conditions.

[CCWR: 3.1/3.8]

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**WELLNESS**

**Indicator 2.1-9:** *Analyze how family, peers, culture, media, technology, and the environment affect wellness.*

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**SAMPLE LEARNING ACTIVITIES: 7-8**

**Teacher Tip:** Prior to this activity, clearly define *environment* and identify key environmental issues such as the ozone layer, air pollution, population growth, indoor air quality, and noise control.

**A. ENVIRONMENTAL CALENDAR**

Begin by showing the class pictures or photographs of beautiful scenery. Ask students to close their eyes and imagine themselves in the scenic surroundings. Describe the images in quiet peaceful tones. With their eyes still closed, ask students to describe how they feel in this imaginary place and what they think is pleasant and peaceful about the place they are visualizing. Tell students to keep their eyes closed and describe how the scene would appear if it were polluted and dirty. After soliciting several responses, students open their eyes. Pose the following question: “What caused our lovely hideaway, our scenic place of solitude and relaxation, to become polluted, dirty, and unhealthy?” Students should respond with “people.” Explain that human beings have a profound impact on the environment for present and future generations. Divide the class into several small groups. Each group selects pictures from magazines or calendars that represent a positive environment. Using these pictures, each group develops a calendar that provides information on the environment, the impact it has on human health, and tips to preserve and protect the community and its surroundings. Students share the calendar with community representatives and businesses along with writing a letter explaining why the calendar was made and encouraging the organization to support student efforts to improve the community.

**Variation:** Students identify health problems related to environmental issues (e.g., skin cancer and the ozone layer). Students conduct online searches for sources of information about the issue, evaluate the information for validity, and present the information and sources to the class.

**Variation:** Invite an occupational health specialist to discuss regulations that impact the working environment, such as indoor air pollution standards, noise standards, and sanitary conditions. If possible, visit a manufacturing plant to see the controls in action.

**Variation:** Students survey the community for potential environmental concerns and interview public officials about sites of historical significance. Based on this information, students develop an environmental profile of the community and offer suggestions to improve environmental health conditions.

**[CCWR: 2.8/3.1/3.15]**



**Teacher Tip:** Be familiar with your school district’s policy on Internet use before undertaking this activity. Be sure to monitor student activity closely and reinforce district policies regarding the use of school computers and equipment. See Appendix A for Web site resources.

### B. PROTECTING YOUR PRIVACY

Ask the class: “How many of you regularly use the Internet? Why do you enjoy using the Internet? What kinds of sites do you visit?” After listing the current choices of the group, caution the class that all Web sites may not be what they seem to be. Divide the class into groups. Give each group two scenarios based on an actual event that occurred online. One example should be a positive one (e.g., a physician seeking a person with a rare blood type) and the other a negative scenario (e.g., a Web site that promises a miracle cure for a large sum of money). Each group discusses the scenarios and presents their ideas to the entire class. Brainstorm two lists: “Warning Signs” and “Positive Perks.” As a concluding activity, each group designs a pamphlet or handbook for younger students who are beginning to use the Internet. The booklet should offer tips and cautions.

**Variation:** Give students a list of Web sites to investigate. Include a few that are potentially dangerous (e.g., asking for credit card information or other personal information). Monitor student access to the sites and ask questions as they proceed. Are they heeding the warnings? Students complete an evaluation sheet on at least three health-related Web sites, noting the positive and negative points and any concerns they might have.

[CCWR: 2.1/2.2/2.5/2.10]

**Teacher Tip:** Be sensitive to students who have immigrated to this country from areas that may be overcrowded and unhealthy. Students may wish to share some of their real-life experiences, but do not force students to disclose information.

### C. IT’S GETTING KIND OF CROWDED

Use masking tape to outline a three foot square on the floor. Instruct each student to write on a sheet of paper one way that crowded living conditions may affect one’s health. Without further explanation, ask one student to take his/her paper and stand inside the square and then read what is on the paper. Have another student join the first student in the square and read his/her answer. Continue to add students until the square is crowded. Stop and ask the students in the square how they feel. Some students will express evidence of increased stress. Explain that living in crowded conditions does increase stress. Allow the students to return to their seats, and continue the discussion of ways that crowding impacts health.

**Variation:** Students develop a chart or web that focuses on specific issues related to overcrowded conditions (e.g., diseases that are more common in an overcrowded area, the incidence of violence). Students use the Internet to locate state, national, and international organizations that provide information and assistance (e.g., New Jersey Department of Health and Senior Services [NJDHSS], CDC, Red Cross, World Health Organization [WHO]).

**Variation:** Students identify countries or areas of the world that have been significantly hindered by overcrowded and unhealthy conditions. Students research the country’s health statistics and examine issues such as health facilities, education, economic status, and job opportunities in this area.

## STANDARD 2.1: HEALTH PROMOTION AND DISEASE PREVENTION

**Variation:** Brainstorm a definition of quality of life. Ask: “What factors influence the quality of life in a community? How does quality of life impact health?”

[CCWR: 3.1/3.7/3.13]

### **D. WHERE DID THAT DISEASE COME FROM?**

Give students a list of common diseases and health conditions such as asthma, diabetes, sickle cell anemia, epilepsy, arthritis, allergies, or tuberculosis. Students research the disease or condition and develop a booklet that traces the history of the disease and the current status of treatment and prevention. Students indicate if heredity, behavior, or environmental factors cause or influence the condition. The booklet should contain resources for more information. Students summarize the information and present as a two-minute oral presentation.

**Variation:** Invite a panel of speakers from organizations such as the American Lung Association, the March of Dimes, and other nonprofit organizations. Presenters discuss the health conditions most closely associated with their organization and offer tips on the prevention of the conditions.

[CCWR: 2.6/2.8/3.4/3.5]

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## HEALTH ENHANCING BEHAVIORS

**Indicator 2.1-10: *Identify and demonstrate health practices that support and enhance personal and family physical and mental health.***

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### **SAMPLE LEARNING ACTIVITIES: 5-6**

#### **A. HOW TO COMMUNICATE WITH YOUR FAMILY**

Students view excerpts from television shows that reflect various kinds of families (e.g., families with small children, families with teens, extended or blended families) and how those families communicate. Show one video clip at a time. While watching each video, students write whether the communication portrayed was healthy or unhealthy and whether the show portrayed families realistically. Students justify their answers. Divide the class into small groups and assign each group a TV family. Students in each group share their written ideas and discuss them, noting how the family solved problems. Reconvene the entire class and brainstorm positive ways that families can solve problems. Each student develops a coupon book containing positive actions he/she can do, within the next week, to promote a healthy family. Coupons might include a statement such as “I will listen to all sides of an issue” or “I will cooperate with my brother to clean up the yard.” As the week progresses, students write the date and time they performed the action on the back of the coupon. On the last coupon, students write a brief summary of what actions were taken and how other family members received the actions.

**Variation:** Modify this activity to focus on communication with peers. Students develop a coupon book and require other students to sign it to verify that the actions were taken.

[CCWR: 1.1/3.2/3.7]

**B. HIGH ON HEALTH**

This activity should be performed in the gym or a wide-open area. Outline an equilateral triangle large enough so students can form lines to create each side. At one point, place a large sign reading “Physical Health;” at the next point, a large sign reading “Mental Health;” and at the third point, a sign reading “Social Health.” Explain that each team represents one area of health. Students pass a balloon, ball, or beanbag around the triangle. The student who passes the object must describe one action that supports personal or family health related to his/her team’s area (e.g., a mental health team member might say, “I will practice ways to relax before tests”). After all students have had a chance to play, return to the classroom and have each student outline in a journal entry at least one action from each area he/she will try to implement.

[CCWR: 3.1/4.1]

**C. HOME GROOMING NETWORK**

Show students excerpts from several infomercials and discuss what makes infomercials different from other kinds of ads. Students develop their own infomercial with an emphasis on personal health and grooming. Organize the class into pairs. Each pair develops an ad for a product related to one of the following:

- Clean Body: Taking a daily bath or shower; using soap and deodorant
- Clean Hands: Keeping nails clean and trimmed; washing hands
- Clean Hair: Shampooing hair; styling hair
- Clean Feet: Wearing clean socks and shoes; keeping feet clean
- Clean Skin: Washing face; wearing appropriate make-up; using acne preparations

Each pair develops the infomercial and tries to sell their product to the class. The infomercial should emphasize the proper use of the product as well as related costs. Students develop a slogan and visual for the products. Other students, acting as viewers, call in questions. Viewers take notes during the presentations and then select four or five products for their own personal plan, develop the plan, and justify the choices.

**Variation:** Students view a series of infomercials that advertise health products such as exercise equipment or skin-care products and then evaluate the ads based on specific criteria. Students discuss the products and how they might contribute to their personal or family health and vote on the best product.

**Variation:** Students prepare an infomercial with the theme “Dress for Success.” Emphasis should be on appropriate grooming and attire for a student applying for a job. Invite a human resources specialist to address the class prior to the creation of the infomercials. Expand this activity to include a fashion show from a local department store focusing on school-to-career attire.

[CCWR: 1.2/1.11/3.15]

**D. TEN ACTIONS**

Each student lists 10 actions that support various aspects of personal health and then develops a collage, video, or artwork that creates a visual image of the actions he/she has selected.

**Variation:** Compile a class list of actions that support personal health. Students rank the items on the list and create a “top five countdown.” Students illustrate the top five on a mural or series of posters.

**Variation:** Students generate a list of 10 actions for positive family health. Compile a class list and rank the items. In small groups, students generate strategies to implement the actions at home.

**Variation:** Students develop a book entitled “Ten Actions For Health” to be used by younger students. The book should include original artwork and poetry that illustrate the actions voted by the class as the most important. Students can present the book to primary-level students and create a bulletin board to support the activity.

[CCWR: 3.1/3.15]

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**Teacher Tip:** The next activity requires the use of peer educators to observe and rate student performance of various health-related skills. Develop the scoring criteria in advance, and ensure that the peer educators are properly trained to participate in the activity.

**E. CHOOSING AND USING**

For this activity, establish several skill and information stations. At each station, students participate in skill demonstrations or knowledge quizzes and are “rated” by peer educators. Give each student a card that spells HEALTH across and down, similar to a bingo card (see below). As students move from station to station and successfully complete the required tasks, they accumulate stickers on the card. When a student has successfully completed enough stations to spell HEALTH on his/her card two times across, down, or diagonally (accumulating 12 stickers) he/she turns the card in for a small reward. Sample stations might include the following:

- **Dental Health:** Students answer five questions correctly about the care of teeth and gums and then demonstrate correct flossing or brushing.
- **Nutrition:** Students select the components to create a healthy meal.
- **Safety:** Students select and correctly apply safety equipment for a sport or activity.

H	E	A	L	T	H
E	E			T	E
A		A	L		A
L		A	L		L
T	E			T	T
H	E	A	L	T	H

**Variation:** Modify the activity to include decision-making skills and effective communication skills rather than health practices. At each station, students are given a scenario, develop several questions about the scenario, and then decide on an appropriate solution. Peer educators or adult volunteers may be used to score the students' responses based on established criteria. Students receive stickers based on the scoring criteria.

[CCWR: 3.1/3.3/3.13/3.14/4.3/4.8]

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## HEALTH-ENHANCING BEHAVIOR

**Indicator 2.1-10:** *Identify and demonstrate health practices that support and enhance personal and family physical and mental health.*

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### SAMPLE LEARNING ACTIVITIES: 7-8

#### A. YOU CAN COUNT ON ME

On the chalkboard, write the following words in columns, allowing space below each for student comments:

Physical	Mental-Emotional	Family-Social	No Benefit

Ask students: "How does your family manage time? How do family members keep track of what they have to do? Do you think families are different now then twenty years ago? Ten years ago? Why? Define the term **time management** and engage the students in a discussion of family rituals and routines that help or hinder time management. As the students offer responses, place the activity in the appropriate column on the board. Students develop their own time management plan by outlining what happens to them during the course of a normal day and assessing the activities to see if they match any of the 3 health categories noted on the board. Students identify the strengths and weaknesses of their plan and make suggestions to improve their time management skills.

[CCWR: 1.1/4/9]

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**Teacher Tip:** Be aware of district policy regarding volunteerism and community service before initiating the following activity. Coordinate this activity with school clubs, community organizations, and religious organizations

#### B. BE A VOLUNTEER

Explain that people working together (**collaboration**) can solve many health problems. Tell students that many organizations that promote health depend on volunteers to help them. Ask how many stu-

dents already volunteer in the community. Divide the class into small groups and have each group generate a list of possible places middle school students can volunteer. Reconvene the group and develop a master list. Each student develops a contract to volunteer for at least ten hours over a three-week period. Each student keeps a journal describing the activities and has his/her sponsor or supervisor sign the contract verifying the volunteer time.

[CCWR: 1.8/3.1/3.4/4.1/4.9]

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**Teacher Tip:** Some middle school students may already know about a peer or individual attempting suicide. Be sure the discussion does not breach confidentiality or foster misconceptions. Emphasize school and community resources that can help students deal with depression.

### **C. BOUNCE BACK FROM DEPRESSION**

Ask how many students like to eat raisins. Show the class a box of raisins and explain that raisins are dried grapes and the drying process causes it to wrinkle or shrivel. Ask if anyone knows another meaning for the word “shriveled” and explain that the word can be used to describe someone who feels empty or helpless. Explain that everyone feels this way sometimes. Next, pour ginger ale or seltzer into a glass and drop a raisin, cut into tiny pieces, into the glass. At first the raisin pieces sink but then the bubbles will bounce them back up to the top of the liquid. Ask students how this might represent the feeling of *depression*. Reinforce that short periods of depression and feeling sad are normal for people of any age but that an individual needs to develop coping strategies so he/she can “bounce back.” Brainstorm ways students can do this and write on the board. Then divide the class into small groups, and give each group a case study that describes a young person experiencing possible symptoms of depression. Each group outlines strategies and resources to help with the problem. Reconvene the class and share the case studies and recommendations. Students write a journal entry entitled: “Ways to Beat the Blues.”

#### **SAMPLE CASE STUDIES**

- Ed has been feeling very tired lately. In fact, he doesn’t feel much like eating or playing since his dad died.
- Annie cries a lot lately. Even if someone stares at her, she starts crying. Her friends are afraid to say anything to her for fear she’ll start up again.
- Jo walks home from school alone and doesn’t seem to want to talk to her friends on the phone anymore. She seems like she is in her own little world and can’t be bothered by anyone else. Her friends are worried because she used to be so friendly and outgoing.

[CCWR: 3.1/3.4/3.7/3.13]

**Teacher Tip:** Coordinate the next activity with lessons in family and consumer science classes and science classes on bacterial growth and transmission.

#### D. DOUBLE DIPPING

In the front of the room, set up a table as in a restaurant (use linens, flowers, etc.—this is not a fast food restaurant!) Use three yellow paper triangles to represent tortilla chips (or any kind of dipping food). Sprinkle each chip with a different color glitter. Pour creamy dip into a bowl and place in the center of the table. Invite two volunteers to the “restaurant” and instruct them to pretend to dip their chips and eat as they would at a party. Tell them to be sure they “double dip” at least one of the chips. After the students have “dipped,” show the bowl of dip. Students describe the appearance of the dip and discuss what the three colors of glitter represent (obviously the glitter represents the germs in the saliva of the “dippers”). Students list other behaviors that increase the risk of germ/disease transmission (e.g., sharing lipstick or eye makeup, sharing soda cans, kissing, sexual intercourse, sharing hairbrushes). Students list strategies to reduce one’s risk of germ/disease transmission.

**Variation:** Students investigate the incidence of food-borne illnesses. As part of the research process, students contact local and state health departments for information, use online resources, and cut articles from local newspapers to describe the incidence of food-borne illnesses. Students develop a handbook or pamphlet on handling foods and preventing food-borne illness.

[CCWR: 2.6/2.7/2.8/3.5/3.6/3.7]

#### E. SEALED WITH STRENGTH

For this activity, you need two rubber playground balls. Draw a face on each. Put a small hole in one of the balls. Explain that the ball represents a young person. Allow both balls to drop to the floor; the ball with the leak will not bounce as high as the other. Explain that the “injured” ball represents a young person who has experienced violence. In order to be “sealed with strength,” the survivor of violence must participate in recovery. Some people experience what is now called **post-traumatic stress syndrome**. Describe this for the students. Place a seal over the puncture in the ball and as you mention the steps to recovery, pump a small amount of air into the ball. Bounce the ball again; it should bounce higher than before. Reinforce the five suggestions for recovery. The steps should include:

##### STEPS TO RECOVERY

- Talk about what happened.
- Get a complete medical examination.
- Seek counseling.
- Join a support group.
- Learn and practice self-protection strategies.



**Variation:** Invite a school or community counselor to speak about recovery and support groups.

**Variation:** Invite a panel that includes a victim of violence, a family member of a victim, a law enforcement officer, a counselor, and a physician to speak about the effects of violence. Presenters should emphasize helpful resources in the community.

**Variation:** Divide the class into small groups. Each group develops a list of 10 self-protection strategies. From the list, groups design a role-play and present it to the class. Discuss the appropriateness of the strategies.

[CCWR: 3.2/3.4/3.7/3.13]

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**Teacher Tip:** Use this activity to inform parents about health and physical education instruction. Develop the information into a newsletter or create a tips sheet for inclusion in a school or community newsletter.

#### **F. TEEN MAGAZINE**

Provide a wide variety of current magazines that appeal to teenagers. Ask students to identify common elements in each. Divide the class into several groups. Each group selects a target audience for a newly created teen magazine that promotes adolescent health (e.g., younger teens, males, high school females, college students, student athletes). Each group determines the topics for their magazine based on their review of magazines currently in print (e.g., advice columns; features on foods, makeup and fashion; real life stories; music and movie reviews). Groups write and design articles; put the magazine together; illustrate it with drawings, graphics or photos; and develop a marketing plan to reach the desired audience. Each group presents the finished magazine to the class.

**Variation:** Instead of designing a teen magazine, students develop a magazine for families or parents using the same preparation and format. Students might also design a magazine targeting elementary students.

[CCWR: 2.6/2.7/2.8/3.4/3.5/3.15/4.2]

#### **G. LET'S TAKE A VACATION**

Divide the class into small groups and assign each group a vacation spot (e.g., the beach, a national park, a ski resort). Each group researches the assigned location and develops a list of essential items to take on the trip that will ensure the health and safety of the vacationers. Students research the locations, consider the climate, availability of healthcare, and safety factors to develop a vacation guide that is shared with the other groups. As part of their presentation, students demonstrate the appropriate application of safety equipment (e.g., the use of sunscreen or insect repellent, bike safety gear, boating safety equipment). Allow students to dress for the roles and actively engage in the vacation atmosphere.

[CCWR: 2.6/2.7/2.8/2.9/3.4/3.5/3.15]

## RISK ASSESSMENT

**Indicator 2.1-11:** *Analyze a health profile to determine strengths and potential health risks resulting from risk factors and health-enhancing behaviors.*

### SAMPLE LEARNING ACTIVITIES: 5-6

#### A. CHECKING UP

Poll the class to determine how many students have had a checkup or physical exam in the last year, either at school or with his/her own healthcare provider. Brainstorm the components of a physical exam and write them on the board (e.g., height, weight, blood pressure, vision, dental). Explain that physical exams are one aspect of **preventive healthcare**—activities that can detect problems early and allow individuals to change their behavior or receive treatment. Students list three reasons why it is important for individuals to know their personal health information (e.g., knowing one's cholesterol level may motivate a person to modify his/her diet). Next, students list three reasons why it is particularly important for young people their age to have regular physical exams (e.g., detecting a vision problem early may improve one's grades in school). Stress the importance of early detection in the prevention and control of disease. Students write a brief essay on the need for of preventive healthcare

[CCWR: 3.1/3.9/3.12]

#### B. MOVING FORWARD

Divide the class into small groups and provide each group with a different trigger word related to adolescent growth and development. (e.g., growth, puberty, hormones, dating, independence, moods). Each group develops a list of five questions related to its trigger word. Reconvene the class and collect the questions. The next day, the teacher answers each question.

**Variation:** Assign questions to small groups for responses.

**Variation:** Invite a panel of adolescent health specialists to present accurate information on common health concerns of young adolescents. The speakers should emphasize positive adolescent health behaviors.

[CCWR: 3.3/4.2]

#### C. FACTORS THAT INFLUENCE HEALTH

Brainstorm factors that influence one's personal state of health (e.g., dietary patterns, exercise, heredity). Divide the class into small groups, and give each group a case study that describes a student their age. The student in the scenario has a health problem (e.g., diabetes, asthma, myopia, a growth disorder). Each group identifies the problem(s), the possible causes or contributing factors, treatment, and prevention methods and then describes the impact of the problem on the hypothetical student's daily life. As part of a presentation to the entire class, one student assumes the role of the young person in the scenario. Other group members interview the student about his/her health condition and how it impacts being an adolescent. Students complete the activity by writing a journal entry describing things they can do to reduce their risk of illness or injury.

**SAMPLE CASE STUDY: ROB**

Rob has always been athletic. Last winter, Rob got sick and was diagnosed with asthma. His doctor explained that he would have to use medication several times a day and that he might not have the stamina to play sports like he used to. Rob really wants to play basketball this year.

**SAMPLE CASE STUDY: ELLEN**

Ellen had been feeling extremely tired and had lost interest in school. Her parents thought she was bored. At her last physical exam, the doctor drew some blood and discovered she had diabetes. She needs to take insulin several times per day, but Ellen is feeling much better.

[CCWR: 2.7/3.4/3.5/3.8/4.2/4.6]

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**RISK ASSESSMENT**

**Indicator 2.1-11:** *Analyze a health profile to determine strengths and potential health risks resulting from risk factors and health-enhancing behaviors.*

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**SAMPLE LEARNING ACTIVITIES: 7-8**

**Teacher Tip:** The following activity allows students to create a community and analyze existing and potential problems within that community. This activity may be coordinated with instruction in architecture, art, and design (students create an actual model or drawing of the community) as well as units in social studies (community government, economy, labor) and science (environmental issues, disease transmission, genetics).

**A. COMMUNITY PROFILE**

Explain that experts can predict health problems in a population by looking more closely at the community. Divide the class into small groups to design a community. Each group chooses a name for its community and describes the population, the location of the community, and other distinguishing features. Be sure students do not leave out factors such as primary sources of employment, local industry, community history, and environmental concerns as well as positive factors that support health such as recreation areas, community hospitals, or other health agencies. After the groups have written a description of their community, each group separates factors into positive influences on community wellness and negative influences on community wellness. Students should try to predict health problems that might be common in the town and develop preventive measures that will reduce the risk of health problems in the community's population. Each group presents their community via

a role-play panel: one student serves as mayor of the town and the other panel members are key citizens, business leaders, or healthcare providers.

**Variation:** Provide students with current information about towns in the county or region. Use public health data to have students draw conclusions about the health of the community. A visit from the local health officer or representative from the county health department supports this activity.

**Variation:** Provide students with current data to include in the community they design.

[CCWR: 2.6/2.7/2.8/3.4/3.5/3.8/3.12/4.2]

**Teacher Tip:** The Centers for Disease Control and Prevention (CDC) offer a free CD-ROM to make the “Youth Risk Behavior Survey” (YRBS) data more accessible. The New Jersey Department of Education participates in the administration of the YRBS. For more information, contact CDC at [cdcinfo@cdc.gov](mailto:cdcinfo@cdc.gov) or call 770-488-3259. For current data about America’s youth, visit the CDC’s Web site at <http://www.cdc.gov/nccdphp/dash>.

## B. EVALUATING RISK

Explain that researchers use surveys to decide what are the most common risk factors that impact students. Share data from the “Youth Risk Behavior Survey” or the “New Jersey Middle School Survey on Substance Abuse”. Ask students: “Do you think your peers answer the questions truthfully? Do you think the results are accurate?” Discuss issues regarding the collection and interpretation of the data, and explain how these tools are used to design national and state programs for adolescents.

**Variation:** Share the *New Jersey Adolescent Profile*, a document published in 1997 by the New Jersey Department of Health and Senior Services (NJDHSS). Another source of information on the health status of New Jersey children is the *Kids Count* report published annually by the Association for Children of New Jersey (ACNJ). Students compare the information in these state reports with national and international data, analyze the information, and develop a chart or report noting the similarities and differences.

[CCWR: 2.5/2.7/3.4/3.5/3.8/3.12]

**Teacher Tip:** The following activity encourages students to evaluate personal risk for current or future health problems. This information is confidential and should not be shared with others. Do not collect the student survey responses.

**Teacher Tip:** A number of software packages are available that involve students in interactive risk assessment. *The Pyramid Challenge* is one example of an interactive software package that allows students to review and analyze their diet and provides an index of healthy eating. Preview any risk assessment package to ensure that questions do not invade student privacy.

## C. AM I AT RISK?

Create a wellness inventory similar to the one on page 136. Read each statement aloud and have

## STANDARD 2.1: HEALTH PROMOTION AND DISEASE PREVENTION

students indicate on a sheet of paper if the statement is true for them. After all statements have been read, students total the number of true responses and receive a score. Students analyze their scores and select one area of health they need to work on. Students use a goal-setting process to begin making healthy change in that area.

**Variation:** Students use the information from the wellness inventory to complete the following statements:

1. The behavior I would like to change...
2. The benefits of this change might include...
3. The steps to make the change include...
4. The people that can help me include...
5. My reward for achieving this goal will be...

**[CCWR: 2.5/2.6/3.1/3.10/4.1/4.3]**

## WELLNESS INVENTORY

Directions: Score each section and then total the three scores to reach an overall score. Give one point for each *true* answer.

<b>Section Scoring:</b>	<b>4/5 = good</b>	<b>Total Scoring: 12/15 = good</b>
	<b>3/5 = fair</b>	<b>9/15 = fair</b>
	<b>2/5 = poor</b>	<b>6/15 = poor</b>

### 1. Physical Health

- I get at least eight hours of sleep each night.
- I eat a healthy breakfast each day.
- I always use a seat belt.
- I do not use tobacco.
- I always wear a helmet when I ride a bike.

### 2. Mental Health

- I ask for help when I need it.
- I have at least one hobby I enjoy.
- I generally like and accept who I am.
- I can accept constructive criticism.
- I can be satisfied when I have done my best.

### 3. Social Health

- I have at least one or two close friends.
- I can say no to my friends.
- I avoid gossiping about people.
- I make important decisions carefully.
- I do not abuse others and I do not let them abuse me.

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**ACCESSING SERVICES**

**Indicator 2.1-12:** *Describe situations requiring health services and locate community healthcare providers comparing their services, benefits, and costs.*

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**SAMPLE LEARNING ACTIVITIES: 5-6**

**Teacher Tip:** Students should complete a course in basic first aid as a prerequisite for the next activity.

**A. COMMUNITY RESPONSES**

For this activity, create two sets of laminated index cards: one set describes a variety of emergency situations; the second set describes a number of correct and incorrect responses to the emergency situations. Divide the class into teams. Each team responds to the emergency noted on a card by matching it with the correct emergency response card. Each team explains the situation as they demonstrate the correct response.

**Variation:** Students investigate training opportunities for basic first aid, CPR, and emergency response management. Invite a speaker from an emergency response provider or training organization (e.g., American Red Cross, local emergency squad, hospital emergency room staff) to discuss training requirements.

**Variation:** Students create a chart outlining the steps in a basic first aid procedure or medical emergency. Students create a series of posters or photographs illustrating the steps.

**Variation:** Students create a list of simple emergencies that might occur when a student is home alone or baby-sitting. For each emergency, students find a resource for more information or a phone number that can be used in such emergencies. Students develop the information into a guide for baby-sitters or latchkey children.

[CCWR: 3.1/3.3/3.9/3.11/3.12/5.6/5.9]

**B. HEALTHCARE IS OUT THERE**

Brainstorm a list of healthcare providers and write the list on the board. (Be sure to include specialists in various aspects of healthcare, not just doctors, nurses, and dentists.) Through a lottery, assign one healthcare provider to each student. Students investigate the field, noting educational requirements, licensing, and the kinds of healthcare problems the specialist addresses. Students review the local phone directory to locate the names of specialists in the community and develop an oral or written presentation on the assigned healthcare provider. Students interview a provider and share the information with the rest of the class.

**Variation:** Students correspond with local, state, or national organizations to obtain literature on various healthcare careers and develop an information packet on their assigned career. Students swap information packets and review as many as possible during a class period. Each student selects one career that appeals to him/her and justifies the choice.



**Variation:** Invite a panel of healthcare providers from different backgrounds to speak to the class about the types of clients they serve and the health problems they most commonly see. Speakers should address the differences in professional preparation for their career as well as licensing and continuing education requirements.

[CCWR: 1.5/1.7/1.9/2.6/3.4/3.5/3.8/4.7]

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**Teacher Tip:** Students need to begin to distinguish between the levels and kinds of healthcare available in the community. They also need to become aware of the costs, the need for insurance, and the problems associated with misuse of healthcare services—especially the emergency room. As part of the next activity, encourage students to have a picture taken with the healthcare provider or representative for inclusion in the booklet. If this is not possible, ask the agency to supply a picture of the individual for the booklet.

### C. WHO IN MY COMMUNITY

Students interview a healthcare provider or representative from a health organization, using a teacher-prepared questionnaire (the student may add other questions). Students develop a class booklet based on the interviews. Photos and videos of the person at work can be shared.

**Variation:** Invite an emergency medical technician (EMT) and paramedic to demonstrate emergency equipment and vehicles and discuss the appropriate use of 911 and emergency medical services.

**Variation:** Visit a hospital emergency room. Students compare the activity noted on the visit to TV portrayals of hospital life.

[CCWR: 1.5/1.7/3.4/3.8/3.12]

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## ACCESSING SERVICES

**Indicator 2.1-12:** *Describe situations requiring health services and locate community healthcare providers comparing their services, benefits, and costs.*

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### SAMPLE LEARNING ACTIVITIES: 7-8

#### A. TREASURE HUNT

Prior to this exercise, develop a series of cards that describe a young person with a health problem that requires professional assistance (e.g., a young person suspects he/she has a STD, is very depressed, or has a nagging injury from sports). Prepare a series of very general questions that guide the students through an information treasure hunt. Questions might include the following:

## STANDARD 2.1: HEALTH PROMOTION AND DISEASE PREVENTION

- What is the problem?
- What caused the problem?
- Where should I go for advice?
- What should I do next?
- What happens if I can't find help?

Set up stations in a large area such as a gym or cafeteria. Use high school peer educators to represent various school and community health specialists, agencies, and organizations that assist students to solve their problems. (Be sure to include a station marked *parent*.) Provide the peer educators with props, such as phones or computers, that can be used as they role-play their assigned parts. Some of the healthcare providers may charge money for services and some provide free or low cost services. Provide some students with play money that can be used to pay for services. Distribute one problem card to each student. Students visit the various stations trying to solve the problem noted on their card. When the problem seems to be solved and all the assigned questions have been answered, students submit their cards to the teacher or supervisor who offers them a treasure (e.g., a button, T-shirt, hats). Follow this activity with a discussion of the experiences, frustrations, and successes in defining the problem and navigating the system. Focus on the following questions:

- How did you find out more about your problem?
- Was it hard to get this information? Did you understand it?
- Is it a common problem for kids your age?

Students complete a journal entry describing what they learned from this experience.  
[CCWR: 3.1/3.3/3.4/3.8/3.13]

### B. COMMUNITY SURVEY

Students design a survey to identify and categorize individuals and agencies that provide healthcare services in the community or county. The survey should focus on the costs of services; the need for a referral for services; and the ages, groups, or gender of clients served. Students plan the distribution of the survey, administer the survey, and collate the results. Using the information obtained, students design a pamphlet or resource guide and share it with the participants in the survey. In addition, students make recommendations to eliminate gaps in services identified in the survey.  
[CCWR: 2.6/2.7/2.8/3.4/3.8]

### C. THE MAZE OF SERVICES

Divide the class into small groups, and give each group a case study describing a person with a health problem. (Be sure you provide examples of children, teens, and adults.) Each group describes the individual's problem, contributing factors, and treatment and then determines where the person should go for treatment and care. Include information on insurance, the availability of services, and community factors in the scenarios. Each group presents a portfolio with current research on the health condition, the types of treatment available, and potential costs for treatment. The case studies are presented to the class and discussed.

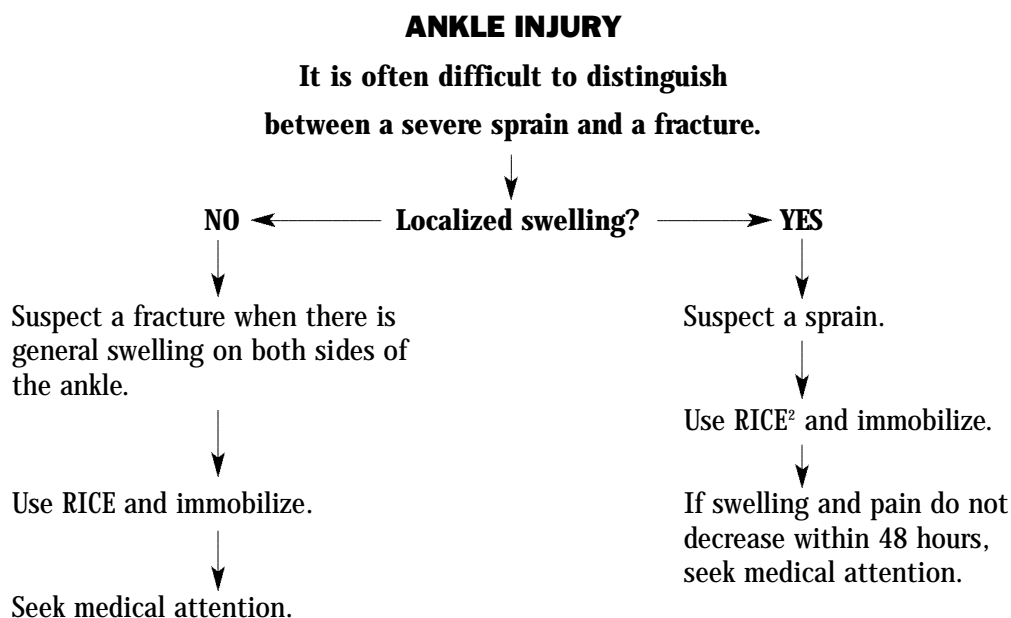
**Variation:** Invite a pharmacist, physician, nurse practitioner, dentist, or other healthcare provider to class to discuss trends and issues in healthcare. Invite a representative from the insurance industry to present a point-counterpoint debate.

**Variation:** Students design a board game that illustrates the frustrations of the maze of services. In the game, students move from space to space encountering obstacles to services such as lack of money, no transportation or appointment delays. Students navigate the system with positive health behaviors, regularly scheduled healthcare visits, and supportive family and friends.  
[CCWR: 3.1/3.4]

**Teacher Tip:** In the following activity RICE stands for rest, ice, compression, and elevation.

#### D. MAPPING EMERGENCY SERVICES

Define **algorithm** and display an example. Describe how an algorithm can be used by emergency personnel to provide consistent care that meets approved standards. Students design a simple algorithm for a common injury or illness (e.g., insect bites or stings, ankle injuries, poisoning, chest pain). Students research the appropriate care, create the algorithm, and demonstrate its use. A sample appears below.



[CCWR: 5.1/5.5/5.6/5.9]

**E. HUNT FOR LITERACY**

Students participate in a scavenger hunt looking for **health literacy**. After discussing the definition of health literacy, organize the class into pairs and assign each pair a list of teacher-generated questions regarding health and wellness (e.g., name one doctor in the community; name and locate a substance abuse treatment facility in the county). Students use the library, telephone directory, newspaper, or Internet to look for answers to the questions. The pair that completes the assignment first (with the correct answers) wins. When all students complete the task, students share the information they gathered.

[CCWR: 2.5/2.6/3.1/3.4/3.5/3.12]

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**CONSUMER HEALTH**

**Indicator 2.1-13: *Examine health product and food labels and advertisements comparing accuracy, content, directions, and value.***

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**SAMPLE LEARNING ACTIVITIES: 5-6****A. READ THAT LABEL**

Ask the students how they decide what to eat for breakfast. Write the factors that were considered on the board. Place five napkins on a desk and pour a different kind of cereal (about 1/2 cup) on each one. (Don't let students see the brand name of the cereal.) Using a 5-point scale, (1 = Poor, 5 = Great), students rate each cereal for healthy nutrition based solely on its appearance. Students justify their answers. Next, divide the class into five groups. Give each group a "Nutrition Facts Label" cut from the box of one of the cereals used in the rating. Each group matches the label, the cereal, and the brand by analyzing the ingredients and nutrients listed on the label. (You may want to copy the nutritional information so students cannot obtain clues from the color or size of the cutout label.) Discuss their selections and reinforce information about making healthy food choices using nutrition labels. As follow-up, students select one food product from a different category (e.g., canned products, juice drinks, frozen entrees) bring in a label, and analyze it.

**Variation:** Play a modified version of "The Price is Right" or "Supermarket Sweep." Line up five different brands of products. Students guess which product is the most expensive. Students match the ingredients with the right product and justify their answers.

**Variation:** Provide students with a number of supermarket circulars. Using a predetermined grocery list, students search the ads for the best buys. Are nutritious, healthy foods more expensive? Where might you shop for the best prices and value?

[CCWR: 1.12/3.2/3.8/3.12]

**Teacher Tip:** Whenever you ask students to visit community agencies or vendors, inform the parents and community in advance. Invite community business leaders and agency representatives to be a part of projects by providing speakers, assisting the students with projects, mentoring student projects, or providing incentives for the completion of projects.

### **B. NAME THE BETTER VALUE**

Show students examples of brand name and generic products. Divide the class into groups of five and have each group compare the information found on package “X” with that of package “Y.” Each group lists similarities and differences and presents this information to the rest of the class.

**Variation:** Students investigate the cost of an imaginary shopping list. One half of the class prices only generic or store brand products while the other half of the class prices only name brands. Encourage the students to practice shopping at stores in their community. Students compare the costs and write five tips for smart shoppers.

[CCWR: 1.12/ 3.2/3.3/3.7/3.12]

**Teacher Tip:** The following activity requires students to taste items. Be advised that some students may be allergic to ingredients such as chocolate or nuts. Provide an alternate safe choice for those students. Be sure each student washes his/her hands before the start of this activity.

### **C. COOKIE QUALITY**

Prior to this activity, prepare a cookie rating chart similar to the one that follows. Select three types of chocolate chip cookies for this activity: one generic or house brand, one middle-of-the-road brand, and one premium brand. Do not reveal the brand of cookies until the end of the activity. Begin by asking the class how they decide what brands of foods to buy. Would they buy the same brands their parents do if they had a choice? On what basis do they make these decisions? Explain that today they will become cookie taste testers and raters. Provide each student with three napkins and a small glass of cold water. (Keep a pitcher handy.) Students write number 1 on one napkin, number 2 on the second napkin, and number 3 on the third. Give students the number 1 cookie and tell them to place it on the corresponding napkin. Remind students not to eat the cookie. Do the same for cookies 2 and 3. Guide the students through a taste test of each cookie, one cookie at a time, with sips of water in between. Students record the information on the chart, rating each cookie on a scale from 1 (Bad) to 10 (Great). Students calculate the class ratings for each cookie and then discuss the factors influencing the choices. Read aloud the ingredient label for each brand of cookie. Announce the cost per serving. Reveal the brand of the cookies. Were there surprises? Ask: “Does this change your ideas about buying certain kinds of products? What are some of the chemicals found in some brands of cookies? What are they for?” Students write a brief paragraph summarizing the taste-testing experience and relating it to examining food labels.

COOKIE RATING FORM				
	Number of Chips	Taste Rating	Texture Rating	Comments
Cookie #1				
Cookie #2				
Cookie #3				

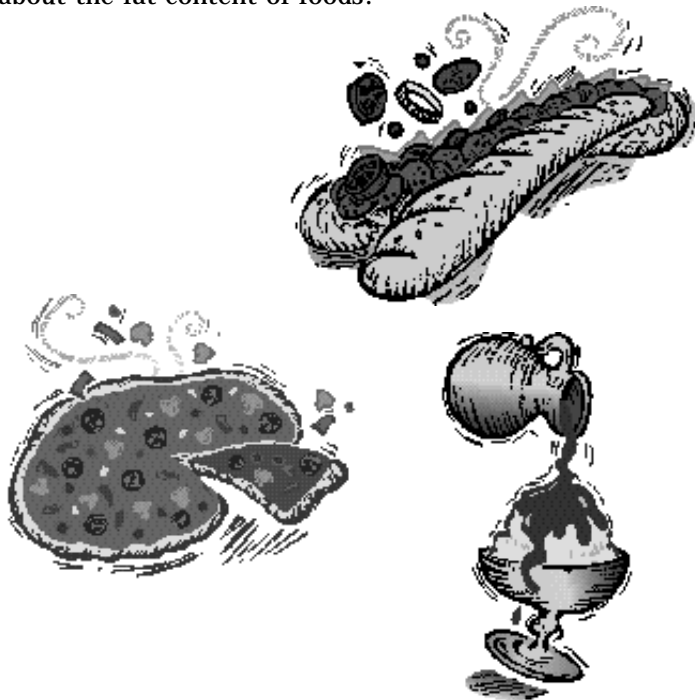
[CCWR: 1.12/3.2/3.3/3.7/3.8/3.12]

**D. IS IT FAT?**

Choose several different types of foods (e.g., meat, carrots, potato chips, cookies). Cut as many 3 inch squares from a paper bag as you have food samples. Students rub each food on a square of brown paper, remove the food, let the squares dry, and then hold each square up to a high-intensity light. Students observe, record the results, and answer the following questions:

- What effect did the different foods have on the paper?
- Can you determine the amount of fat in foods using this method? Explain.
- How might this information affect your food choices?
- Where can you find information about the fat content of foods?

[CCWR: 3.1/3.7/3.9/3.12]



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## CONSUMER HEALTH

**Indicator 2.1-13:** *Examine health product and food labels and advertisements comparing accuracy, content, directions, and value.*

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### SAMPLE LEARNING ACTIVITIES: 7-8

**Teacher Tip:** Contact the management of the local fast food chains in your town for literature that describes the nutritional value of their foods.

#### A. FAST-FOOD

Divide the class into five groups. Give each group a “fast-food scenario”—a description of a teenager’s fast food eating habits. Each group discusses their assigned scenario and decides whether the teen made a wise food choice. Give the students information about the costs of the selections, and encourage the use of additional resources (e.g., pamphlets, articles, Internet sites) to investigate the nutritional content of the choices. Each group develops three to five recommendations to improve the teen’s food choices. Examples of fast-food scenarios might include the following:

- Freddie stops at his favorite fast-food place every day after school for fries and a shake.
- Sally is watching her weight; she selects a salad and lowfat dressing when she eats there with friends.
- Harvey buys the largest cheeseburger they sell (according to the ads, Harvey has a “man-sized” appetite) and combines it with a super soda and giant fries.
- Bonnie never chooses the same thing on the menu—sometimes she’ll eat a burger; the next day a fish sandwich.
- Malik always orders his burger plain—no catsup, pickle, tomato, or secret sauce for him.

**Variation:** Students outline their typical fast-food diet, analyze the nutritional content and calories, and offer suggestions to improve selections.

[CCWR: 1.12/2.5/2.6/3.2/3.4/3.12]

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**Teacher Tip:** The next activity can be modified to use medicines, cleaning or household agents, or health and grooming products.

#### B. THINK BEFORE YOU EAT

Ask students if they have ever gone to the store looking for something and couldn’t find it—only to discover that the label and packaging had been changed. (This happens with paperback books so use these as a visual example.) Talk about the importance of looking carefully at labels to determine what changes have occurred (e.g., size of can or package, serving size, directions, concentration, content). Show various serving sizes of products—especially things like one cookie, one piece of candy, or one



## STANDARD 2.1: HEALTH PROMOTION AND DISEASE PREVENTION

cracker. Divide the class into four groups, and give each group a can of peaches (one generic brand, one light brand, and two regular brands). Each group completes a chart describing the cost of the product, the serving size, number of servings per container, number of calories per serving and nutritional content (including protein, fat, calcium, and other important nutrients). Students note if additives or preservatives have been added. After gathering all this information, the group votes on whether they would buy the product. Exchange products and repeat the exercise until each group has collected information on all four cans of peaches. The entire class discusses the results of the investigation and draws conclusions.

**Variation:** Instead of using peaches, use fruit juice. Another option is to compare fruit juice and fruit drinks and develop a comparison-contrast chart.

[CCWR: 1.12/3.2/3.7/3.8/3.12]

### C. SUGAR SLEUTH

Brainstorm the various names for sugars found in foods (e.g., *sucrose*, *corn syrup*, *fructose*, *honey*). Provide students with an assortment of food labels. Students look for the foods with the highest sugar content per serving and list the ingredients. Students note the kinds of sugars and sweeteners most often found and the products highest in sugar. After discussion, students write a conclusion based on their sugar investigation.

**Variation:** Repeat the exercise looking for fat content.

[CCWR: 1.12/ 3.7/3.8/3.12]

### D. ADD IT UP!

Brainstorm reasons why additives are put into foods, then have students perform the following experiment. You need one slice of homemade bread and one slice of store-bought bread. Place a slice of bread on a plate, cover it with plastic wrap, label and date it. Leave the plates out at room temperature for several days. Each day, students observe the bread slices and note observations. Students record the date that mold first appears on each slice of bread and compare. Students answer the following questions, using their notes and observations.

- How many days did it take for the mold to appear on each slice of bread?
- What additives are listed on the store-bought bread label?
- Draw some conclusions about the use of food additives.
- What might happen if additives were banned from all food products?

Students investigate various kinds of food additives, including added nutrients, flavorings, and colorants to conclude the activity.

**Variation:** Students examine grooming products, such as shampoos, toothpaste, and mouthwash and compare additives and chemicals in similar products.

[CCWR: 3.6/3.7/3.8/3.9/3.12]

## BEHAVIOR INFLUENCES

**Indicator 2.1-14:** *Analyze the influence of peers and the media on risk behaviors, injuries, and violent behavior.*

### SAMPLE LEARNING ACTIVITIES: 5-6

**Teacher Tip:** For the next activity, be sure the peer educators (or peer leaders) represent the diverse backgrounds of your students.

#### A. POSITIVE PEER PRESSURE

Invite high school peer educators or peer leaders to discuss some of the behaviors, values, and beliefs passed on to them by their families, their culture, and their religion. The peer leaders should discuss how these influences have affected their ability to achieve as a student and how they impact their plans for the future. After the discussion, each member of the class writes a description of a special family tradition or value that is positive, natural, and meaningful for them. Make a class list of the values and traditions identified.

**Variation:** High school peer educators leaders identify typical adolescent behaviors that conflict with family rules and values, then guide the younger students to identify alternatives to the negative behaviors. The peer educators share some of the situations they experienced (e.g., being pressured to drink alcohol, skip school, use drugs) and discuss how they chose to handle the situations. Divide the class into several smaller groups, and assign each group a peer educator. Each group develops a role-play showing the effective use of positive peer pressure and effective communication skills and then performs the skit for the class. Students discuss the strategies used in the role-plays and suggest additional ones for each situation.

**Variation:** Students write a story about a young teen in a tough situation dealing with negative peer pressure and how the person handled it.

**Variation:** Share open-ended vignettes that illustrate peers trying to influence a teen to steal, damage property, cut school, smoke, or participate in other unhealthy or unsafe behaviors. Students write a positive ending to the scenario or act out a positive and negative ending and discuss.

[CCWR: 1.2/4.11]

#### B. CELEBRITY MESSAGES

Show students a variety of TV commercials and public service announcements (PSA) that use celebrity spokespersons. As you show each one, ask students to focus on the message and not the person. Ask students to identify what the product or message really is. “Why are celebrities used? Were the ads or the PSAs more convincing? Why? Which cost more money to make? Which was flashier? Which ad was more eye catching?” Next, have each student select a celebrity and develop a positive message for kids about a health concern, such as tobacco use, guns, violence, or vandalism. Students design the ad or PSA and perform it impersonating the celebrity.

[CCWR: 1.12/3.15]

**C. PARENTS AND PEER PRESSURE**

Ask students: “Do you think your parents experienced peer pressure when they were growing up? What kind of pressure? What kinds of activities were they pressured to participate in? Have they ever told you about such incidences?” Students interview one of their parents or another adult to find out what peer pressure was about in the “olden days.” and share the results of the interview with classmates. Display the written interviews, along with a picture of the person interviewed. Frame the interview with questions such as:

- What kinds of pressures do you remember when you were my age?
- Were there pressures to dress a certain way? To join a club or gang?
- Were there pressures to smoke, drink, and use drugs?
- What kinds of groups existed in school?
- What did people do to resist peer pressure?
- What is your best piece of advice for me?

**Variation:** Students interview a high school or college-age student about incidents of peer pressure. [CCWR: 3.1/3.3/3.12]

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**BEHAVIOR INFLUENCES**

**Indicator 2.1-14:** *Analyze the influence of peers and the media on risk behaviors, injuries, and violent behavior.*

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**SAMPLE LEARNING ACTIVITIES: 7-8**

**Teacher Tip:** The following activity requires students to watch television for a prescribed period of time and analyze activities and attitudes presented in the shows. To enlist the help and support of parents, notify them of this assignment and suggest they watch the shows with their child. Some students may not have access to a television. In such cases, arrange for students to watch an appropriate show after school or in the media center.

**A. TV VIOLENCE LOG**

Brainstorm the names of TV shows the students watch most often. Ask: “How many of the shows feature violent behavior?” Students watch one TV show per day for one week and record the number of violent acts on the show. At the end of the week, students share the names of the shows they watched and the number of violent acts seen on those shows. Students total the number of violent acts seen per show, per night, per week or on one network. Students draw conclusions about the incidence of violence on TV and how it is portrayed. Do they feel this has a direct effect on people’s behavior? Students write letters to the local station, the network, or the show’s stars regarding some of the actions they think should not be shown on television.

**Variation:** Students compare their findings with the TV ratings system. Does the system work? Students compare the TV rating system and the movie rating system.

**Variation:** Students log incidents of sexual behavior on TV shows.

**Variation:** Students look through local newspapers for incidents of violent behavior, noting trends and comparing local crime statistics. Contact the local police department to obtain community statistics.

[CCWR: 3.1/3.7/3.9/3.12]

### **B. TV LOG - REVISITED**

Using the TV log created in the previous activity, students answer the following questions:

- What kinds of violence were portrayed?
- How did the victims deal with it? the family members? the community?
- Who was involved? age? gender? race or ethnic group?
- Where did the violent acts occur? on city streets? in the home? in school?

Discuss the answers to the questions and compare with national trends and crime statistics. Show students excerpts from two or three TV shows where violent behavior was dealt with inappropriately. Then show examples of positive ways to deal with violence. Discuss alternative approaches to the examples. Students list 10 things they can do to avoid violence.

[CCWR: 3.1/3.7/3.9/3.12]

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**Teacher Tip:** The following activity allows students to examine the influence of peers on their own behavior. Instruct students to answer each question honestly and to keep their responses confidential.

### **C. THE INFLUENCE OF FRIENDS**

Ask the class: “How many of you have done something just to go along with the crowd?” Tell students that even adults have trouble “thinking for themselves” at times. It takes lots of practice. Read aloud the following 10 questions that address ways students deal with their peers. Each student indicates on a sheet of paper a yes or no response to each question.

### THE INFLUENCE OF FRIENDS

**Directions:** Answer each question by indicating YES or NO. Tabulate the number of YES answers and NO answers.

1. Have your friends ever pressured you?
2. When you feel alone or lonely, do you have a problem making a decision?
3. Do you ever do some things just so your friends won't make fun of you?
4. Do you sometimes act one way with one group and another way with your friends?
5. Do you have the same goals as your friends?
6. Have your goals changed or have you achieved fewer of them since you started hanging out with your current group of friends?
7. Is it hard for you to make new friends?
8. Do you spend most of your time with one group of people?
9. Do your parents disapprove of your friends?
10. Would you feel guilty if you stopped seeing a friend who no longer shared your values?

**Scoring:** If you have more NO answers than YES answers, you are in better control of your life and the decisions you make. The more NO responses, the more likely you are to be able to resist negative peer pressure.

Conclude the activity with a journal writing exercise focusing on strategies to handle peer pressure. [CCWR: 3.1/3.9/3.13]

### D. BRAND-NAME MATCH GAME

Divide the class into teams of five. All participants need paper and a pencil. Each team plays the *Match Game*, in which they are asked to match a product name with the choices of others. To do this, one team sits facing the class. Name a category of consumer goods, such as candy bar or shampoo and instruct the class to write down a favorite brand of the product (e.g., if the category is candy bar, students might write Snickers, Reese's Peanut Butter Cup, Hershey Bar). While the audience completes this task, the first team predicts, in writing, the brand they think classmates will select as their favorite. Team members who guess the same brand as the majority of their classmates win team points. After a prescribed number of questions or time, teams switch. After all teams have had a chance to play, ask a few volunteers to justify why they choose particular brands. Explain that it is important to have a good reason to buy and use a particular product, not just because the rest of the class or an ad tells you to choose it. Students list information needed to become a better-informed consumer.

**Variation:** Team members who guess correctly remain on the panel to earn points. A member of the audience replaces team members who do not guess correctly. Students develop a checklist of things to consider when making a purchase of goods or services.

**Variation:** Students list the top 10 reasons why people buy certain products. Create a class list on the chalkboard. Students rank the reasons from highest to lowest priority. This assignment creates much discussion as students justify their answers. After the rankings are complete, ask if the rankings might change with different kinds of products. Assign each student a specific product (e.g., a car, home, appliance, TV). Each student asks an adult what factors they consider when making such a purchase. Share the results with classmates and compare with the original list.  
[CCWR: 1.12/3.1/3.9/3.10/4.6]

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## HEALTHY ADULthood

**Indicator 2.1-15:** *Describe a healthy adult, discuss adult physical and mental health problems, and use health assessment data to develop strategies for reducing health problems and related risk factors.*

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### SAMPLE LEARNING ACTIVITIES: 9-12

#### A. LIVING A BALANCED LIFE

Brainstorm definitions of the word **balance**. Explain that being a balanced adult means understanding and meeting your social, emotional, and physical needs. Achieving balance with attention to self, career, and relationships is sometimes very difficult. Write “self”, “career,” and “relationships” on the board as headings for three columns. Brainstorm aspects of life that fit in each area. The completed list should look something like this:

##### SELF

- Fitness
- Health
- Spiritual
- Emotional
- Sleep
- Hobbies

##### CAREER

- Student
- Home
- Volunteer Work
- Working for Pay
- Travel on the Job
- Professional Development

##### RELATIONSHIPS

- Spouse
- Dating
- Friends
- Family
- Parents
- Children

## STANDARD 2.1: HEALTH PROMOTION AND DISEASE PREVENTION

Divide the class into four groups, and give each group a large cardboard circle. Students read and discuss a description of a person's life and decide what percentage of the person's life is devoted to each of the three aspects of balance. If the person's life is not balanced, the group makes suggestions to create more balance. Each group presents their individual's story and describes the balance or imbalance in his/her life and ways to improve it. Examples of situations might include:

- This person spends 60 hours a week at work and travels a lot with his/her job. He/she is active in the community.
- This person works in a bank and is very popular because he/she is very sociable. He/she never says no to a friend or family member.
- This person works out in a gym most of the day and works on a novel the rest of the day. He/she spends little time with family or friends.
- This person is an accountant for a large oil company. He/she plans time very carefully; attempts to spend time with his/her family, and continues to keep physically active.
- This person works part-time and is a part-time student at a local college. He/she spends his/her free time at clubs and bars looking for the "perfect" date. He/she lives in his/her parents' home but is only there to sleep.

[CCWR: 1.2/3.2/3.8/3.9/3.13]

### B. DARE TO BE 100

Brainstorm attitudes about senior citizens. Explain that the process of aging is very misunderstood. Older citizens may be treated differently depending on the cultural background of the family. Students develop a plan to achieve old age entitled "Dare to Be 100." Students list at least 20 suggestions to help them achieve the "ripe old age" of 100 years. Students consider ethnic and hereditary factors in the development of the plan.

**Variation:** Invite a panel of adults at various life stages to speak to the class about ways they stay young and healthy.

**Variation:** Students interview senior citizens about the positive things in life that have kept them active and healthy and ask them how they deal with the changes and problems of aging.

**Variation:** Students shadow a senior citizen for a typical day and write a journal outlining his/her activities. Compare the day's events with the stereotypical perceptions of "A Day in the Life of a Senior Citizen."

**Variation:** Interview a local citizen who is at least 100 years old. Plan a life celebration, hold the event, and record the day's events on videotape.

[CCWR: 4.1/4.6/4.7]

**C. ENVISION YOUR LIFE**

Ask students: “What is your life like right now? How do you expect it will change as you grow older?” After a brief discussion, explain that there are certain factors that impact health and well being as individuals grow older. Students make predictions about their life, addressing the four important areas noted on the chart below. Students complete the chart, share their predictions, and justify their responses. After discussing the charts and predictions, emphasize that having goals contributes to wellness. Students write an action plan on their life goals, outlining how they expect to achieve them.

**LOOKING AHEAD**

Age	Where You Live	Job or Major Activity	People Closest to You	Interests and Hobbies
Present				
20				
30				
40				
60				

[CCWR: 3.2/3.10/4.1/4.3]

**D. LIFE EXPECTANCY**

Students research and compare health problems that affect adults such as diabetes, HIV/AIDS, heart disease, cancer, or depression. Students collect information about the incidence of the condition by age, race, ethnic background, and gender; investigate trends in the disease in the last 10 years and 5 years; and make predictions for individuals with the disease. Based on the information, students write a letter of advice for an imaginary friend that has a history of the disease in his/her family.

**Variation:** Divide the class into small groups, and assign each group a case study similar to the one that follows. Using the data provided in the study and additional information obtained from other resources, groups discuss the implications of the condition for the individual, family members, and any future children.



**SAMPLE CASE STUDIES****Case Study #1**

Niki has been told she has sickle cell trait. She knows she does not have the disease—she feels fine— but she’s not really sure what this means for her future.

**Case Study #2**

Ari has been diagnosed as HIV positive. She can’t figure out where she might have contracted the virus because she only had sex with one man. Ari wants more information on how this disease may affect her pregnancy.

**Case Study #3**

Tarqui has been told he has high cholesterol. His dad has high blood pressure, and his grandmother had a stroke. Tarqui is only 18—how could he possibly be concerned now—only old people have heart attacks and strokes.

[CCWR: 2.6/2.7/3.2/3.4/3.5/3.12]

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**Teacher Tip:** The next activity requires students to evaluate the health of their community. Use this activity to get students involved in community service projects that enhance the health and well-being of citizens.

**E. DESIGN A HEALTHY COMMUNITY**

Read aloud a profile of an unhealthy community (e.g., noise, pollution, crime, poor sanitation, crowded conditions, toxic waste). Explain how a healthy community contributes to the overall health of an individual. Divide the class into small groups to design a healthy community. Students include access to healthcare services and describe ways the community addresses issues such as violence and drug use. Students design a healthy community using computer simulation or models and present their community to the rest of the class.

**Variation:** Students survey their community for evidence of healthy and unhealthy conditions and compile a class list of the observations. Divide the class into small groups, each group addressing one unhealthy aspect of the community. Groups describe the conditions and develop action plans to remedy or improve the conditions. Groups share their plans and the class votes on the best plan. The entire class presents the plan to community officials at a town meeting.

[CCWR: 2.2/2.6/2.7/2.8/2.9/3.4/3.5/3.13/4.2]

## FACTORS THAT INFLUENCE WELLNESS

**Indicator 2.1-16:** *Analyze the impact of genetic, nutritional, behavioral, cultural, and environmental factors on the functioning of body systems and use this information to identify responsible health practices.*

### SAMPLE LEARNING ACTIVITIES: 9-12

#### A. TURN OFF THE TUBE AND MOVE

Write five benefits of exercise on five separate index cards. Divide the class into five groups and give each group an index card. Each group identifies three television programs that adolescents watch and creates a news story that will be used to interrupt one of the identified TV programs. For the presentation, students pretend to watch a certain TV show. Students may actually use footage from the show in the presentation. While students are watching the show, announce “We interrupt this program (name the show) to bring you the latest reasons why you should turn off the tube and move.” Students use the reasons noted on their card as part of their news flash. After all groups have presented, discuss the relationship of activity to lifetime wellness. Students develop a contract to forego at least one TV show in order to exercise for thirty minutes at least three times per week.

[CCWR: 3.1/3.9/3.12/3.15]

#### B. ENVIRONMENTAL Pictionary

Modify the classic game *Pictionary* to address environmental health issues. Divide the class into two teams. Each team guesses a word or term that relates to a team member’s drawing. The team that guesses correctly gets team points. The team gets bonus points if a team member can relate the term to a positive health behavior. For example, if the term is noise pollution, the positive behavior might be to turn the music down.

[CCWR: 3.12/3.13/4.2]

#### C. PROBLEMS WITH THE SYSTEM

Students select a body system and research health problems associated with that system, selecting one condition for further research. Students develop a research portfolio outlining the factors associated with the particular condition (e.g., genetic, nutritional, behavioral, cultural, environmental). Students emphasize how to prevent or reduce one’s susceptibility to the health condition. Students share their findings in a research forum—a roundtable discussion of related health conditions. For example, students choosing the cardiovascular system may conduct research regarding mitral valve prolapse and share their findings with other students investigating cardiovascular disorders. Students selecting the respiratory system might narrow their research to asthma or tuberculosis. Display the portfolios for all students to review.

**Variation:** Students develop a series of computer graphics or illustrations that trace the origins of a disease and track the changes in the body if the disease progresses untreated.

[CCWR: 2.6/2.7/2.8/3.2/3.4/3.5/3.8]

**D. CANCER PREVENTION**

Students research a particular kind of cancer and develop a cancer prevention pamphlet, commercial, or public service announcement (PSA). For example, students focusing on colon cancer could inform the public about the effects of the dietary guidelines on cancer prevention. Students focusing on breast cancer might develop a question and answer sheet on self breast examination. Students focusing on skin cancer could emphasize the use of sunscreen. Students publish their pamphlet or videotape the commercial or PSA. Students can also develop announcements for the school TV or radio station to be used during Cancer Awareness Week.

**Variation:** Students develop a similar campaign for cardiovascular disorders, Lyme disease, or diabetes.

[CCWR: 2.2/2.6/2.7/2.8/3.4/3.5/3.15]

**E. ENVIRONMENTAL LINK**

List the following statements on the board:

**I will:**

- Be concerned about environmental issues.
- Keep the air clean.
- Keep the water clean.
- Keep noise at a healthful level.
- Keep the indoor environment free of pollution.
- Protect myself from radiation.
- Dispose of solid waste.
- Recycle.
- Be aware of the effects of an overcrowded world.
- Cooperate with environmental protection agencies.

Divide the class into 10 groups and assign one statement to each group. Groups brainstorm actions that support the assigned statement. Give each student a strip of colored paper 11 inches long by 2 inches wide. Each student writes one of the actions selected by his/her group on the paper. Students mingle with students in the other groups. As the students mingle, one student identifies the skill or action identified on his/her sheet of paper, announces the skill, and links with another student. Staple the two pieces of paper together to link and continue to do this until the entire class is linked on one long paper chain. Discuss why the 10 actions are linked, and encourage students to speculate what might happen when one of the links is broken. Students develop a list of ways they can influence others in their community to protect the environment.

[CCWR: 3.2/3.9/3.12]

**F. JUST ONE LOOK**

Ask students to bring to class a pair of sunglasses and a mirror. Students get just one look to determine how fashionable their sunglasses really are. Students vote which sunglasses they like best. Ask students to share the criteria they used to make the decision. Then pose this question: “What criteria should you use to purchase a pair of sunglasses?” Explain the standards for sunglasses, and discuss potential health hazards that can occur when the eyes are not protected.

**Variation:** Discuss the need to wear safety glasses or goggles in labs and shop. Show various forms of protective eye equipment used in vocational settings. Demonstrate first aid techniques used for eye injuries.

**Variation:** Compare the need for sunglasses to the need for skin protection. Discuss the use of tanning equipment, tanning products, and sunblock or sunscreen. Students create posters or develop pamphlets to be displayed and distributed prior to summer break.

[CCWR: 1.12/5.1/5.4/5.5/5.6/5.7]

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## HEALTHCARE

**Indicator 2.1-17: *Analyze situations that require professional health services, analyze the costs and sources of payment, and discuss how these factors influence the accessibility and delivery of healthcare.***

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### SAMPLE LEARNING ACTIVITIES: 9-12

**A. CHOOSING HEALTHCARE**

Students select a specialty healthcare provider (e.g., music therapist, dental hygienist, medical technician, pediatric nurse practitioner, nurse midwife, psychiatrist); research career preparation, licensing requirements, and job specifications; and develop a list of 10 criteria to consider when choosing that type of healthcare provider. Students develop a community resource guide using the information.

**Variation:** Students research various kinds of healthcare facilities (e.g., nonprofit hospital, voluntary agencies, community clinic, college health centers) and develop a criteria list and/or a resource guide as noted above.

**Variation:** Provide students with a description of health services delivered by a community agency or health professional. Students match the description with the correct agency name or professional title.

**Variation:** Research types of life, health, and disability insurance. Develop a guide for students describing each type and the benefits and problems associated with each.

[CCWR: 1.5/1.12/1.7/1.9/3.4/3.8]

**B. WHO PAYS FOR HEALTHCARE?**

Invite a personnel or benefits director from a large company to discuss the health benefits package available to employees. (You may prefer to have a panel of speakers representing various employers in the community.) Be sure the speakers address terminology such as ***pre-existing condition***, ***deductible***, ***copayment*** and ***lifetime limit***. After the presentation, divide the class into groups. Give each group a folder that describes an insurance package. Students review the package and list the positive and negative aspects of the program. The guest speakers circulate and assist in the review. Each group presents their package and the class votes on which benefits package they think is the best. Students justify their choices.

**Variation:** Provide students with case histories of individuals with illnesses or injuries that require hospitalization or long-term healthcare. Students interview hospital representatives, healthcare providers, pharmacists, and insurance company representatives to determine the costs and parameters of care. A speaker from the local hospital may be used to explain hospital charges and recent changes in length-of-stay necessitated by insurance reform.

**SAMPLE CASE STUDY**

Maria has a 6 year old brother with severe asthma. Her family does not have insurance and they do not qualify for Medicaid. When Jose has a bad asthma attack, Maria has to rush him to the local emergency room. Usually they give him some new medicine and send him home. He has not been to his asthma doctor in over a year and he has four new medicines to take. Maria is concerned that he is on too many medicines.

[CCWR: 1.12/3.4/3.8/4.2/4.6/4.7]

**C. WHERE TO GO**

Explain that it is important to know where to go to get appropriate healthcare, especially when students will be moving out, going to college, or joining the armed forces. Divide the class into small groups and give each group a scenario. Students analyze the problems noted in the scenario, conduct appropriate research, and make recommendations for care. Students discuss their conclusions and suggestions with the rest of the class. Scenarios might include the following:

- S. W. missed her last period and has been nauseous the last 2 weeks.
- J. W. has constant pain in his knee and sometimes it is swollen. He has been taking an over-the-counter medication for over 2 weeks.
- T. W. has pain on urination and continues to have unprotected sex with several partners.
- P. W. has had shortness of breath and feels her heart pounding whenever she takes a test.
- Q. W. has had frequent nosebleeds, tires easily, and has bruises on his arms and legs.

[CCWR: 2.6/3.4/3.8/3.13]

**Teacher Tip:** The “Game of Life,” sponsored by the South Jersey Perinatal Cooperative, is a modified health fair where agency representatives assist students with hypothetical problems. The Game offers students an opportunity to solve a variety of problems ranging from finding healthcare to obtaining insurance to taking job-related courses. Representatives from community agencies and businesses are used to authenticate the experiences. For more information, contact the Cooperative at (609) 665-6000.

#### **D. SCAVENGER HUNT**

Provide students with a series of questions or a problem to solve related to obtaining healthcare. To solve the problem, students solicit assistance from local health agencies or providers and report the results to the class. Sample questions might include the following:

- Where can you go for anonymous HIV testing? If you find out your test is positive, where do you go? If it's negative?
- Where do you go to obtain prenatal nutrition counseling?
- You need transportation to the local health clinic for some tests. Who can you call?
- You have no insurance and you need a pregnancy and STD test.
- Your mother is very ill and you need some help around the house so you can attend school.
- Your friend wants to have an abortion. Where can you help her find out more about the procedure?
- Your family is in chaos. Your father left town and your mom is very depressed. Your brother starting drinking again. Where can you go for help?

[CCWR: 3.1/3.4/3.8/3.12]

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## EMERGING HEALTH ISSUES

**Indicator 2.1-18:** *Discuss and compare the influence of public health policy, government regulations, research, medical advances, and the healthcare industry on current and emerging health problems.*

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### SAMPLE LEARNING ACTIVITIES: 9-12

**Teacher Tip:** The next activity requires students to collect and organize information about community resources. Be sure the information is accurate before disseminating the information to the community. Include agencies that address the needs of specific cultural and ethnic groups.

#### A. AGENCIES THAT PROTECT YOUR HEALTH

Students compile a list of local, county, state, federal, and international agencies and organizations that protect and promote health (e.g., local, county, and state health departments, CDC, WHO, American Cancer Society [ACS], American Heart Association [AHA], Children's Defense Fund [CDF]). Students choose one agency and create a chart, booklet, or display focusing on the purpose of the agency, the organizational structure, funding, and important agency projects. Students should also include the location(s) of the agency and contact information in their project. Students establish a mini-health fair to showcase information about the agencies.

**Variation:** Students combine their research to develop a resource booklet. Students develop a distribution plan and disseminate the information as part of a community service project.

[CCWR: 2.6/2.7/2.8/2.9/3.4/3.5/3.15]

#### B. ETHICS IN HEALTHCARE

The media has drawn attention to a number of ethical issues in healthcare. Share articles from newspapers and magazines or information from Web sites that illustrate some of these issues. Pose a number of questions for student research and debate. After students debate each question, the class votes on the issue based on the information provided. Each student completes the assignment by writing a brief journal entry "What I Learned From Both Sides."

**SAMPLE DEBATE QUESTIONS**

- Should some people not be eligible for organ transplants (e.g., prisoners, individuals with other terminal illnesses)?
- Should assisted suicide be legal?
- Should medicinal marijuana use be legal?
- Should the state provide clean needles to drug users to decrease the incidence of HIV infection?
- Should mothers who use drugs be permitted to keep their babies?
- Should bicycle and motorcycle helmets be required by law?
- Should insurance companies be required to pay for contraceptives?

[CCWR: 2.6/2.7/2.8/2.9/3.4/3.5/3.8/3.12/3.15/4.6]

**C. WHAT'S NEW**

Discuss some of the technological and medical advances of this century (e.g., polio vaccine, antibiotics, organ transplants). Students investigate a cutting-edge therapy or device such as artificial blood, the use of cloning and recombinant DNA, artificial heart valves, or new drugs to treat diseases such as cancer or HIV/AIDS. Students prepare a written report on the subject.

**Variation:** The class develops a time line mural that illustrates specific events that contributed to world health.

**Variation:** Students research trends in healthcare over the last 50 years, the last 25 years, the last 10 years and the last 5 years. Have health conditions changed? What has happened to hospitals? What about medical training? nursing? How has technology affected jobs? Based on the information compiled, students make predictions about the healthcare industry in the next century.

**Variation:** Interview two healthcare professionals—one a recent graduate and one who has been practicing for at least 20 years. Ask the individuals the same questions. Compare their responses.

**Variation:** Videotape interviews with a variety of healthcare professionals. Ask each professional to discuss a significant issue or concern they have about the future of healthcare. Create a video featuring all of the professionals. Students script the introduction to the interviews and additional material for the video.

[CCWR: 2.1/2.10/3.1/3.4/3.9/3.12]



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## INJURY PREVENTION

**Indicator 2.1-19:** *Describe the principles of injury prevention and risk management, analyze factors that contribute to the incidence of injuries and violence, and develop strategies for prevention.*

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### SAMPLE LEARNING ACTIVITIES: 9-12

**Teacher Tip:** The following activity focuses on motor vehicle safety. Be sure to emphasize the use of seat belts. Coordinate this activity with lessons on penalties for driving under the influence.

#### A. BUCKLE UP

Ask two volunteers to mold a glob of clay into a ball and make a nose with some extra clay. Each student volunteer stands 10 feet from the board. Tell the class they are about to witness two simulated motor vehicle crashes. The two globs of clay represent the “victims” in the accident; neither is wearing a seatbelt and there is no airbag. In the first accident, the “vehicle” is proceeding at 55 miles per hour. The first student throws the ball of clay at the board as hard as he/she can. Retrieve the clay and show that the victim has been seriously injured. The second vehicle is moving at 25 miles per hour. The volunteer gently tosses the clay victim at the board. Even though the speed was slower, the victim has still sustained injuries. Discuss the experiment and have students draw conclusions. Students list factors that contribute to motor vehicle crashes and deaths (be sure to include pedestrian incidents). Divide the class into small groups to develop a list of guidelines to reduce one’s risk of injury or death. Reconvene the class and complete a class list of risk-reduction guidelines.

**Variation:** As part of a schoolwide safety campaign, students create a motor vehicle risk-reduction pamphlet and poster. Provide each student holding a driver’s license with a copy of each.

**Variation:** Divide the class into small groups, and give each group a driving situation to analyze. Students recommend safety precautions and driving strategies to reduce the risk of injury or crash. Sample situations appear below.

#### DRIVING SAFETY SITUATIONS

- Situation #1:** You just got your driver’s license. It wasn’t snowing when you left home but now it’s coming down hard—and you have an hour drive to get home.
- Situation #2:** The roads are very wet and slippery. The driver in front of you keeps stepping on the brakes and it’s hard for you to see in the rain.
- Situation #3:** Your friends all want a ride, but you only have seat belts for three passengers and there are six people. Some of your friends say they will ride in the back of the station wagon without a seat belt.

[CCWR: 3.6/3.7/3.9/3.12]

## B. SAFETY DEBATE

Students investigate existing and proposed highway safety laws and prepare to debate the issues. Examples of possible topics include the following:

- The 65-miles-per-hour speed limit
- Age for first driver's license
- Liability when driving under the influence
- Mandatory motorcycle helmets
- Mandatory child safety restraints
- Restricted driver's license
- Mandatory seat belts
- Mandatory car insurance
- Deactivating airbags

[CCWR: 2.6/2.7/3.1/3.4/3.5/3.12]

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**Teacher Tip:** Encourage the athletic trainer to serve as a resource for the next activity.

## C. SPORTS INJURIES

Students select a sport or recreational activity and investigate the most common injuries associated with the activity. Based on their findings, students develop a plan to increase safety and prevent injuries when participating in the activity.

**Variation:** Students develop a poster or booklet for younger students promoting sports and game safety (e.g., a skateboard or roller blading safety book or poster).

[CCWR: 2.6/2.7/2.8/3.1/3.4/3.5/3.15]

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**Teacher Tip:** Solicit the assistance of a local public relations firm with this project. Be sure the information is accurate before allowing students to implement their campaign. The campaign can serve as part of a community service project.

## D. MARKETING YOUR MESSAGE

Brainstorm slogans coined for health issues such as “Just Say NO” or “Be Smart, Don’t Start.” Divide the class into small groups to develop a public relations campaign and slogan for a particular health issue. The group functions like an ad agency hired to develop a campaign. Students select a problem or issue, find a target audience, investigate the problem, collect data, hold focus groups, and develop an action plan. Students brainstorm the knowledge, skills, and attitudes that impact the risk of personal injury or susceptibility to the health problem. Groups develop a campaign strategy statement, outlining the names of the PR team, the problem, and the campaign objectives. Finally, each team presents their campaign to the class and asks for constructive feedback. Students finalize and implement their plan for the target audience.

[CCWR: 2.2/2.5/2.6/2.7/2.8/2.9/3.1/3.4/3.15]

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**MEDIA INFLUENCES**

**Indicator 2.1-20:** *Analyze the influence of the media on risk behaviors, disease prevention, and the incidence of injuries and violent behavior.*

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**SAMPLE LEARNING ACTIVITIES: 9-12****A. WHAT'S ON TV?**

Students watch a different type of TV show each night (e.g., news, comedy, family, drama, horror soap, talk show) for 5 nights and record the types and number of sexual references and incidents that occur in each show. Discuss how these images impact decisions made by teenagers. Students answer the following questions:

- What were the messages? Who were they aimed at?
- What is the target audience of the show?
- What time of day is the show televised?
- How do you think the messages impact children? adults? teens?

**Variation:** Adapt the activity to investigate incidents of violence, tobacco use, or the use of alcohol and other drugs.

[CCWR: 3.2/3.3/3.7/3.9/3.12]

**B. IMAGES IN THE MEDIA**

Pose the following questions: “How are people with diseases and health conditions presented in the media? What about individuals with disabilities?” Show several excerpts from movies or TV shows that feature characters with disabilities or chronic health conditions (e.g., *Philadelphia*, *Rain Man*, *Life Goes On*). Students consider the following questions: “Are the individuals with disabilities accurately portrayed? Are they portrayed sympathetically? What messages are presented? How could the shows be more effective in their portrayals?”

**Variation:** Invite individuals with various disabilities or health conditions to talk about media issues. The panel should address stereotyping and inaccurate portrayals and give examples of positive messages.

**Variation:** Students look through magazines and newspapers to identify products and companies that use models with physical disabilities and investigate companies that produce or sell specialized equipment for individuals with disabilities (e.g., medical equipment, toys, clothing). Discuss the needs of individuals with disabilities and the companies' responses.

**Variation:** Students research laws that protect individuals with disabilities from discrimination. How have these laws affected attitudes towards individuals with disabilities? What has been the impact on the workplace?

[CCWR: 2.2/3.2/3.3/3.7/3.9/3.12/4.6]

**C. CARTOON CAPERS**

Show several clips from children's cartoon shows. Ask students to withhold their comments until they have seen all the clips. Initiate a discussion of violent incidents on the shows, and have students speculate on how children at various ages might respond to the violent acts portrayed.

**Variation:** Many cartoon shows have both overt and subtle references to sexual issues (e.g., double entendres, characterizations, costuming). Students view at least three different cartoon shows aimed at young children, list the messages, and share with classmates.

**Variation:** Students show several short cartoon clips to small groups of elementary students and solicit the students' comments and reactions to the cartoons. Students compare the reactions by age and gender to draw conclusions.

[CCWR: 3.2/3.3/3.7/3.9/3.12]

