An Elementary Approach to Improving Health Literacy in Mississippi
An Integrated Suggested Teaching Strategy for the Mississippi Health Curriculum Framework

A Subsidiary of Blue Cross & Blue Shield of Mississippi.
An Elementary Approach to Improving Health Literacy in Mississippi

An Integrated Suggested Teaching Strategy for the Mississippi Health Curriculum Framework

FIRST GRADE

Funding Provided by

Blue Cross & Blue Shield of Mississippi Foundation

A Subsidiary of Blue Cross & Blue Shield of Mississippi.

THE UNIVERSITY OF SOUTHERN MISSISSIPPI
INSTITUTE FOR
DISABILITY STUDIES

In Collaboration with
Madison County Schools

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This document was developed by The University of Southern Mississippi Institute for Disability Studies.
November 20, 2007

To: The University of Southern MS Institute for Disability Studies
   Royal Walker Jr. – Co-Director
   3825 Ridgewood Road
   Jackson, MS 39211

From: Shane McNeill, Bureau Director – Office of Coordinated School Health

RE: RFPs for Comprehensive Health and Physical Education

Thanks for your response to the Request for Supplemental Resource Providers for Comprehensive Health and Physical Education for Mississippi Public Schools.

Congratulations! Our evaluation team determined that the materials that you submitted could be included on the list of supplemental resource providers so that school districts can ensure consistency and effectiveness within the state.

With the passing of the Mississippi Healthy Students Act, schools will be required to increase physical activity and health education for K-12 students. The mandating of 45 minutes per week of health education instruction and 150 minutes per week of activity based instruction in grades K-8, presents a real need for quality instructional materials in the areas of health and physical education. Your assistance in helping to provide these resources is greatly appreciated.
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Key Stakeholders
- Blue Cross & Blue Shield of Mississippi Foundation
- Madison County Schools
- Mississippi Department of Education
- Mississippi Chapter of the American Academy of Pediatrics

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  - Ginny Nicosia
  - Janet Norris

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  - Kimberly Carter
  - Melody Young
  - Missy Hollis

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These parents reviewed the teaching strategy during development and offered feedback from a parental perspective.

- Adelene Killens
- Trina Cameron
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- Jan Entrekin
- Cammie Young
- Gretchen Mahan
Introduction

Concept words (page 36) are identified with an (*) throughout this document.

Through this project, the Institute for Disability Studies and its partner agencies and organizations will develop health literacy education strategies focused on a cross-section of Mississippi preschool, kindergarten and elementary school-aged children and their parents. The campaign will consist of activities to be initiated by children in classroom environment*(s) and involve other family members such as parents and siblings.

The project will utilize the following approach:

- Instill awareness* of health literacy and disability issues in elementary school children
- Improve parent and adult health literacy levels that affect decision-making concerning accessing health care services for themselves and their children
- Develop effective tool(s) focused on increasing family health literacy to augment the Mississippi Department of Education’s Comprehensive Health Education Framework

The project will adhere to the following principles:

- The project will seek to identify highly effective strategies currently in use and, as necessary, develop strategies to improve health literacy levels among children and parents in the state.
- The project will reduce the reliance on the “shotgun” method for the delivery of health education and health promotion* in favor of more effective and less costly approaches.
- Project approach, activities and materials will be developed in collaboration with key stakeholders and focus on a target audience that is highly receptive to health information.
- The project will be suitable for elementary school students statewide.
- The project will collect data on health literacy among children in the state and their parents in the project region(s).

What is health literacy?

The degree to which individuals have the capacity to obtain, process and understand basic health information and services needed to make appropriate health decisions.

“Healthy People 2010,” (US Department of Health and Human Services, 2000)
AN ACT TO BE KNOWN AS THE MISSISSIPPI HEALTHY STUDENTS ACT; TO AMEND SECTION 37-13-134, MISSISSIPPI CODE OF 1972, TO REQUIRE A MINIMUM PERIOD OF PHYSICAL ACTIVITY-BASED INSTRUCTION AND A MINIMUM PERIOD OF HEALTH EDUCATION INSTRUCTION IN GRADES K-8,…

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

SECTION 1. This act shall be known as the Mississippi Healthy Students Act.

SECTION 2. Section 37-13-134, Mississippi Code of 1972, is amended as follows:

37-13-134. (1) The Legislature recognizes that there is a problem with Mississippi student inactivity and obesity * * *, and therefore requires the following guidelines for school district physical education, health education and physical activity and fitness classes:

Kindergarten through Grade 8: One hundred fifty (150) minutes per week of physical activity-based instruction and forty-five (45) minutes per week of health education instruction, as defined by the State Board of Education.

Grades 9 through 12: 1/2 Carnegie unit requirement in physical education or physical activity for graduation.

All instruction in physical education, health education and physical activity must be based on the most current state standards provided by the State Department of Education...

SECTION 4. This act shall take effect and be in force from and after July 1, 2007, except for Section 3, which shall take effect and be in force from and after the passage of this act.
As with all disciplines, comprehensive health must include a range of educational experiences. It should be taught in a way that students can obtain, interpret and apply basic health information to their daily lives to enhance their individual health. To be health literate, students must be encouraged to be self-directed learners while establishing a basic understanding of health promotion* and disease prevention.* They should be encouraged to use literacy, numerical skills and critical thinking skills to gather, analyze and apply health information as their needs and priorities change throughout life. They must also use interpersonal and social skills in relationships to learn about others and from others.

The interdisciplinary nature of health contributes to the feasibility of infusing health content and skills across disciplines. These standards provide a way of making the school program more responsive to student, family and community* needs.

The 2006 Mississippi Comprehensive Health Framework serves as a guide for teachers to provide a comprehensive learning experience for students. This course should include all dimensions of health, including, but not limited to

- community*/environmental* health
- consumer* health
- disease prevention* and control
- human growth and development
- nutrition*
- family life
- safety and first aid
- personal health
- mental health
- drug abuse prevention*

The students should also gain an understanding about the importance of participation in physical activity.*

The Comprehensive Health Framework follows a developmentally appropriate sequence. The competencies are required to be taught. The competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline for ongoing instruction. The Suggested Objectives are optional, not mandatory. Suggested objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail or show the progression of concepts throughout the grades. School districts may adopt the objectives or modify them. They are encouraged to write their own objectives to meet the competencies for students in their school district.

**COMPREHENSIVE HEALTH STRANDS:**

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<th>Nutrition* (N)</th>
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<td>Drug Abuse Prevention* (DA)</td>
<td>Family Life (F)</td>
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First Grade

First grade teachers should focus on the relationship between personal health behaviors and individual well being. Teachers should also place emphasis on the basic structure and functions of the human body systems. The health of individuals is a building process; the teacher must continue to reinforce the importance of gaining a basic understanding of health promotion and disease prevention at an early age.

Competencies and Suggested Objectives:

1. COMPREHEND CONCEPTS RELATED TO HEALTH PROMOTION AND DISEASE PREVENTION (D, PH, N, D)
   a. Identify ways of preventing and controlling disease.
   b. Introduce healthy snacks.
   c. Identify reasons for taking medicine.
   d. Recognize that health problems should be detected and treated early.

2. DEMONSTRATE THE ABILITY TO OBTAIN VALID HEALTH INFORMATION AND HEALTH PROMOTING PRODUCTS AND SERVICES. (C, S, CH)
   a. Explain the roles of various types of workers in the field of health.
   b. Discuss the roles of emergency workers.
   c. Identify sources of health products and services in the community.

3. DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND REDUCE HEALTH RISKS. (PH, D, S, F, D)
   a. Explain ways family members work together to obtain and maintain healthy behaviors.
   b. Contrast safe and risky behaviors.
   c. Identify healthy habits that ensure good hygiene.
   d. Identify items appropriate for sharing and items not appropriate for sharing.

4. ANALYZE THE INFLUENCE OF CULTURE, MEDIA, TECHNOLOGY AND OTHER FACTORS ON HEALTH. (M, PH, CH)
   a. Identify factors that contribute to individuality.
   b. Introduce technologies that influence health.
5. **DEMONSTRATE THE ABILITY TO USE INTERPERSONAL COMMUNICATION SKILLS TO ENHANCE HEALTH. (M, PH, F)**

   a. Describe the difference in verbal and nonverbal communication.
   b. Demonstrate attentive listening skills to build and maintain healthy relationships.
   c. Explain how nonverbal communication impacts the feelings of others.

6. **DEMONSTRATE THE ABILITY TO USE GOAL-SETTING AND DECISION-MAKING SKILLS TO ENHANCE HEALTH. (N, PH, H, S)**

   a. Identify guidelines for making wise food choices.
   b. Explore a variety of physical activities.
   c. Set a personal health goal and track progress toward its achievement.

7. **DEMONSTRATE THE ABILITY TO ADVOCATE FOR PERSONAL, FAMILY AND COMMUNITY HEALTH. (C, PH, F)**

   a. Understand the importance of influencing others to make healthy choices.
   b. Work collaboratively in small groups to achieve a common goal.
Health education curriculum should*

- BE RESEARCH-BASED AND THEORY-DRIVEN
- INCLUDE INFORMATION THAT IS ACCURATE AND THEORY-DRIVEN
- ACTIVELY ENGAGE STUDENTS USING INTERACTIVE ACTIVITIES
- ALLOW STUDENTS TO MODEL AND PRACTICE RELEVANT SOCIAL SKILLS
- ALLOW STUDENTS TO DISCUSS HOW SOCIAL OR MEDIA INFLUENCES AFFECT BEHAVIOR
- SUPPORT HEALTH-ENHANCING BEHAVIOR
- PROVIDE ADEQUATE TIME FOR STUDENTS TO GAIN KNOWLEDGE AND SKILLS
- TRAIN TEACHERS TO EFFECTIVELY CONVEY THE MATERIAL

*2004 National Institute of Medicine
SUGGESTED TEACHING STRATEGY FOR HEALTH CURRICULUM FRAMEWORK

Competency 1:
Students will **COMPREHEND CONCEPTS RELATED TO HEALTH PROMOTION and DISEASE PREVENTION.**

**OBJECTIVE A.** IDENTIFY WAYS OF PREVENTING AND CONTROLLING DISEASE.

**SAMPLE LESSONS**

- Create a Bridge Map to build relationships by matching pictures, words and phrases.

- Discuss coughing and sneezing, emphasizing the spreading of germs. Place hole-punched dots in a balloon. Blow up the balloon. Make a sneeze noise and let the air out of the balloon causing the dots to scatter showing kids how the germs travel.

- Create a Multi Flow Map to show cause and effect on “I Want To Stay Healthy.” Read center box at the beginning of the sentence, adding the endings as extensions.

  - **I want to stay healthy**
    - because I want to spend the night with my friend.
    - because it makes me feel good.
    - because I want to play baseball.
    - so I eat healthy foods.
    - so I take my medicine.
    - so I brush my teeth everyday.
ASSESSMENT
- Observation
- Discussion

HOME ACTIVITIES
- Newsletter
- Checklist for students to document each healthy choice completed daily

OBJECTIVE B. INTRODUCE HEALTHY SNACKS.

SAMPLE LESSONS

- Sort healthy and unhealthy foods in a Tree Map by cutting pictures from a magazine, cutting out pictures provided by teacher or by a drawing (possible Home Activity).

- Sort healthy and unhealthy foods by food groups according to the Food Pyramid using play food or provided pictures.

- Provide a snack time for students. Choose a food group each week. Students will bring their own food for that week. Make a tally mark on a chart for every student that brings in the assigned food group. Cover all food groups.

- Choose a day to graph the different food groups brought for snack. Use tally marks to document data.

- Make frozen yogurt treats (Makes 4 3-4 cups-enough for 10 students) Strawberries, blueberries and bananas make a good fruit combination. [SEE APPENDIX]

- Make toasted pumpkin seeds (makes two cups). Students can save their seeds when they carve their Halloween pumpkins. [SEE APPENDIX]

- Play the Food Dominos Matching Game. Students will match dominos by food or name. Example: grape to grape, apple to apple. [SEE APPENDIX]
OBJECTIVE C. IDENTIFY REASONS FOR TAKING MEDICINES.

SAMPLE LESSON

- Teacher will provide three circles. One is black to represent the body with an illness. One is shaded gray to show the effects of medicine. One is white to represent a healthy body. Students will see the inside of the body when attacked by germs. Students will also discuss the effects that medicine has on attacking the germs in the body. Students will compare and contrast the feeling of being sick and being healthy.

HOME ACTIVITIES

- Discuss with parents the “rules” of the medicine cabinet and distribution of medicine.

OBJECTIVE D. RECOGNIZE THAT HEALTH PROBLEMS SHOULD BE DETECTED AND TREATED EARLY.

SAMPLE LESSON

- Brainstorm different sicknesses that keep you from school in a Circle Map. Examples include: fever, flu, pink eye, stomach virus, fifth’s disease and lice.

- What do you do when you’re sick? Class discussion on ways to detect and treat an illness.

- Read A Bad Case of Stripes by David Shannon. Compare and contrast illnesses and treatments from the book with the class discussion information.

HOME ACTIVITIES

- Discuss completed Tree Map with parents. Write a sentence about what makes a healthy or unhealthy snack.

ASSESSMENT

- Classroom discussion

HOME ACTIVITIES

- Discuss completed Tree Map with parents. Write a sentence about what makes a healthy or unhealthy snack.
**HOME ACTIVITIES**

- With your parents’ help, write about one time that you were sick. Include:
  - How did your parents help you?
  - How did your doctor help you?
  - What medication did you take?
  - What type of illness did you have?
  - How did you feel?
  - What food and drink did you consume during your illness?

**Competency 2:**

Students will demonstrate the ability to obtain valid health information and health-promoting products and services.

**OBJECTIVE A.**

**EXPLAIN THE ROLES OF VARIOUS TYPES OF WORKERS IN THE FIELD OF HEALTH.**

- Field trips – fire station, local dentist’s and doctor’s office, police station, hospital, grocery store, farm
- In a large group activity, create a poster map of a community including community service locations. Label all community helpers.
- Create a 3-D community. Use cereal boxes, oatmeal cartoons, tissue rolls, etc. Paint individual pieces. Draw and color for buildings. Place all pieces together to make one community.

**HOME ACTIVITIES**

- Parents and child create a map charting the best and quickest routes to the doctor or hospital.
OBJECTIVE B. DISCUSS THE ROLES OF EMERGENCY WORKERS.

SAMPLE LESSONS

- Dramatic role play with costumes
- Invite community helpers to come speak.
- Sing and move “Helper in the Community” to the tune of “Farmer in the Dell.”

The helper in the community, the helper in the community,
Hi-ho, the derry-o, the helper in the community,
The policeman takes the mailman, the policeman takes the mailman,
Hi-ho, the derry-o, the policeman takes the mailman.

Continue with:
- nurse and doctor
- doctor and pharmacist
- pharmacist and dentist
- dentist and grocer
- grocer and farmer.

A second version can focus on community helper responsibilities.

The helper in the community, the helper in the community,
Hi-ho, the derry-o, the helper in the community,
The doctor checks the heart, the doctor checks the heart,
Hi-ho, the derry-o, the doctor checks the heart.

Continue with:
- nurse checks the temperature
- dentist checks the teeth
- policeman writes the ticket
- the mailman delivers the mail
- the farmer grows the vegetable
- the grocer sells the food.

ASSESSMENT
- Classroom discussion
- Community helper book

HOME ACTIVITIES
- Draw an evacuation route and emergency plan in case of emergency.
- Create a magnet at school to keep plan in view on refrigerator.
IDENTIFY SOURCES OF HEALTH PRODUCTS AND SERVICES IN THE COMMUNITY.

OBJECTIVE C.

SAMPLE LESSONS

- Create a collage of labels or pictures of health products (i.e., medications).
- Set up a store with money so children can buy health products.
- Alphabetize health product labels.
- Brainstorm places to purchase and receive health care products in a Circle Map.

ASSESSMENT

- Sort health product labels and non-health product labels in a Tree Map.

HOME ACTIVITIES

- Parents send supplies needed in classroom health store for dramatic play.
- Collage could be done at home.

SAMPLE LESSONS

- Provide topics for journal writing based on health curriculum.
- Brainstorm things a family needs to maintain healthy behavior in a Circle Map. (i.e., toothbrush, food, clothes washing)
- Students will create a home survey from class discussion. Survey will be sent home for parents to complete with students.

Competency 3:

Students will DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS and REDUCE HEALTH RISKS.

OBJECTIVE A.

EXPLAIN WAYS FAMILY MEMBERS WORK TOGETHER TO OBTAIN AND MAINTAIN HEALTHY BEHAVIORS.
OBJECTIVE B. CONTRAST SAFE AND RISKY BEHAVIORS.

- Students will be taught the definition of the word “risky.” Brainstorm synonyms for the word “risky.”
- Read a variety of Curious George books. Provide lessons learned on staying safe.
- Read Officer Buckle and Gloria by Peggy Rathmann. Create own safety rule. Put together for class book.
- Create a Tree Map to sort safe and risky behaviors.
- Have students read a sentence about a risky behavior and write a solution to make the behavior safe.

ASSESSMENT
• Observation
• Journal entries

HOME ACTIVITIES
• Parent/Home Survey
• Bring three to five labels that show healthy behaviors (i.e., food, household products).

OBJECTIVE C. IDENTIFY HEALTHY HABITS THAT ENSURE GOOD HYGIENE.

SAMPLE LESSONS
- Bring in healthy food labels for environmental print board (ongoing).
- Lead a discussion on healthy teeth and gums. Place rubber gloves on one hand of several students. Students will dip their gloved hand with fingers spread in colored icing. Choose a student to brush the icing off with a toothbrush. Discuss with students how the surface of the glove is clean but not between the fingers (teeth). Have a student use a straw (floss) to clean between the fingers. Demonstrate flossing by actually flossing.
- Discussion with parents
IDENTIFY ITEMS APPROPRIATE FOR SHARING AND ITEMS NOT APPROPRIATE FOR SHARING.

- Sort health care products into groups for sharing and not sharing.
- Discuss prescription drugs. Bring in pill bottles and medicine bottles (teachers only) and discuss labels.

IDENTIFY FACTORS THAT CONTRIBUTE TO INDIVIDUALITY.

SAMPLE LESSONS

- “Self Portrait Made From Construction Paper” – You will need one sheet of 16 by 20-inch paper in any color, one 9 by 12-inch piece of construction paper the color of the child’s skin, and any fabrics. Vertically fold the 9 by 12-inch sheet in half and cut from the fold outward forming the head and neck. Use colored paper to make facial features. Glue head to 16 by 20-inch paper, leaving space to add clothing. Use fabrics and craft material to make clothing and glue down.
- “I Am Me” or “All About Me” book created by the student.

COMPETENCY 4:
Students will ANALYZE THE INFLUENCE OF CULTURE, MEDIA, TECHNOLOGY and OTHER FACTORS ON HEALTH.

OBJECTIVE D.

ASSESSMENT
- Circle Map

HOME ACTIVITIES
- Scavenger Hunt in Your Home. Bring three to five labels that show healthy behaviors (i.e., food, household products). Teacher will provide specific instructions.

ASSESSMENT
- Classroom discussions

HOME ACTIVITIES
- Discuss with parents safe and risky behaviors.

OBJECTIVE A.

IDENTIFY FACTORS THAT CONTRIBUTE TO INDIVIDUALITY.
Students will create a body portrait. Partners will outline each other’s body. Student will draw facial features.

Create a Bubble Map using describing words about self.

Take a picture of each student. Two students will use pictures to compare and contrast characteristics in a Double Bubble Map.

Students will create graphs (i.e., family members, pets, foods, physical activities).

“Where Do I Fit” – Divide students into three groups. Give each group a piece of yarn and stand in a circle. Students will overlap groups and place yarn on the floor. Students will stand in group.

Teacher places a specific characteristic (appearance, likes, dislikes, family members) in each circle. Students decide which characteristics apply to them as an individual, and stand in the appropriate circle or circles.

HOME ACTIVITIES
• Compare and contrast two people at home. Record information.
INTRODUCE TECHNOLOGIES THAT INFLUENCE HEALTH.

SAMPLE LESSONS

- **“X-Ray”** - Use chalk to draw on black bulletin board paper to create an X-ray of the bones in the body.

- **“Another X-Ray”** - Glue Q-tips to black paper to create an X-ray.

- Create a stethoscope with pipe cleaners, one-fourth of a toilet paper roll and pom-poms. Attach one small pom-pom to one end of each pipe cleaner. Cut toilet roll into one-fourth. Cover one-fourth of toilet paper roll with aluminum foil. Poke each pipe cleaner into the side of the toilet paper roll.

- Vision screening and hearing screening. (mandatory in kindergarten through first grade)

- Compare a used air filter to a new air filter (provided by teacher): Discuss the importance of breathing clean air.

- Grow mold. [SEE APPENDIX]

- Provide student with pictures of machines and devices that enable a healthy lifestyle. Have them match pictures with a sentence or phrase that describes the function (i.e., dish washer, washing machine, eye chart, scale, vacuum cleaner). [SEE APPENDIX]

- **“Where Would You…”** - Give students cards of different community health care service providers. Teacher will say a riddle about the service and a student will hold up the card of the correct provider.

  For example:

  - Where would you see a nurse? hospital
  - Where would you hear “Stop, Drop, and Roll?” fire station
  - Where would you get on a scale? doctor’s office
  - Where would you read an eye chart? eye doctor
  - Where would you see blue lights? police car
  - Where would you find books on health? library
  - Where would you get your teeth cleaned? dentist
  - Where would you buy your healthy snack? grocery store

- **“Create a Public Service Announcement”** - Students will choose a health care product or healthy food to market. The teacher will record each public service announcement on video.

HOME ACTIVITIES

- Grow mold. [SEE APPENDIX]
Describe the difference in verbal and nonverbal communication.

Objective A.

Sample Lessons

- “Play Charades” - Small groups are given specific topics. The groups will act out the wrong way to communicate to others (pushing, hitting). The whole group will guess what is happening and discuss the correct form of communication.

- Introduce students to American Sign Language Signs (i.e., thank you, excuse me, please, sorry, restroom, yes, no). [SEE APPENDIX]

- Create sock puppets. Act out skits related to manners and forms of respect for communication.

- Create a classroom set of symbols and signs to communicate nonverbally (quiet down, line up, get your folders, come to the carpet).

Home Activities

- Observe parents’ nonverbal communication skills. Report back to school the next day.

Objective B.

Sample Lessons

- With a given topic, have small groups act out the wrong way to communicate. Write the correct way to communicate.

- “Simon Says” - Students will follow directions given by teacher dealing with maintaining healthy relationships.
   - Simon says hug your friend.
   - Simon says smile at the person on your right.
   - Simon says “Say ‘Thank you.’”
   - Pat someone on the back.
Explain how nonverbal communication impacts the feelings of others.

**SAMPLE LESSONS**

- Students will be given images of facial expressions. Divide your paper in fourths. Glue or draw one image in each box. Write two sentences about things that make you feel that way. **SEE APPENDIX**

- Teacher will provide sentence strips for students to sort into feelings categories. Examples: “Someone took my crayons,” “I got a smiley face,” “I lost my homework folder.” **SEE APPENDIX**

**ASSESSMENT**
- Classroom discussion

**HOME ACTIVITIES**
- Think of ways to treat your family members and write them on a piece of paper.
**COMPETENCY 6:**
Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

**OBJECTIVE A.** IDENTIFY GUIDELINES FOR MAKING WISE FOOD CHOICES.

**SAMPLE LESSONS**
- Cut a grocery cart from paper bags. Cut healthy foods from grocery ads to put in baskets.
- Write about wise food choices.
- Create a Flow Map on “When I Cook Something,” sequencing steps for preparation. Students can choose what they will cook.

```
buy ingredients → cook pasta → brown meat → add sauce → serve on plate
```

**OBJECTIVE B.** EXPLORE A VARIETY OF PHYSICAL ACTIVITIES

**SAMPLE LESSONS**
- Brainstorm physical activities in Circle Map.
- Choose a verb from a bag, read the verb and act it out.
- Create an obstacle course outside.
- Physical Education
- Follow directions by playing “Simon Says.”
- Stretches
- Songs and dance
OBJECTIVE C. SET A PERSONAL HEALTH GOAL AND TRACK PROGRESS TOWARD ITS ACHIEVEMENT.

SAMPLE LESSONS

- Checklist each night with preset goals to be met on a daily basis.

SEE APPENDIX

- Create a weekly dinner menu with parents, including grocery list.

HOME ACTIVITIES

- Weekly dinner menu
- Daily and nightly menu

OBJECTIVE A. UNDERSTAND THE IMPORTANCE OF INFLUENCING OTHERS TO MAKE HEALTHY CHOICES.

SAMPLE LESSONS

- Role-playing with premade puppets.
- Create a brochure on healthy living tips to pass on to family members.
- Role-play “restaurant” with menus.
- Create a healthy menu and invite a friend to eat.
- “Our Healthy ABC Bag” – Student chooses a letter, and then starts a sentence with a word that begins with the letter chosen. (“T” – Teeth need to be brushed two times a day. “C” – Call the doctor when you’re sick.)
- Create a place setting, gluing a plate, fork, spoon, knife and napkin on a placemat. Create a Flow Map, sequencing the steps taken to set the table. Glue Flow Map on the plate.

Competency 7: Students will DEMONSTRATE THE ABILITY TO ADVOCATE FOR PERSONAL, FAMILY and COMMUNITY HEALTH.
OBJECTIVE B. WORK COLLABORATIVELY IN SMALL GROUPS TO ACHIEVE A COMMON GOAL.

SAMPLE LESSONS

- Match job titles and responsibility in Bridge Map.

- Memory match or association game with health services and health care providers.

ASSESSMENT
- Classroom discussion
- Observation, checklist

HOME ACTIVITIES
- Brochure to be given to family members

MEMORY MATCH OR ASSOCIATION GAME WITH HEALTH SERVICES AND HEALTH CARE PROVIDERS.

- FIREMAN puts out fires
- POLICE keeps us safe
- DOCTOR keeps us healthy
- DENTIST keeps our teeth clean

SEE APPENDIX

ASSESSMENT
- Discussion/checklist
- Observation

HOME ACTIVITIES
- Write a sentence about each job and responsibility using information from the Bridge Map completed at school.
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Teaching Resources
Frozen Yogurt Treats
(makes 4 3/4 cups - enough for 10 students)
Strawberries, blueberries and bananas make a good fruit combination.

**MATERIALS**

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 cups fresh fruit</td>
<td>blender</td>
</tr>
<tr>
<td>¼ cup juice concentrate</td>
<td>10 paper cups</td>
</tr>
<tr>
<td>2-1/2 cups plain yogurt</td>
<td>craft sticks</td>
</tr>
<tr>
<td>2 teaspoons of vanilla</td>
<td></td>
</tr>
</tbody>
</table>

**PROCEDURE**

1. Puree the fruits and juice in the blender.
2. Mix in the yogurt and vanilla.
3. Pour into the paper cups. Place in the freezer.
4. When the mixture is fairly stiff, add the craft sticks to serve as handles.
5. Peel off the paper cups at serving time.

From Glues, Brews, and Goos by Diana F. Marks
Toasted Pumpkin Seeds
(makes two cups)

Students can save their seeds when they carve their Halloween pumpkins.

MATERIALS

<table>
<thead>
<tr>
<th>2 cups unhulled pumpkin</th>
<th>shortening</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeds, cleaned and washed</td>
<td>cookie sheet</td>
</tr>
<tr>
<td>4 teaspoons of salt</td>
<td>colander</td>
</tr>
<tr>
<td>water</td>
<td>extra salt (optional)</td>
</tr>
<tr>
<td>bowl</td>
<td>oven</td>
</tr>
</tbody>
</table>

PROCEDURE

1. Pour the seeds into the bowl and cover with water.
2. Stir in the four teaspoons of salt. Soak the seeds for four hours.
3. Generously coat the cookie sheet with shortening.
4. Drain the seeds in the colander and spread them on the cookie sheet.
5. Shake on additional salt, if desired.
6. Toast in a 300-degree oven until the seeds are amber brown (10 to 15 minutes).

From Glues, Brews, and Goos by Diana F. Marks
### Healthy Checklist

**Name ________________________**  **Month_______________________**

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>MTWTFSSMTWTFSSMTWTFSSMTWTFSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eat a healthy breakfast.</td>
<td></td>
</tr>
<tr>
<td>Wash my face.</td>
<td></td>
</tr>
<tr>
<td>Brush my teeth.</td>
<td></td>
</tr>
<tr>
<td>Sleep for 10 hours.</td>
<td></td>
</tr>
<tr>
<td>Hug my mom and dad.</td>
<td></td>
</tr>
<tr>
<td>Read a book.</td>
<td></td>
</tr>
<tr>
<td>Take a bath.</td>
<td></td>
</tr>
<tr>
<td>Eat a healthy dinner.</td>
<td></td>
</tr>
<tr>
<td>Wash my hands before dinner.</td>
<td></td>
</tr>
<tr>
<td>Put on clean clothes.</td>
<td></td>
</tr>
<tr>
<td>Eat a healthy dinner.</td>
<td></td>
</tr>
<tr>
<td>Wash my face.</td>
<td></td>
</tr>
</tbody>
</table>

### Healthy Home Checklist

**Name ________________________**  **Month_______________________**

<table>
<thead>
<tr>
<th>Behaviors</th>
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Food Domino Matching Game
Food Domino Matching Game
**Mold is a simple fungus.**

It gets its food from grains, fruits, vegetables and flesh. Mold begins as a tiny spore that lands on a food source like bread. Spores can be found in the air, on the ground and on you!

Wash your hands and try not to inhale the mold spores when you are experimenting.

**Grow Your Own Mold**

**MATERIALS FOR EXPERIMENT**

- ✔ eye dropper
- ✔ Ziploc® bag
- ✔ piece of bread
- ✔ milk carton
- ✔ cotton swab
- ✔ masking tape
- ✔ water

**Step 1:** collect dust on a cotton swab

**Step 2:** rub dust from cotton swab on bread

**Step 3:** put 5-6 drops of water on bread

**Step 4:** put bread in bag

**Step 5:** place bag in milk carton

**Step 6:** wait several days and view your results

http://www.thinkingfountain.org/
Machines and Devices
Signs to Teach Sign Language

For more information, visit www.lifeprint.com/asl101/pages-layout/concepts.htm
Large Facial Expression Pictures
Community Helper Pictures

- A doctor with a stethoscope
- A smiling mouth
- A mailbox
- A mail carrier holding an envelope
- A firefighter in a helmet and jacket
- Flames
Community Helper Pictures

- Stethoscope
- Doctor
- Syringe
- Nurse
- Priest
- Church
1. Choose which one you would do after you use the restroom? (1A)
   A) Wash your hands
   B) Use a tissue

2. Circle two healthy snacks (1B)
   A) Cheese and crackers
   B) A piece of fruit
   C) Candy
   D) Marshmallow

3. Choose the correct relationship (2A)
   A) Fireman to fire
   B) Nurse to counting money

4. Who comes to your house when you dial 911 on the telephone? (2B)
   A) Farmer
   B) Fireman

5. What would you use to brush your teeth? (2C)
   A) Toothpaste
   B) Shampoo

6. Which one would help your family stay healthy? (3A)
   A) Playing video games
   B) Eating vegetable for dinner

7. Which of these activities are safe? (3B)
   A) Riding your bike without a helmet
   B) Wearing your seatbelt

8. Choose the one activity you would do to keep your body healthy: (3C)
   A) Take a bath
   B) Go to the movies

9. Circle the item you would share? (3D)
   A) Toys
   B) Toothbrush

10. Does everyone look the same? (4A)
    A) Yes
    B) No

11. Circle the correct relationship: (4B)
    A) An X-ray machine is to a picture
    B) Like a stethoscope is to a heartbeat
    C) Like an eye chart is to hearing

12. Which is a form of communication? (5A)
    A) Saying hello and waving
    B) Walking and stomping

13. What does it mean when you hear an ambulance siren? (5B)
    A) Someone is selling ice cream.
    B) Someone is going to the hospital.

14. If you saw a person smiling, what would it mean? (5C)
    A) They are happy.
    B) They are sad.

15. Which one is true? (6A)
    A) Milk helps build strong bones.
    B) Sugar keeps my teeth clean.

16. Which is a physical activity? (6B)
    A) Watching TV
    B) Jumping rope

17. What would you rather have in five years? (6C)
    A) Clean teeth
    B) Five cavities

18. Would you tell a friend to (7A)
    A) Play with matches
    B) Wash your hands

19. If you needed to wear glasses, you would go to (7B)
    A) Dentist
    B) Eye doctor
First Grade Teacher Prompts

Prompts are related to Competencies/Objectives (e.g., 1/A = Competency 1, Objective A).

- Why is it important to wash your hands? (1/A)
- Estimate how many times you wash your hands during the day. (1/A)
- Who is taking medicine right now? Why? (1/A)
- Give steps on what to do when this happens: sneeze, cough, blow your nose, see a friend fall down. (1/A)
- How long should you wash your hands? (20 seconds) Sing or hum “happy birthday” while washing your hands (1/A, 3/C)
- Has anyone ever grown a garden? What is in it? (1/B)
- Graph ideas:
  - How many more people like apples than bananas? (1/B)
  - Which would you rather play - tug of war or tag? (6/B)
- Create riddles about fruits, vegetable and health care items. Example – *I can be red, yellow or green. I am hard and crunchy. I am a fruit.* (1/B, 2/A)
- Graph on the floor what kind of community helper each child would be. (2/A)
- Share an emergency you have been involved in. (2/B)
- Give an example of something your family does to exhibit healthy behavior. (3/A)
- Who has family dinners? (3/A)
- Discuss good manners. (3/A)
- Who wears a helmet when they ride their bike? (3/B)
- Show items of healthcare products. Students will give a thumbs up if you can share that item and a thumbs down if not. (3/D)
- Who wears a seatbelt? Discuss safety law. (6/C, 7/A)
Appendix II
Concept Words
**Concept Words to Teach**

Concept words are words that are commonly and consistently used to communicate health information and messages. Experience with these words will strengthen student knowledge of important community and personal health issues. At this age, students are not required to spell and define these words, but introducing the words during classroom and home extension activities will improve student health literacy.

**Prevention:** The act of preventing, causing not to happen.

**Promotion:** The act of furthering the growth or development of something.

**Community:** A group of people with a common characteristic or interest living together within a larger society.

**Health:** The condition of being sound in body, mind or spirit; especially the freedom from physical disease or pain.

**Society:** Part of a community that is a unit distinguishable by particular aims or standards of living or conduct.

**Environment:** The whole complex of factors (as soil, climate and living things) that influence* the form and the ability to survive of a plant or animal or ecological community.

**Nutrition:** The processes by which an animal or plant takes in and makes use of food substances.

**Calorie:** An amount of food having an energy-producing value of one calorie.

**Awareness:** having or showing understanding or knowledge

**Hygiene:** conditions or practices (as of cleanliness) that are aids to good health

**Physical Activity:** The quality or state of being active, an educational exercise designed to teach by firsthand experience

**Consumer:** One that consumes; especially a person who buys and uses up goods and services.

**Media:** Forms or systems of communication designed to reach a large number of people.

**Influence:** The act or power of producing an effect indirectly or without apparent use of force or exercise of command.

**Behavior:** The way in which one conducts oneself.

**Risk:** to expose to danger

**Disease:** An abnormal bodily condition interferes with functioning and can usually be recognized by signs and symptoms

**Illness:** An unhealthy condition of body or mind

**Prescription:** A written direction or order for the preparation and use of a medicine

**Goal:** the end toward which effort is directed, the target or aim of an activity

**Emergency:** an unexpected situation that calls for immediate action
Appendix III
Suggested Books
**Suggested Book List**

### Body Awareness*  
(Dr. Seuss Books)  
Hand, Fingers, Thumb  
The Eye Book  
The Ear Book  
The Foot Book  
The Tooth Book  
The Shape of Me  
The Wet Foot, Dry Foot, Low Foot, High Foot  
The Nose Book  
My Book About Me  
Mabel O’Leary Put Peas in Her Ear, Katie Davis  
Arthur’s Eyes, Marc Brown  
Glasses, Glasses, Oh What Do I See?, Karen Smith Stair  
The Nose Knows, Ellen Weiss  
All About Scabs, Genichiro Yagya  
Taking Care of My Ears, Sarah L. Schuelte  
Dina the Deaf Dinosaur, Carole Addabbo  
Eyes, Ears, Nose, and Mouth, Karen W. Olsen  
It’s All About the Body, Catherine Marks  
Brian’s Big Break, Tisha Hamilton  
Taking Care of My Eyes, Terri Degezelle  
Taking Care of My Hands and Feet, Terri Degezelle  
Taking Care of My Skin, Terri Degezelle

### Senses  
The Five Senses, Aliki  
My Five Senses, A Lion’s Tale, Judy Nayer  
(My Five Senses, Margaret Miller  
Arthur’s Eyes, Marc Brown  
Here Are My Hands, Bill Martin, Jr. and John Archambault  
Closer, Closer, Closer, Shelly Rotner and Richard Olive  
The Button Book, Reid  
Mucky Moose, Jonathan Allen  
Breathing Noses, Hanna Machotka  
Smelling Things, Allan Tower  
The Senses, Angela Royston  
You and Your Body: Your Senses, Dorothy Baldwin and Claire Lister  
How Do We Taste and Smell, Carol Ballard  
Tasting Things, Allan Fowler  
Hands, Hands, Hands, Marcia Vaughn  
Hands, Lois Ehlert  
Clap Your Hands, Lorinda Bryan Cawley  
Hands! Virginia L Kroll and Cathryn Falwell  
Hand Signs: A Sign Language Alphabet, Chronicle Books LLC and Kathleen Fain  
Simple Signs, Cindy Wheeler  
The Listening Walk, Paul Showers  
Squishy, Squishy, Cherie B. Stihler and Heidi Rose  
See the Ocean, Estella Condra  
Too Many Tamales, Gary Soto

### Feelings  
Sometimes I Feel Like a Mouse, Jeanne Modesitt  
When Sophie Gets Angry…Really, Really Angry, Molly Bang  
The Way I Feel, Janan Cain  
Quick as a Cricket, Audrey Wood  
Charlie the Caterpillar, Dom Dellise  
The Very Lonely Firefly, Eric Carle  
I Was So Mad, Mercer Mayer  
The Quarreling Book, Charlotte Zolotow  
Words Are Not for Hurting, Elizabeth Verdich  
Feelings, Aliki  
Hands Are Not for Hitting, Elizabeth Verdich  
Fire Night, Monica Driscoll Beatty  
All About Me, Melanie Gerth

### Exercise and Fitness  
My Daddy Is a Pretzel, Barron Baptizte  
Keeping up with Grandma, John Winch  
Let’s Play Basketball, Charles R. Smith Jr.  
America’s Champion Swimmer: Gertrude Edorte, David Adler  
Princess Fidgety Feet, Pat Posner  
Join in and Play, Cheri Meiners  
Piece of Cake, Jill Murphy
Suggested Book List

**Sign Language**
My First Book of Sign Language, Joan Holub

**Doctor Visits**
Dr. DeSoto, William Steig
Froggy Goes to the Doctor, Jonathon London
Berenstain Bears Go to the Doctor, Stan and Jan Berenstain
Little Critter: My Trip to the Hospital, Mercer Mayer
This is the Hospital, Not a Zoo, Roberta Karim
Open up and Say Aaaggh, Mike Loguidice
Calling on Doctor Amelia Bedelia, William Parish
Corduroy Goes to the Doctor, Don Freeman
Dr. Sam the Bandage Man, Helen Gaspard
Cooper Gets an X-Ray, Karen Olson
Elliot’s Emergency, Andrea Beck
Doctors, Dee Ready
Nurses, Dee Ready
I Need Glasses. My First Visit to the Ophthalmologist, Virginia Dooley
Gus and Grandpa at the Hospital, Claudia Mills
Matthew Takes His Shot, Owen Coleman
Why I Sneeze, Shiver, Hiccup, and Yawn, Melvin Berger
I’m Not Feeling Well Today, Shirley Nutzil
Nick Is Sick, Sandy Riggs
Betty’s Not Well Today, Gus Clarke
The Sick Day, Patricia MacLachlan
Dear Daisy, Get Well Soon, Maggie Smith
Miss Malarkey Won’t Be in Today, Judy Finchler
Henry and Mudge Get the Cold Shivers, Cynthia Rylant
Arthur’s Chicken Pox, Marc Brown
Just for You! I Hate to Be Sick, Aamir Bermis

**Healthy Eating**
Berenstain Bears Too Much Junk Food, Stan and Jan Berenstain
Eating the Alphabet, Lois Ehlert
Growing Vegetable Soup, Lois Ehlert
Gregory, the Terrible Eater, Mitchell Sharmat

**Hygiene**
Soap, Soap, Don’t Forget the Soap, Tom Birdseye
Wash, Scrub, Brush, Mick Manning
Maisy Takes a Bath, Lucy Cousins
Squeaky Clean Hygiene, Linda Schwartz
Wash Your Hands, Tony Ross
Clifford’s Bathtime, Norman Bridwell
Why is Soap So Slippery? And Other Bathtime Questions, Catherine Ripley
Keeping Clean, Sharon Gordon
Personal Hygiene and Good Health (Living Well, Staying Healthy), Shirley Wimbish Gray
Why Wash?, Brian Moses
Why Should I Wash My Body?, Louise Spilsbury
Splash! Splash! Why Do We Wash? Experiments in the Bathroom, Janice Lobe
Yikes – Lice, Donna Caffey

**Germs**
Germs, Judy Oetting
Germs, Ross Collins
When Vera Gets Sick, Vera Rosenberry
Germs, Germs, Germs, Bobbi Katz
Germs Are Not for Sharing, Elizabeth Verdich
Germs Make Me Sick, Melvin Berger
What Are Germs, Dr. Alvin Silverstein
Bill Nye the Science Guy’s Great Book of Tiny Germs, Bill Nye
Germs on Their Fingers, Wendy Wakefield Ferrin
Suggested Book List

The Magic School Bus Inside Ralphie: Book of Germs, Joanna Cole and Bruce Decen
Bless You Santa, Julie Sykes
Johnny Germ Head, James Quigley
Killing Germs, Melanie Mitchell
AhChoo, Margery Cuyler
Lungus the Fungus, Wendy Field

Dental Health

Albert’s Impossible Toothache, Barbara William and Doug Cushman
Loose Tooth, Lola Schaefer
Take Care of Your Teeth, Don L. Curry
Mabel, the Tooth Fairy and How She Got Her Job, Katie Davis
Maisy, Charly, and the Wobbly Tooth, Lucy Cousins
Arthur Tricks the Tooth Fairy, Marc Brown
The Tooth Book, Leo Lesseig, Joseph Mathieu, and Dr. Seuss
Those Icky Sticky Smelly Cavity-Causing But... Invisible Germs,
Sam’s Science I Know Why I Brush My Teeth, Kate Rowan
Brushing Well, Helen Frost
Tooth Decay, Angela Royston
Make Your Way for Tooth Decay, Bobbi Katz
Staying Healthy Dental Care, Alice B. McGinty
Mr. Sugar Comes to Town, Harrie Rohmer
Taking Care of My Teeth, Terri Degezelle
Appendix IV
Additional Web-based Resources

National Health Observances
Health observances are days, weeks or months devoted to promoting particular health concerns. This planning guide, developed by the National Health Information Center, lists national health observances, along with the sponsoring organizations and information about supporting materials that will be available.

Health professionals, teachers, community groups, employers and others can use these special times to sponsor health promotion events, stimulate awareness of health risks or focus on disease prevention. Individuals can take advantage of the latest health promotion or disease prevention information available about the topic of a health observance to improve their own health or the health of family members as well as volunteer to support locally sponsored events.

www.healthfinder.gov/library/nho/

Institute for Disability Studies
www.usm.edu/ids/bluecross/resources.html
INSIDE BACK COVER
INSTITUTE FOR
DISABILITY STUDIES

118 College Drive #5163
Hattiesburg, MS  39406-0001
Telephone:  601.266.5163
Toll Free/TTY:  1.888.671.0051
Fax:  601.266.5114

Jackson Office
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Jackson, MS  39211
Telephone:  601.432.6876
Toll Free:  1.866.883.4474
Fax:  601.432.6974

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www.usm.edu/ids