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

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THE UNIVERSITY OF SOUTHERN MISSISSIPPI
INSTITUTE FOR
DISABILITY STUDIES

In Collaboration with
Madison County Schools

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To:  The University of Southern MS Institute for Disability Studies  
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      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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Acknowledgments

Key Stakeholders
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Mississippi Chapter of the American Academy of Pediatrics

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Special thanks to Madison County Schools Elementary curriculum director, Jo Prather, for use of facilities, expert technical support and guidance.
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.
Mississippi Health Curriculum Framework

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:**

<table>
<thead>
<tr>
<th>Community*/Environmental* Health (C)</th>
<th>Nutrition* (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Health (PH)</td>
<td>Consumer* Health (CH)</td>
</tr>
<tr>
<td>Human Growth and Development (H)</td>
<td>Mental Health (M)</td>
</tr>
<tr>
<td>Disease Prevention* and Control (D)</td>
<td>Safety and First Aid (S)</td>
</tr>
<tr>
<td>Drug Abuse Prevention* (DA)</td>
<td>Family Life (F)</td>
</tr>
</tbody>
</table>
Second Grade

Second grade should focus on teaching students how physical, social and emotional well-being influence personal health and how to identify common health problems that should be detected and treated early. Teachers should also continue to reinforce the importance of gaining the basic health skills at an early age.

Competencies and Suggested Objectives:

1. **Comprehend Concepts Related to Health Promotion and Disease Prevention.** (D, C, PH, N, H)
   
   a. Identify how dietary habits affect health.
   b. Discuss ways to prevent injury.
   c. Explore some of the causes of illnesses and chronic disease.
   d. Discuss ways in which the environment can contribute to illnesses or diseases (i.e., air pollution, water).

2. **Demonstrate the Ability to Obtain Valid Health Information and Health-Promoting Products and Services.** (CH, C, S, PH)
   
   a. Identify differences among health products and services.
   b. Understand the importance of warning labels.
   c. Describe the roles of various community resources (i.e., hospital, Department of Health, voluntary health agency, home health) that aid in preventing illness.

3. **Demonstrate the Ability to Practice Health-Enhancing Behaviors and Reduce Health Risks.** (PH, S, F, D)
   
   a. Identify ways to resolve conflicting situations.
   b. Demonstrate and explain proper use of seat belts.
   c. Identify stress associated with different situations (i.e., recital, leadership role, disagreement with a peer, visit to the principal’s office).
   d. Identify negative effects of using alcohol, tobacco and drugs.

4. **Analyze the Influence of Culture, Media, Technology and Other Factors on Health.** (C, N, CH, MH)
   
   a. Appreciate the diversity of peers (i.e., uniqueness of individual qualities) and how it relates to culture.
   b. Describe how the media (i.e., Terrance the Rat) influences health choices.
5. DEMONSTRATE THE ABILITY TO USE INTERPERSONAL COMMUNICATION SKILLS TO ENHANCE HEALTH. (F, S, D, M, PH)

a. Identify ways to communicate care, consideration and respect of self and others.
b. Demonstrate refusal skills (i.e., just say no, don’t talk to strangers) to enhance health.
c. Distinguish between evaluations of performance and personal worth.

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

a. Explain the potential results (i.e., accidents, nutrition, physical activity, drug use) of health choices.
b. Identify the benefits of making healthy choices (i.e., alternative choice for unhealthy decisions).
c. Explain how goal-setting affects decision-making.

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

a. Demonstrate an ability to influence others to make healthy choices.
b. Explore ways individuals can contribute to community health (i.e., cleanup projects, adopt-a-mile projects).
**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*
Competency 1

Students will **COMPREHEND CONCEPTS RELATED TO HEALTH PROMOTION AND DISEASE PREVENTION.**

**OBJECTIVE A.** IDENTIFY HOW DIETARY HABITS AFFECT HEALTH.

**SAMPLE LESSONS**

- Create K-W-L chart to determine student’s prior knowledge and what needs to be taught about proper diet. 
  
  SEE APPENDIX

- Poem: “Seven Days of Supper” by Deborah Schecter

  **Seven Days of Summer**

  On Monday, mom makes spaghetti.
  On Tuesday, dad’s dish is rice and beans.
  Wednesday, sister fixes fish sticks.
  Thursday? Time for Grandma’s collard greens
  Friday is uncle’s pork chop suey.
  Come Saturday, auntie serves sardines.
  I can hardly wait for Sunday.
  That’s when I decide on the cuisine:
  Peanut-butter-potato-chip cake
  Filled with fudge-ripple-mint ice cream!
  A strange choice, you say, for supper?
  This meal’s better balanced than it seems.
  And after a week with no dessert,
  This is the dinner of my dreams!

- Students can bring menus from a variety of restaurants. The students will look at and discuss food choices. Allow the students to create a menu of healthy foods for breakfast, lunch and dinner using the menus.

- Discuss the correct portions to be chosen from each food group. Students will keep a journal to record the food they eat for a given period of time. Students will then decide if they made healthy choices.

- After reviewing the food pyramid, students will create a food collage to show all food groups using pictures from magazines.

- Students will use the drawing and writing prompt to select healthy foods they enjoy. SEE APPENDIX

**ASSESSMENT**

- Teacher observation
- Discussion

**HOME ACTIVITIES**

- Discuss with parents how healthy habits affect health* and plan a healthy meal.
**OBJECTIVE B.** DISCUSS WAYS TO PREVENT INJURY.

**SAMPLE LESSONS**

- Construct a Circle Map and complete by brainstorming ways to prevent injuries.

- Invite community* helpers such as occupational therapists, firefighters, nurses, professional cyclists, coaches and professional athletes to speak on safety procedures.

- Teacher will bring a youth bicycle helmet to show students. The students will practice adjusting it to show proper fit.

- Experiment: Paint a face on a raw egg. Discuss the importance of protecting the head from injury. Ask students to brainstorm everything they know to be true about the head. Show students the egg to demonstrate how the brain is protected by bone. Gently tap the egg on a table top to show how it cracks when it meets something hard (Adapted from www.HealthTeacher.com).

- Read and discuss *Broken Bones* by Kenneth T. Burles.

- Videos: [SEE APPENDIX](#)

- Role play
- Skit
- Poem: “Safety” by Helen H. Moore

**Safety**

These are the rules that we obey,  
To keep us safe at school and play:  
“Practice staying out of danger:  
Never talk to any stranger!”  
“When you ride your bike at night,  
Make sure you wear something white!”  
“Red means stop, yellow means wait,  
And green means go, go, go!”

These are the rules that keep us safe — The very best rules to know!

**ASSESSMENT**

- Teacher observation
- Discussion

**HOME ACTIVITIES**

- List one rule that is used at home to prevent injuries and illustrate.
EXPLORE SOME OF THE CAUSES OF ILLNESSES AND CHRONIC DISEASE.

SAMPLE LESSONS

- Develop a list of illnesses* and chronic diseases* such as colds, stomach flu, ear infection, pink eye, sore throat, diabetes and asthma.

- Explain the common types of germs. Bacteria and viruses are the two most common.

- Discuss how germs are spread and the common places they live such as doorknobs, television remotes, telephones, toilet handles and computer keyboards.

- Activity: Choose four students. Sprinkle a different color of glitter on each child’s hand. The students will then shake hands with the other three students. When they show their hands, each student will now have all four colors of glitter on their hand. This demonstrates how germs are spread.

- Demonstrate the proper way to wash hands using warm water and soap. Singing the “Happy Birthday” song twice while washing hands provides the appropriate amount of time to ensure that hands are clean.

- Utilizing the information covered, the students will use the following writing prompt to write a paragraph: “Imagine you are a germ; where would you live? How would you move from place to place? What would destroy you?” Illustrate your writing.

- Web site: www.softsoap.com - “Lather up for Good Health”

ASSESSMENT

- Teacher observation
- Discussion
- Writing Prompt

HOME ACTIVITIES

- The writing activity can be done at home.
DISCUSS WAYS IN WHICH THE ENVIRONMENT CAN CONTRIBUTE TO ILLNESSES OR DISEASES (I.E. AIR POLLUTION, WATER).

SAMPLE LESSONS

- Define pollution and identify the pollutants in the environment.*
- Discuss ways to clean the environment.*
- Invite speakers such as a water conservationist, a dermatologist, a speech teacher or an audiologist.
- Make a tri-fold book: Fold a piece of paper into three equal parts. On the first section, list a form of pollution. On the second section, draw a picture to illustrate your choice. On the last section, tell how this form of pollution can affect your health.*
- Web site: www.epa.gov/kids
- Book: Clean Planet: Stopping Litter and Pollution by Tristan Boyer Binns

ASSESSMENT
- Discussion
- Skills Test: see Appendix

HOME ACTIVITIES
- Students will make a list of ways to take an active part in reducing pollution.
**OBJECTIVE A.** IDENTIFY DIFFERENCES AMONG HEALTH PRODUCTS AND SERVICES.

**SAMPLE LESSONS**

- Create a Bridge Map to show the relationship of various health care products to their function.

  ![Bridge Map Diagram]

- Compose a riddle to describe a healthcare product. Students will write a riddle describing the use of a chosen product. Classmates will guess the product they are describing.

  **Example:** shampoo - I am a thick liquid. I have a good smell. I make your hair clean and shiny.

- Utilize the PE teacher to demonstrate and discuss uses of various exercise equipment and their functions.

- Students will write and illustrate using various art media to show themselves using some type of exercise equipment.

- Create a flip book to show various health services and their functions.

**ASSESSMENT**

- Teacher observation
- Discussion

**HOME ACTIVITIES**

- Students will share the flip book with parents.
Objective B. Understand the Importance of Warning Labels.

Sample Lessons

- Explain and show various warning labels on medicine bottles, cleaning supplies, electrical appliances and other hazardous products.
- Study pictures of warning symbols. [See Appendix]
- Create a mini-booklet of warning labels.
- Fold paper into eight squares. Illustrate and explain warning symbols.
- Invite speakers from poison control to identify warning symbols and discuss what to do in case of an emergency.*
- Create cartoons to show what to do in an emergency* situation.
- Role play

Assessment

- Match warning symbols to its meaning.
- Eight squares

Home Activities

- With parent supervision, students will locate items with warning symbols in their home and discuss.

Objective C. Describe the Roles of Various Community Resources That Aid in Preventing Illness (I.E. Hospital, Department of Health, Voluntary Health Agency, Home Health).

Sample Lessons

- Write “well care” visit on the board and discuss what it means.
- Identify various community* resources. Explain the role of each agency. Activity: “Web Game,” students will form a circle. Using a ball of yarn, the first student names a healthy helper from the community* and that person’s job in preventing illness.* Holding their end of the yarn, they toss the ball of yarn to another student who then repeats the process until all students have participated. At the end of the game, there should be a web formed from the yarn. Discuss how community* health*organizations work together to help keep us healthy.
- Invite a dentist or dental hygienist to speak to the class.
- Create a smile collage using close up pictures of the students’ smiles.

- Have students draw and complete a Bubble Map to list the ways to ensure healthy teeth and gums.

- Web site: www.colgate.com (Colgate Bright Smiles, Bright Future Oral Health* Education Program)

- Invite a speech pathologist or audiologist to speak to the class about hearing loss prevention.*

- Activity: pretend hearing test. Students will close their eyes and teacher will use objects to make sounds ranging from very low to loud. The students will raise their hands when and if they hear the sound.

- Bring in an optometrist or ophthalmologists for class discussion.

- Activity: Hang an eye chart and allow students to take turns reading the chart from 20 feet away.

- Make “wacky” glasses from materials in classroom (i.e. pipe cleaners, construction paper, etc.)

- Web site: www.preventblindness.org

- Activity: Students will dress as their favorite medical person.

ASSESSMENT
- Teacher observation
- Bubble Map

HOME ACTIVITIES
- Interview parents about their first doctor visit and write five sentences to share with the class.
**COMPETENCY 3:**
Students will **DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND REDUCE HEALTH RISKS.**

**OBJECTIVE A.** IDENTIFY WAYS TO RESOLVE CONFLICTING SITUATIONS.

**SAMPLE LESSONS**

- Define the word conflict and list synonyms.

- Read *Words Are Not for Hurting* by Elizabeth Verdick and Marieka Heinlen and *Hands Are Not for Hitting* by Martine Agassi, Ph.D. and Marieka Heinlen.

- Make up problems and allow students to resolve them using role play.

- Invite the school counselor to speak about conflicts.

- Read poem entitled “Words” by Bobbi Katz. Students will illustrate the poem using various art media* such as watercolors, oil pastels, colored pencils or crayons.

- Card center: Provide materials for students to design a card to share their feelings.

**ASSESSMENT**

- Teacher observation

**HOME ACTIVITIES**

- Discuss with parents and write how conflicts are resolved at home between siblings or friends.

**OBJECTIVE B.** DEMONSTRATE AND EXPLAIN PROPER USE OF SEAT BELTS.

**SAMPLE LESSONS**

- Invite a police officer and firefighter to discuss seat belt and car seat safety.

- Create signs to be placed around the school encouraging others to wear their seat belts.

- Illustrate and write about the importance of wearing a seat belt.

- Students will sign a contract pledging to wear a seat belt each time they ride in a vehicle.
Students will be taught the definition of the word “stress.”

Use a Circle Map to list situations that produce stress.

Activity: As the teacher reads the book, *The Way I Feel* by Janan Cain, the students will hold up a picture to express the feelings of the character in each situation. See Appendix for facial expression pictures.

Invite the school counselor to speak to the class.

**Identify stress associated with different situations (i.e., recital, leadership role, disagreement with a peer, visit to the principal’s office).**

**Sample lessons**

- Classroom discussion
- Observation

**Assessment**

- Contract for family seat belt safety
- Web site: www.safekids.org

**Home activities**

- Students will list five things that cause stress at home.

**Assessment**

- Classroom discussion
- Observation
SAMPLE LESSONS

- K-W-L chart. [SEE APPENDIX]
- Book: Danger: Drugs and Your Friends by E. Rafela Picard and Patra McSharry Sevastiades
- Create a slogan against drugs, alcohol or tobacco. Design a banner using the slogan.
- Invite the school counselor to speak to the class.
- Skit
- Book: The Berenstain Bears and the Drug Free Zone by Stan Berenstain

ASSESSMENT
- Complete the “L” column of the K-W-L Chart
- Observation

HOME ACTIVITIES
- Students will share their slogan or banner with parents.

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

SAMPLE LESSONS

- Read the book Chrysanthemum by Kevin Henkes
- Activity: Cut a large heart from bulletin board paper. Students will share words that are hurtful or unkind to others. The teacher crumples a portion of the heart after each hurtful word. Discuss how it makes a person feel when others are unkind.
- Read anonymous poem “Celebrating Me” and illustrate
Celebrating Me

I am the only ME I AM who qualifies as me;
No ME I AM has been before, and none will ever be.

No other ME I AM can feel the feelings I've within;
No other ME I AM can fit precisely in my skin.

There is no other ME I AM who thinks the thoughts I do;
The world contains one ME I AM, there is no room for two.

I am the only ME I AM this earth shall ever see;
That ME I AM always am is no one else but ME!

Acronym: Name qualities that describe you

T-terrific reader
A-awesome penmanship
M-marvelous singer
M-magnificent dancer
Y-young student

Read the poem “We Are One World” by Meish Goldish and discuss our uniqueness.

We Are One World

Pierre lives in Canada.
Maria lives in Spain.
But both like to ride their bikes
Along the shady lane.

Liv lives in Norway.
Ramon is in Peru.
But both laugh with the giraffe
When visiting the zoo.

Anwar is Egyptian.
Kim is Japanese.
But both run beneath the sun
And fly kites in the breeze.

Jack is from the U.S.A.
Karintha is from Chad.
But both can write a poem at night
Upon a writing pad.

Children live all over.
The world is a giant ball.
But far and near, it’s very clear
We’re one world after all.

Use a Venn Diagram to compare and contrast American culture to other cultures represented in the classroom.
OBJECTIVE B.

DESCRIBE HOW THE MEDIA INFLUENCES HEALTH CHOICES
(I.E. TERRANCE THE RAT).

SAMPLE LESSONS

- Brainstorm media* influences*
- Group students to make a collage using advertisements from magazines and newspapers such as Got Milk.
- List the slogans, rhymes or jingles used in commercials that influence* healthy choices, for example, Nike’s “Just Do It.”
- Invite a representative from “Reject All Tobacco Program” to speak
- Web site: www.BAM.gov

ASSESSMENT

- Teacher observation
- Collage

HOME ACTIVITIES

- Students will list commercials that influence* healthy choices during an hour-long television program.

HOME ACTIVITIES

- Invite parents to bring a dish from their culture
IDENTIFY WAYS TO COMMUNICATE CARE, CONSIDERATION AND RESPECT OF SELF AND OTHERS.

SAMPLE LESSONS

- Brainstorm a list of ways to show respect for others
- Group students to create a classroom motto that will be displayed throughout the year. The students will sign the motto as a pledge to be respectful to their classmates.
- “Terrific Trait Card Center” - provide materials for students to design card. The card should include their name and self portrait. During the week, students who visit the center should write positive comments about their classmates. At the end of the week, students should take the cards home to share with their family.
- Select a “star student” each week. Highlight unique qualities of a different child each week. Using the Coat of Arms Map, include a picture of the student and his or her likes, dislikes, favorite books, friends and pets. Display. [SEE APPENDIX]

Poem: “I Look In the Mirror” by Helen H. Moore

I Look in the Mirror

I look in the mirror
and what do I see?
A pair of eyes
looks back at me.

A nose, two ears, two
eyebrows, too:
Two lips, and teeth, to say,
“I love you.”

I look in the mirror
and what do I see?
I look in the mirror
and I see ME!

- Role play
- Books: I’m Gonna Like Me: Letting Off a Little Self-Esteem by Jamie Lee Curtis

ASSESSMENT

- Teacher observation
- Discussion
- Classroom motto

HOME ACTIVITIES

- All about me puzzle - Students will write about themselves on the puzzle, then cut it apart and put the pieces into a ziploc bag. Students piece together the identities of their classmates by reconstructing student-made puzzles. Duplicate the puzzle pattern adapted from The Mailbox. [SEE APPENDIX]
**Objective B.** Demonstrate refusal skills to enhance health (i.e. just say no, don’t talk to strangers).

**Sample Lessons**

- Discuss the difference between a “safe” and an “unsafe” stranger.
- Create a Flow Map to explain the steps to avoid being abducted by a stranger.
- Invite a police officer to speak from the DARE program.
- Book: *The Berenstain Bears Learn About Strangers* by Stan and Jan Berenstain.
- Role play.
- Video: “Kid Escape Child Abduction” by John Hall.
- Song: “Rules Rap” by Dr. Jean.

**Assessment**

- Students will write a paragraph explaining how to say no to strangers and drugs. The students will then illustrate their paragraph.

**Home Activities**

- Students will write at least three things they learned from the guest speaker.
Objective C: Distinguish between evaluations of performance and personal worth.

Sample Lessons

- Discussion of self-worth and what makes a person unique such as talents, character or personality.
- Friend portrait: Divide students into pairs. Ask the students to sit in facing chairs as they draw each other’s pictures.
- Classroom quilt: To emphasize the student’s personal worth in classroom, each student will draw a self-portrait on a square piece of paper. Punch holes in each corner of the paper. Tie the pictures together with yarn.
- Poems [See Appendix]

Assessment

- Observation
- Discussion

Home Activities

- Students will use a Bubble Map to list positive adjectives to describe themselves.
**Competency 6:**

DEMONSTRATE THE ABILITY TO USE GOAL-SETTING AND DECISION-MAKING SKILLS TO ENHANCE HEALTH.

**OBJECTIVE A.**

EXPLAIN THE POTENTIAL RESULTS OF HEALTH CHOICES (I.E. ACCIDENTS, NUTRITION, PHYSICAL ACTIVITY, DRUG USE).

SAMPLE LESSONS

- Brainstorm healthy and unhealthy choices and determine the result of those choices
- “Key to Success Center”- give each a picture of a key. Students will list their goals* and ways to accomplish them on the key. Display on bulletin board. [SEE APPENDIX]
- Create a flip book to list cause/ effect potential results of health* choices.

**ASSESSMENT**

- Observation
- Discussion
- Self-evaluation using health choice checklist. [SEE APPENDIX]

**HOME ACTIVITIES**

- Self-evaluation can be done at home.

**OBJECTIVE B.**

IDENTIFY THE BENEFITS OF MAKING HEALTHY CHOICES (I.E. ALTERNATE CHOICE FOR UNHEALTHY DECISIONS).

SAMPLE LESSONS

- Brainstorm and list the top 10 benefits of making healthy choices such as eating healthy fuels the brain or drinking milk strengthens the bones.
- Divide paper into four or eight squares. Write one healthy choice in each square and then illustrate.
- Use a Bubble Map to describe healthy choices.
Healthy Choices

- Exercise
- Drink water
- Say no to drugs
- Eat fruits and vegetables

ASSESSMENT
- Teacher/class discussion
- Top 10 list
- Bubble Map

HOME ACTIVITIES
- Students will write and illustrate a paragraph about one healthy choice they made for the week.

OBJECTIVE C.
EXPLAIN HOW GOAL-SETTING AFFECTS DECISION-MAKING.

SAMPLE LESSONS
- Define goals* and discuss what it means to have a goal.*
- Encourage the class to agree on specific measurable goals,* which could be posted in the room and charted. (I will eat two vegetables every day this week.)
- Make a flip book of their goals.*

ASSESSMENT
- Observation
- Open response
- Self-evaluation

HOME ACTIVITIES
- Students will write and illustrate a paragraph about one healthy choice they made for the week.
COMPETENCY 7:
Students will demonstrate the ability to advocate for personal, family, and community health.

OBJECTIVE A. DEMONSTRATE AN ABILITY TO INFLUENCE OTHERS TO MAKE HEALTHY CHOICES.

SAMPLE LESSONS

- Use marshmallow crème to create a milk mustache. (“Got Milk” campaign)
  Teacher will take a photo of each student with crème mustache and create a bulletin board to promote healthy eating habits. Students will write a persuasive paragraph to encourage others to make healthy choices (paragraphs can be placed under picture).
- Create a commercial to advocate others to make healthy choices.
- Skit
- Role Play

ASSESSMENT
• Discussion
• Rubric for paragraph and commercial

HOME ACTIVITIES
• Initiate conversation with family members to make healthy choices.


SAMPLE LESSONS

- Identify and explain community* health* programs and include ways to participate (i.e. Let’s Go Walkin’ Mississippi, Adopt-a-Mile, Habitat for Humanity).
- Invite various speakers from the list above.
- Divide students into groups to establish school projects that would be beneficial to the school (i.e. campus clean-up, planting flowers, shrubs, can-food drive, clothing closet).
ASSESSMENT
• Teacher observation
• Discussion

HOME ACTIVITIES
• Invite parents to participate in school campus activities.
Appendix I
Teaching Resources
# K-W-L Chart

<table>
<thead>
<tr>
<th>K</th>
<th>What (I) we know</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>What (I) we want to find out</td>
</tr>
<tr>
<td>L</td>
<td>What (I) we learned</td>
</tr>
</tbody>
</table>

Name

Date
Eating Healthy Foods

Directions: Place a check mark (✔) next to each item that is true for you.

_____ I participate in physical activity every day.

_____ I limit my intake of sweets and fats.

_____ I eat fruits and vegetables every day.

_____ I wear safety equipment when riding bikes and playing sports.

_____ I always wear a seat belt in a moving vehicle.

_____ I follow safety rules when using electricity.

_____ I don’t use other people’s prescription drugs.

_____ I stay away from second-hand smoke.

_____ I always practice ways to say “no” to drugs, alcohol and tobacco.
Suggested Injury Prevention Videos

“Be Cool About Fire Safety” - Ages 7-12

Disney – I’m No Fool Series: “I’m No Fool with a Bicycle” - Ages 5-7

Disney- Mickey Mouse: “Safety Belt Experts” - Ages 5-7

“Seat Belts Are for Kids Too” - Ages 5-7

“Hidden Hazards in Your Home for Parent/Families”
Name________________________________________________________

Date_______________________

1. Circle one way to conserve water.
   a.) fish every day
   b.) turn off water while brushing teeth
   c.) water the flowers all day

2. List one way to reduce your chance of getting skin cancer.
   ________________________________________________________________

3. Does air pollution affect the ozone layer?
   Check:       Yes_______
                 No_______

4. List 3 items that can be recycled.
   a.)____________________________________
   b.)____________________________________
   c.)____________________________________

5. Write one complete sentence about what you learned about pollution.
   ___________________________________________________________________
Warning Symbols

- **Infectious Substance**
- **Flammable Gas**
- **Explosive 1.1A**
- **Inhalation Hazard**
- **Biohazard**
- **Toxic**
- **Oxygen**
- **Poison Gas**
- **Non-Flammable Gas**
- **DANGER**
- **High Voltage**

**Warning Symbols**

- **Do Not Chew or Crush. Swallow Whole.**
- **May Cause Drowsiness. Alcohol May Intensify This Effect. Use Care When Operating a Car or Dangerous Machinery.**
Key to Success
Appendix II
Concept Words to Teach
**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.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prevention:</strong></td>
<td>The act of preventing, causing not to happen.</td>
</tr>
<tr>
<td><strong>Promotion:</strong></td>
<td>The act of furthering the growth or development of something.</td>
</tr>
<tr>
<td><strong>Community:</strong></td>
<td>A group of people with a common characteristic or interest living together within a larger society.</td>
</tr>
<tr>
<td><strong>Health:</strong></td>
<td>The condition of being sound in body, mind or spirit; especially the freedom from physical disease or pain.</td>
</tr>
<tr>
<td><strong>Society:</strong></td>
<td>Part of a community that is a unit distinguishable by particular aims or standards of living or conduct.</td>
</tr>
<tr>
<td><strong>Environment:</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Nutrition:</strong></td>
<td>The processes by which an animal or plant takes in and makes use of food substances.</td>
</tr>
<tr>
<td><strong>Calorie:</strong></td>
<td>An amount of food having an energy-producing value of one calorie.</td>
</tr>
<tr>
<td><strong>Awareness:</strong></td>
<td>Having or showing understanding or knowledge</td>
</tr>
<tr>
<td><strong>Hygiene:</strong></td>
<td>Conditions or practices (as of cleanliness) that are aids to good health.</td>
</tr>
<tr>
<td><strong>Physical Activity:</strong></td>
<td>The quality or state of being active, an educational exercise designed to teach by firsthand experience</td>
</tr>
<tr>
<td><strong>Consumer:</strong></td>
<td>One that consumes; especially a person who buys and uses up goods and services.</td>
</tr>
<tr>
<td><strong>Media:</strong></td>
<td>Forms or systems of communication designed to reach a large number of people.</td>
</tr>
<tr>
<td><strong>Influence:</strong></td>
<td>The act or power of producing an effect indirectly or without apparent use of force or exercise of command.</td>
</tr>
<tr>
<td><strong>Behavior:</strong></td>
<td>The way in which one conducts oneself.</td>
</tr>
<tr>
<td><strong>Risk:</strong></td>
<td>To expose to danger</td>
</tr>
<tr>
<td><strong>Disease:</strong></td>
<td>An abnormal bodily condition interferes with functioning and can usually be recognized by signs and symptoms</td>
</tr>
<tr>
<td><strong>Illness:</strong></td>
<td>An unhealthy condition of body or mind</td>
</tr>
<tr>
<td><strong>Prescription:</strong></td>
<td>A written direction or order for the preparation and use of a medicine</td>
</tr>
<tr>
<td><strong>Goal:</strong></td>
<td>The end toward which effort is directed, the target or aim of an activity</td>
</tr>
<tr>
<td><strong>Emergency:</strong></td>
<td>An unexpected situation that calls for immediate action</td>
</tr>
</tbody>
</table>
Poems About Me

“Look at Me,” Ida M. Pardue
“Quiet,” Walter L. Mauchan
“Twins,” Jean Brabham McKinner
“My Loose Tooth,” Ruth Kanarek
“Friends,” Janet C. Miller
“Me,” Walter de la Mare
“Me,” Karla Kuskin
“Mark’s Fingers,” Mary O’Neill
“Stupid Old Myself,” Russell Hoban
“If We Didn’t Have Birthdays,” Dr. Suess
“I’m Nobody! Who Are You?” Emily Dickinson
“Insides,” Colin West
My Shadow,” Robert Louis Stevenson
“I Don’t Want to Shrink,” Robin Mellor
“Collecting,” Jane Baskwill
“If I Were in Charge of the World,” Judith Viorst

Books About Me

Quick as a Cricket, Audrey and Don Wood
I Like Me, Nancy Carlson
The Important Book, Margaret Wise Brown and Leonard Weisgard
The Mixed-Up Chameleon, Eric Carle
Bedtime for Frances, Russell Hoban and Garth Williams
Mop Top, Don Freeman
Pajamas, Livingston and Maggie Taylor and Tim Bowers
Sam, Ann Herbert Scott
I Am Freedom’s Child, Bill Martin Jr.
I’m Terrific, Marjorie Weinman Sharmat
Shoes for Angela, Ellen Bartow Snavely
Arthur’s Nose, Marc Brown
Arthur’s Eyes, Marc Brown
Arthur’s Tooth, Marc Brown
Wriggles the Little Wishing Pig, Pauline Watson
Leo the Late Bloomer, Robert Kraus
William’s Doll, Charlotte Zolotow
Ramona the Brave, Beverly Cleary
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
THE UNIVERSITY OF SOUTHERN MISSISSIPPI
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
3825 Ridgewood Road, Room 729
Jackson, MS  39211
Telephone:  601.432.6876
Toll Free:  1.866.883.4474
Fax:  601.432.6974

TLC Gulf Coast Office
730 East Beach Boulevard
Post Office Box 5128
Long Beach, MS  39560
Telephone:  228.214.3223
Fax: 228.214.3421

www.usm.edu/ids

AA/EQE/ADA/E