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

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
An Elementary Approach to Improving Health Literacy in Mississippi

An Integrated Suggested Teaching Strategy for the Mississippi Health Curriculum Framework

THIRD GRADE

Funding Provided by

Blue Cross & Blue Shield of Mississippi Foundation

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THE UNIVERSITY OF SOUTHERN MISSISSIPPI
INSTITUTE FOR DISABILITY STUDIES

In Collaboration with

Madison County Schools
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.
# Table of Contents

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII</td>
<td>HEALTH CURRICULUM FRAMEWORK</td>
</tr>
<tr>
<td>1</td>
<td>SUGGESTED TEACHING STRATEGY FOR HEALTH CURRICULUM FRAMEWORK</td>
</tr>
<tr>
<td>18</td>
<td>APPENDIX CONTENTS</td>
</tr>
<tr>
<td>19</td>
<td>APPENDIX I (TEACHING RESOURCES)</td>
</tr>
<tr>
<td>39</td>
<td>APPENDIX II (CONCEPT WORDS)</td>
</tr>
<tr>
<td>41</td>
<td>APPENDIX III (SUGGESTED BOOK LIST)</td>
</tr>
<tr>
<td>43</td>
<td>APPENDIX IV (ADDITIONAL WEB-BASED RESOURCES)</td>
</tr>
</tbody>
</table>
Acknowledgments

Key Stakeholders
Blue Cross & Blue Shield of Mississippi Foundation
Madison County Schools
Mississippi Department of Education
Mississippi Chapter of the American Academy of Pediatrics

Teachers
These teachers served as subject matter and teaching experts in the development of the teaching strategies for the Health Curriculum Frameworks.

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Shannon McKay, Madison Station Elementary
Cindy McKay, Madison Crossing Elementary
Brynda W. Creel, East Flora Elementary
Rosia Jackson, Madison Crossing Elementary

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.
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>
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<tbody>
<tr>
<td>Personal Health (PH)</td>
<td>Consumer* Health (CH)</td>
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<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>
Third Grade

In third grade, students should gain an understanding of how family influences personal health. They should also be introduced to childhood illnesses or injuries and how they can be prevented. Teachers should continue to reinforce the importance of learning the basic skills of health promotion and disease prevention at an early age. The students should also gain an understanding about the importance of participation in physical activity.

Competencies and Suggested Objectives:

1. COMPREHEND CONCEPTS RELATED TO HEALTH PROMOTION AND DISEASE PREVENTION. (D, PH, D, M, S, N)
   a. Identify types of childhood injuries and illnesses and ways for prevention and treatment.
   b. Recognize and describe the relationship between personal health behaviors and individual well-being.
   c. Identify proper use of resources in health promotion and disease prevention.
   d. Define nutritional terms on food labels (i.e., fats, calories).

2. DEMONSTRATE THE ABILITY TO OBTAIN VALID HEALTH INFORMATION AND HEALTH-PROMOTING PRODUCTS AND SERVICES. (PH, C, S)
   a. Investigate how the availability of health services affects the community.
   b. Identify and discuss hazardous products.
   c. Identify characteristics of valid health information and health promoting products and services.

3. DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND REDUCE HEALTH RISKS. (M, S, CH, PH, F)
   a. Demonstrate ways (i.e., conflict resolution) to avoid and reduce threatening situations.
   b. List personal rights and responsibilities of individuals at home and school.
   c. Explore alternative techniques in managing stress.

4. ANALYZE THE INFLUENCE OF CULTURE, MEDIA, TECHNOLOGY AND OTHER FACTORS ON HEALTH. (PH, H, F, CH)
   a. Describe how culture influences personal health behaviors.
   b. Analyze how the media influences thoughts, feelings and health behavior.
   c. Identify ways that health care technology can impact personal health.
5. DEMONSTRATE THE ABILITY TO USE INTERPERSONAL COMMUNICATION SKILLS TO ENHANCE HEALTH. (M, F, H, PH)

a. Demonstrate ways to communicate needs, wants and feelings through verbal and non-verbal communication.
b. Apply ways to properly communicate care, consideration and respect for self and others.

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

a. Communicate information (i.e., nutrition, physical activity, drug use, peer choices) that promotes positive health choices.
b. Demonstrate the ability to practice healthy choices.
c. Develop a personal health plan and track progress toward achievement.

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

a. Describe characteristics needed to be a responsible friend and family member.
b. Identify and understand the importance of contributing to the community.
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 TYPES OF CHILDHOOD INJURIES AND ILLNESSES AND WAYS FOR PREVENTION AND TREATMENT.

**SAMPLE LESSONS**

- Brainstorm types of childhood injuries and illnesses.*

<table>
<thead>
<tr>
<th>CHILDHOOD</th>
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<tbody>
<tr>
<td>Injuries</td>
<td>Illnesses*</td>
</tr>
<tr>
<td>broken arm</td>
<td>viruses</td>
</tr>
<tr>
<td>knee</td>
<td>cold</td>
</tr>
<tr>
<td>head</td>
<td>flu</td>
</tr>
</tbody>
</table>

- Brainstorm ways to prevent injuries and illnesses* using a Multi Flow Map for both.

- Invite a guest from Safe Kids (www.usa.safekids.org).

- Display a diagram of a bicycle. Discuss the parts of the bicycle and how to check the bicycle.

**WORD BANK**

<table>
<thead>
<tr>
<th>strap</th>
<th>chin guard</th>
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<tbody>
<tr>
<td>tire</td>
<td>tire pressure</td>
</tr>
<tr>
<td>reflectors</td>
<td>chain</td>
</tr>
<tr>
<td>handle bar</td>
<td>seat, brakes, hand gear</td>
</tr>
</tbody>
</table>

*See Appendix*
OBJECTIVE B. RECOGNIZE AND DESCRIBE THE RELATIONSHIP BETWEEN PERSONAL HEALTH BEHAVIORS AND INDIVIDUAL WELL-BEING.

SAMPLE LESSONS

- Discuss the right precautions to use to safely play in the sun. Create a Flow Chart to show cause and effect: “I want to protect myself when in the sun ...” Read center box as beginning of sentence. Add endings to the sentence in the remaining boxes. SEE APPENDIX

so I will use sunscreen.

so I will avoid the strongest rays of the sun from 10 a.m. to 4 p.m.

so I will wear sunglasses.

I want to stay safe in the sun ...

so I will drink plenty of water.

so I will wear a cover-up when I stay a long time.

so I will use an umbrella, tent and other protective gear.

ASSESSMENT

- Letter
- Teacher observation

HOME ACTIVITIES

- Discussion with parent
- Review safety tips
- www.yourchildshealth.com/safety/lid.html

ASSESSMENT

- Label diagram of bicycle
- Teacher observation
- Classroom discussion
### Objective C.

**Identify proper use of resources in health promotion and disease prevention.**

#### Sample Lessons

- Discuss how to maintain a healthy body and prevent diseases.*
- Read orally *The Very Hungry Caterpillar* by Eric Carle and discuss in small groups.
- Explore the Food Pyramid using the Internet (www.teamnutrition.gov).
- Complete My Pyramid Worksheet. [See Appendix](#)
- Health Center: *The Magic School Bus Inside the Human Body* by Joanna Cole
  *Those Mean Nasty Dirty Downright Disgusting but...Invisible Germs* by Judith Rice
  *Germs Make Me Sick* by Melvin Berger

#### Assessment

- Self-evaluation/goal*-setting
- Teacher discussion

#### Home Activities

- Keep a list of food consumed from each food group.
- Create a chart at home to eat healthy

### Objective D.

**Define nutritional terms on food labels (i.e. fats, calories, etc.).**

#### Sample Lessons

- Students should create flash cards for the following terms about nutrition.* The terms should be written on one card and the definition on another card for matching (diet, sodium, sugar, fiber, fats, calories,* cholesterol).
- Display a transparency of the food label sheet. Discuss the different parts of a label. [See Appendix](#)

#### Assessment

- Place students in pairs. Each student will match the nutrition* vocabulary flash cards with the correct definitions. The partner will check to see if the cards are correctly matched.

#### Home Activities

- Each student will bring a can of food to school. After identifying the nutritional* terms on each can label, the cans of food can be donated to charity.
INVESTIGATE HOW THE AVAILABILITY OF HEALTH SERVICES AFFECTS THE COMMUNITY.

COMPETENCY 2:
Students will DEMONSTRATE THE ABILITY TO OBTAIN VALID HEALTH INFORMATION AND HEALTH-PROMOTING PRODUCTS AND SERVICES.

OBJECTIVE A.

SAMPLE LESSONS

- Brainstorm and discuss the health services available in the community. Provide a list of the family doctors, hospitals, ophthalmologists, dentists and others in the community. Use the telephone directory as a reference.

- Write the different health services on an index card. Put students in groups and give each group an index card. Students will research specific services that the doctors provide using the Internet or encyclopedias. Give oral reports after research has been completed.

- Project: Have students dress as a community health service person and tell what services they provide. Tell how the community would be different without their service. The teacher or a parent volunteer can videotape each student and produce a tape or DVD that can be checked out by parents to view at home.

ASSESSMENT

- Project
- Oral presentation
- Teacher observation

HOME ACTIVITIES

- Parents will listen and make suggestions for community health service person class project
- Dress rehearsal at home
Understand the importance of warning labels.

**Sample Lessons**

- With the help of their parents, students will look for products at home that might be hazardous to their health* such as detergents, cleaners, paint and lawn products. They should look for symbols that indicate hazardous products. Students should record this information and bring the list to class. Discuss how these products are safely stored.

- Using the information collected, students should make a Bubble Map to list the products they found that are hazardous. Discuss symbols.

**Assessment**

- Students should choose one or more hazardous products to write about, telling how the product is hazardous. They should illustrate their work and present it to the class.

**Home Activities**

- Family discussion on hazardous products and how they can be safely stored.
IDENTIFY CHARACTERISTICS OF VALID HEALTH INFORMATION AND HEALTH PROMOTING PRODUCTS AND SERVICES.

SAMPLE LESSONS

- Discuss how students can locate the different characteristics that products and services should have to promote good health.*
  1. Locate resources from home, school and community* that provide valid health* information.
  2. Explain how the media* influences* the selection of health* information, products and services.
  3. Demonstrate the ability to locate school and community* health* helpers (educationworld@u.s.standards.com).

- Students will bring magazines from home to cut out pictures of products and services that promote good health.*
  Each student (or group) will make a collage using the pictures they collected. The collages should be displayed in the classroom or hall.

ASSESSMENT
- Collages

HOME ACTIVITIES
- Parents will send magazines to be used for collages.
Competency 3: Students will **DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND REDUCE HEALTH RISKS.**

**OBJECTIVE A.** DEMONSTRATE WAYS TO AVOID AND REDUCE THREATENING SITUATION (I.E. CONFLICT RESOLUTION).

**SAMPLE LESSONS**

- Role play a given situation. Example: Your friend, Bobby, is angry with Matt. He tells you that he is going to “get” Matt on the playground. What would you do?

- Put students in groups of four or five. Provide each group with a situation of a conflict that could occur. Have each group to role play.

- Discuss each situation after each role play.

- Discuss steps of conflict resolution. **SEE APPENDIX**

- Health Center: *The Talking Egg* by Robert D. San Souci and Jerry Pinkey

**OBJECTIVE B.** LIST PERSONAL RIGHTS AND RESPONSIBILITIES OF INDIVIDUALS AT HOME AND SCHOOL.

**SAMPLE LESSONS**

- ‘Use a Tree Map to list student’s responsibilities at home and school.

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<th>HOME</th>
<th>SCHOOL</th>
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- Read and discuss *It’s Not Fair* by Carl Sommer and Greg Budwine. Use a Flow Chart to analyze the story.

- Discuss personal rights (right to learn, feel safe, respect, be treated fairly and others)

- Students should write a reflection in their journal on a time they or someone they know was bullied.

- Health Center: *Fat, Fat Rose Marie* by Lisa Passen
EXPLORE ALTERNATIVE TECHNIQUES IN MANAGING STRESS.

ASSESSMENT
- Discussion
- Teacher observation
- Tree Map

HOME ACTIVITIES
- Student should make a list of responsibilities they have at home
- Family discussion on ways to resolve conflicts

OBJECTIVE C.

SAMPLE LESSONS

- Discuss the meaning of stress. Stress occurs when pressures exceed our ability to cope. Explore how to cope with stress. Example (positive): “If I make a poor grade on my test, I can talk to my teacher about ways to improve the grade. Example (negative): “If I make a poor grade on my test, I can throw my books in the trash can.”

- Students will tell about a stressful situation. They will tell a positive and a negative way to cope with their stressful situation.

- Invite the school counselor to speak to the class about positive ways to cope with stress.

- Read the book Noise, Noise, Noise by Carl Sommer to the class. Discuss the book.

ASSESSMENT
- Class discussion

HOME ACTIVITIES
- Family discussion on positive ways to cope with stress.
Competency 4: Students will analyze the influence of culture, media, technology and other factors on health.

Objective A. Describe how culture influences personal health behaviors.

Sample Lessons

- Each student will write his or her favorite restaurant on an index card.
- Collect all cards and group them according to the types of restaurant (Italian, Greek, American, Chinese). Discuss how culture influences your health.

- Display food pyramids describing different cultures. [See Appendix]
  Review and discuss contents and serving sizes of each pyramid. Compare food pyramids from each culture.

- Organize a day for “Foods from Around the World”

- Health Center:
  How My Parents Learned to Eat by Ina Friedman
  Corn Is Maize: The Gift of the Indians by Aliki

Assessment

- Observation
- Discussion

Home Activities

- Invite parents to school for an international lunch prepared by the cafeteria.
OBJECTIVE B. ANALYZE HOW THE MEDIA INFLUENCES THOUGHTS, FEELINGS AND HEALTH BEHAVIOR.

SAMPLE LESSONS

- Discuss how we learn about different products through various types of media* and give examples of each (television, radio, newspaper, billboards, computer). How do these make us feel, think and behave?

- Students will write an advertisement about a product they would not buy. They will share it with the class and tell why they would not buy it.

- Students will choose a product and analyze the good and bad things about it using a Double Bubble Map.

Products_____________________________

ASSESSMENT

- Advertisement, Double Bubble Map

HOME ACTIVITIES

- Parents will help student write an advertisement. Reference: www.bam.gov
OBJECTIVE C. IDENTIFY WAYS THAT HEALTH CARE TECHNOLOGY CAN IMPACT PERSONAL HEALTH.

SAMPLE LESSONS

- Discuss technology and brainstorm a list of different technologies used at home and school.
- Make a list of the technologies used in the health* profession (x-ray, lasers, magnetic resonance imaging).
- Discuss what would happen if we did not have advanced medical technology (Example: It would take longer for doctors to determine that patients have broken bones or diseases.*)
- Use the Internet to explore real life surgery. (www.edheads.org/activities/knee/)

ASSESSMENT
- Observation
- Discussion

HOME ACTIVITIES
- Make a list of some of the technological equipment at a doctor’s office or hospital.

SAMPLE LESSONS

- Students will make their own chart to illustrate needs, wants and feelings (verbal and nonverbal). Share these charts with the class, then display in the classroom or hall.
- Parents will help student make a list of different feelings.

ASSESSMENT
- Charts

HOME ACTIVITIES
- Parents will help student make a list of different feelings.

Competency 5: Students will DEMONSTRATE THE ABILITY TO USE INTERPERSONAL COMMUNICATION SKILLS TO ENHANCE HEALTH.

OBJECTIVE A. DEMONSTRATE WAYS TO COMMUNICATE NEEDS, WANTS AND FEELINGS THROUGH VERBAL AND NON-VERBAL COMMUNICATION.

ASSESSMENT
- Charts

HOME ACTIVITIES
- Parents will help student make a list of different feelings.
**OBJECTIVE B.** APPLY WAYS TO PROPERLY COMMUNICATE CARE, CONSIDERATION AND RESPECT FOR SELF AND OTHERS.

**SAMPLE LESSONS**

- Teacher will make a “Respect Box” and provide paper strips.

- When a student observes another student communicating care, consideration or respect for others, they will write the student’s name and their act on a paper strip. The strip will be placed in the Respect Box. At the end of the week, the teacher will read the strips in the Respect Box.

**ASSESSMENT**

- Observation

**HOME ACTIVITIES**

- Students will encourage family members to notice caring, considerate and respectful acts in their home.

- Students will discuss with parents ways they can show care, consideration and respect for others.

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**Competency 6:** Students will DEMONSTRATE THE ABILITY TO USE GOAL-SETTING AND DECISION-MAKING SKILLS TO ENHANCE HEALTH.

**OBJECTIVE A.** COMMUNICATE INFORMATION THAT PROMOTES POSITIVE HEALTH CHOICES (I.E. NUTRITION, PHYSICAL ACTIVITY, DRUG USE, PEER CHOICES).

**SAMPLE LESSONS**

- Define exercise. Discuss the benefits of physical activity.* Create Bubble Map on the board about the benefits of exercise.

- Students participate in specific exercises such as jumping jacks, sit-ups, squats or running in place.

- Have students create activity charts to keep track of their weekly fitness activities, such as swimming, baseball or cheerleading. The charts should include the date, time of day, activity performed, length of time spent on the activity and how the activity made them feel.

   SEE APPENDIX
- Divide class into groups. Give each group a piece of poster board. Each group is to create a poster that reflects why physical activity* is good for you. Share with the class.

- Read and discuss the book Why Do I Eat? by Rachel Wright

- Read and discuss “Smart Choices” magazine.

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**ASSESSMENT**
- Teacher observation
- Discussion

**HOME ACTIVITIES**
- Explore www.bam.gov and research physical fitness cards.
- Play a exercise game with your family.
**OBJECTIVE B.**

**DEMONSTRATE THE ABILITY TO PRACTICE HEALTHY CHOICES.**

**SAMPLE LESSONS**

- Read *My Big Sister Takes Drugs* by Judith Vigna. Have a class discussion on how drug abuse affects individuals, family and the community. *Create a Brace Map.*

- Research newspaper and magazine articles dealing with drug abuse. Bring article to share with class.

**ASSESSMENT**
- Teacher observation
- Discussion

**HOME ACTIVITIES**
- Explore the Drug Enforcement agency Web site www.usdoj.gov/dea/pubs/straight/cover.htm to get facts about drugs.
Students will record their food intake and physical activities for one week. They will analyze the data on the calendar after one week and note any area that needs improvement and work toward achieving a healthy lifestyle.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Breakfast</td>
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<td>Snack</td>
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<tr>
<td>Dinner</td>
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<tr>
<td>Physical</td>
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<tr>
<td>Activities</td>
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</table>

Create an individual goal* chart. This should be ongoing throughout the year and updated monthly.

<table>
<thead>
<tr>
<th>Goals*</th>
<th>Ways To Achieve Goals*</th>
<th>Goal* Has Been Met</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>4.</td>
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<tr>
<td>5.</td>
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Have students interview a friend about personal health* behaviors.* Work together to create new health* goals* to incorporate into their life.

Research a sports celebrity to learn about their health* goals.* Pretend to be that sports figure and tell the class about the health* choices they make to lead a healthy life.

Health Center:
- *What Happens to a Hamburger*? by Paul Showers and Edward Miller
- *Gregory, the Terrible Eater* by Mitchell Sharmat, Jose Aruego and Ariana Dewey
- *Green Eggs and Ham* by Dr. Suess
ASSESSMENT
• Teacher observation
• Calendar
• Discussion
• List of health* goals*
• Celebrity role play

HOME ACTIVITIES
• Discuss goal* chart at home with family.
• Calendar
• Review “Smart Choices” magazine and work activities together

Competency 7:
Students will DEMONSTRATE THE ABILITY TO ADVOCATE FOR PERSONAL, FAMILY, AND COMMUNITY HEALTH.

OBJECTIVE A.
DESCRIBE CHARACTERISTICS NEEDED TO BE A RESPONSIBLE FRIEND AND FAMILY MEMBER.

SAMPLE LESSONS

- The class will brainstorm and make a list of characteristics a responsible friend or family member should have.

- Students will write a paragraph that gives an example of a friend or a family member using one or more of these characteristics. Present the paragraph to the class.

ASSESSMENT
• Paragraph

HOME ACTIVITIES
• Discuss ways that family members show responsible characteristics. Students will write down one example to share with the class.
Identify and understand the importance of contributing to the community.

**Objective B.**

**Sample Lessons**

- Discuss what makes up a community.* Use a Circle Map to record students’ responses. (See Appendix)

- Brainstorm ways people can contribute to a community.*

- Teacher will divide students into groups. Each group of students will develop a health* project that will benefit the school community.* Students will state why this project is important and how it will benefit the school.

- The class will choose one of the projects to present as a school-wide event.

- Contact Blue Cross & Blue Shield to assist with an exercise project such as walking trails or outdoors exercise stations.

- Health Center: Garbage and Recycling by Rosie Harlow

**Assessment**

- Project

**Home Activities**

- Parents will help the students brainstorm different health* projects that would benefit their community* such as a walking trail, biking, healthy food fair (with recipes), organized sports events and walking clubs.
APPENDIX I
TEACHING RESOURCES, 19

Bicycle Diagram ......................20
Blank Bicycle Diagram ...............21
Bicycle Flash Cards ..................22-23
How To Use a Helmet .................24
Blank Flow Chart ....................25
MyPyramid Worksheet ...............26
Sample Food Label ...................27
How To Resolve Conflicts ..........28
Cultural Food Pyramids .............29-33
Activity Chart .......................34
Blank Circle Map ...................35
Third Grade Pre-/Post-Test ..........36-37
Third Grade Glossary ..............38

APPENDIX II
CONCEPT WORDS, 39

APPENDIX III
SUGGESTED BOOK LIST, 41

APPENDIX IV
ADDITIONAL WEB-BASED RESOURCES, 43
Appendix I
Teaching Resources
Bicycle Flash Cards

HANDLEBARS

TIRE/WHEEL

SEAT
CRANK/CHAIN

HORN

FOOT PEDAL
How to Use a Helmet

CPSC Commissioners' statements are provided below.

Statement of the Honorable Ann Brown Chairman, U.S. Consumer Product Safety Commission
Regarding Commission Vote on Bike Helmet Rule
February 5, 1998

Every time the Commission does a project so important, I come back to the very mission of this agency: to protect consumers against death and injury from consumer products. I voted for a final Federal safety standard for bicycle helmets because I believe a new and improved safety standard helps accomplish this mission.

Last year, over 900 people were killed in on bicycles, and more than a half million people were treated in hospital emergency rooms. Sixty percent of all bicycle-related deaths involve head injuries. Yet, research
MyPyramid Worksheet

Check how you did yesterday and set a goal to aim for tomorrow

<table>
<thead>
<tr>
<th>Write In Your Choices From Yesterday</th>
<th>Food and Activity</th>
<th>Tip</th>
<th>Goal (Based On a 1800 Calorie Pattern)</th>
<th>List Each Food Choice In Its Food Group*</th>
<th>Estimate Your Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast:</td>
<td>Grains</td>
<td>Make at least half your grains whole grains.</td>
<td>6 ounce equivalents (1 ounce equivalent is about 1 slice bread, 1 cup dry cereal, or ½ cup cooked rice, pasta, or cereal)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch:</td>
<td>Vegetables</td>
<td>Color your plate with all kinds of great tasting veggies.</td>
<td>2 ½ cups (Choose from dark green, orange, starchy, dry beans and peas, or other veggies)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack:</td>
<td>Fruits</td>
<td>Make most choices fruit, not juice.</td>
<td>1 ½ cups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner:</td>
<td>Milk</td>
<td>Choose fat-free or lowfat most often.</td>
<td>3 cups (1 cup yogurt or 1 ½ ounces cheese = 1 cup milk)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meat and Beans</td>
<td>Physical Activity</td>
<td>Choose lean meat and chicken or turkey. Vary your choices—more fish, beans, peas, nuts, and seeds.</td>
<td>5 ounce equivalents (1 ounce equivalent is 1 ounce meat, chicken or turkey, or fish, 1 egg, 1 T. peanut butter, ½ ounce nuts, or ¼ cup dry beans)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Physical activity: Build more physical activity into your daily routine at home and school.

At least 60 minutes of moderate to vigorous activity a day or most days.

<table>
<thead>
<tr>
<th>How did you do yesterday?</th>
<th>□ Great □ So-So □ Not So Great</th>
</tr>
</thead>
</table>

My food goal for tomorrow is: ________________________________________________________________

My activity goal for tomorrow is: ____________________________________________________________

* Some foods don’t fit into any group. These “extras” may be mainly fat or sugar—limit your intake of these.
## Nutrition Facts

Serving Size: 1 muffin  
Servings Per Container: 2

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories: 250</th>
<th>Calories from Fat: 110</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Daily Value*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fat 12g</td>
<td></td>
<td>18%</td>
</tr>
<tr>
<td>Saturated Fat 39</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Cholesterol 30mg</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Sodium 470mg</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Total Carbohydrate 31g</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Dietary Fiber 3g</td>
<td></td>
<td>12%</td>
</tr>
<tr>
<td>Sugars 5g</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protein 5g</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vitamin A 4%</td>
<td>• Vitamin C 2%</td>
<td></td>
</tr>
<tr>
<td>Calcium 20%</td>
<td>• Iron 4%</td>
<td></td>
</tr>
</tbody>
</table>

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

<table>
<thead>
<tr>
<th></th>
<th>Calories:</th>
<th>2,000</th>
<th>2,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fat</td>
<td>Less than 65g</td>
<td>80g</td>
<td></td>
</tr>
<tr>
<td>Sat Fat</td>
<td>Less than 20g</td>
<td>25g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol</td>
<td>Less than 300g</td>
<td>300g</td>
<td></td>
</tr>
<tr>
<td>Sodium</td>
<td>Less than 2,400mg</td>
<td>2,400mg</td>
<td></td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>Less than 300g</td>
<td>375g</td>
<td></td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>Less than 25g</td>
<td>30g</td>
<td></td>
</tr>
</tbody>
</table>
How To Resolve Conflicts Without Fighting

**STEPS:**

1. **STOP.** Don’t let the conflict get worse. The less angry you are the easier it will be to solve the problem.

2. **SAY** what the conflict is about. What is causing the disagreement? What does each of you want or not want?

3. **THINK** of positive options. How could you meet each other’s needs and be fair?

4. **CHOOSE** a positive option each of you can agree on.

   If you still can’t agree, ask someone else (an outsider) to help resolve the conflict.

**RULES:**

- Agree to resolve the conflict.
- No name-calling
- Take turns talking. Don’t interrupt.
- Be clear and truthful about what is bothering you and what you really need.
- Listen to the other person. Be sure you understand how he or she sees the problem.
- Use your brains, not your hands
- Be willing to compromise (if that’s appropriate).

Cultural Food Pyramid

AMERICAN FOOD PYRAMID

Vegetables
- Green Beans
- Tomatoes, Corn
- Spinach, Carrots
- Peas and Lettuce

Milk
- Milk
- Yogurt
- Cheese

Meats
- Beef
- Chicken
- Fish
- Pork
- Dried Beans

Fruits
- Bananas, Oranges
- Strawberries, Blueberries, Grapes
- Peaches, Cherries, Watermelon, Pineapple

Grains
- Whole Grain Bread, Cold Cereal, Rice, Pasta, Oatmeal, Bagels, Muffins

Others
- Chips
- Cookies
- Candy
- Cake

Fats, Oils, Sweets
- Eat sparingly
**Cultural Food Pyramid**

**ARAB FOOD PYRAMID**

- **Grains**: Couscous, Millet, Pita, Rice, Bulgur
- **Vegetables**: Onion, Cauliflower, Spinach, Cucumber, Artichokes, Potato, Green Beans, Cabbage, Eggplant, Okra, Squash
- **Fruits**: Figs, Apples, Apricots, Plums, Grapes, Bananas, Cantaloupe, Watermelon, Tangerines
- **Milk**: Milk, Lebneh, Jibneh, Goat’s Milk
- **Meats**: Beef, Chicken, Lamb, Lentils, Garbonzo Beans, Pistachios, Pine Nuts, Almonds
- **Fats, Oils, Sweets**: Honey, Olives, Tahini, Olive Oil
- **Others**: eat sparingly

**Combination Foods:**
- Falafel (meat, fat)
- Hummus (meat, fat)
- Kibbeh (meat, grain, fat)
- Tabouli (vegetable, grain, fat)
- Baba Ghannouj (vegetable, fat)
CHINESE FOOD PYRAMID

Vegetables
- Beans
  - Lima
  - String
- Broccoli
- Bok Choy
- Bamboo Shoots
Bean Sprouts:
  - Soy
  - Snow Mugn
- Baby Corn
- Coriander
- Cauliflower

Milk
- Milk
- Cream
- Butter
- Cheese
are not part of regular diet

Fats, Oils, Sweets
- Sugar
- Vinegar
- Rice Wine
- Soy Sauce
- Sesame Oil
- Salt & Black Pepper
eat sparingly

Meats
- Fish
- Pork
- Crab
- Clams
- Squid
- Bean Curd
- Chicken
- Eel
- Beef
- Duck

Fruits
- Melons
- Apples
- Oranges
- Asian Pears

Grains
- Rice
- Noodles
- Oval Grain
- Long Grain
- Rice Wheat Buns

6-11 servings

Combination Foods:
Red Rice – Steaming glutinous rice with red beans (Meat and Grain)
Bean Curd Stick and Gluten Balls (Meat and Grain)
Cultural Food Pyramid

ITALIAN FOOD PYRAMID

Vegetables
- Corn
- Yams
- Cactus
- Salsa
- Chilies

Fruits
- Peaches
- Strawberries
- Oranges
- Apples
- Figs
- Pears
- Grapes

Milk
- Butter
- Olives
- Olive Oil
- Heavy Cream

Others
- Butter
- Olives
- Olive Oil
- Heavy Cream

Grains
- Rice
- Linguini
- Macaroni
- Spaghetti
- Focaccia
- Polenta
- Italian Bread

Combination Foods:
- Vegetable Lasagna (starch, vegetable, fat, milk/cheese)
- Spaghetti Squash Marinara (vegetable)
- Spaghetti and Meat Balls (meat, starch, fat)
Cultural Food Pyramid

MEXICAN FOOD PYRAMID

Vegetables
- Corn
- Yams
- cactus
- Salsa
- Chilies

3-5 servings

Fruits
- Guava
- Mango
- Bananas
- Oranges
- Cherimoya

2-4 servings

Milk
- Whole Milk
- Cocoa Drink
- White Cheese

2-3 servings

Meats
- Eggs
- Beef
- Fish
- Beans
- Chorizo
- Menudo
- Chicken

2-3 servings

Vegetables
- Onions
- Squash
- Jicama
- Potatoes
- Tomatoes
- Sweet Potato

3-5 servings

Others
- Lard
- Flan
- Churros
- Avocados
- Panduice

eat sparingly

Fats, Oils, Sweets
- Eggs
- Beef
- Fish
- Beans
- Chorizo
- Menudo
- Chicken

2-3 servings

Grains
- Rice
- Rolls
- Tortilla
- Noodles

6-11 servings

Combination Foods:
- Guisado – Stew with Vegetables and Meat
- Quesadilla – Tortilla with Meat and Cheese
- Burrito – Flour tortilla with Beef, Beans, Cheese, or other fillings
<table>
<thead>
<tr>
<th>Activity Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Time</td>
</tr>
<tr>
<td>Activity</td>
</tr>
<tr>
<td>Time Spent on Activity</td>
</tr>
<tr>
<td>How Activity Made You Feel</td>
</tr>
</tbody>
</table>
Blank Circle Map
Third Grade Pre-/Post-Test

1. Which is not part of a bicycle?
   a) reflectors     b) handlebars     c) motor     d) tire

2. What should you always wear when riding a bicycle?
   a) helmet     b) long pants     c) sandals     d) sun glasses

3. Bicycle riders should keep their bikes in good shape at all times?
   a) true     b) false

4. When should a bicycle helmet be worn?
   a) only on busy streets     b) only when your parents tell you     c) every time you ride your bike

5. Write one or more complete sentences telling why you should exercise.
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________

6. Which is not a way to prevent the spread of germs?
   a) cover your nose and mouth with a tissue when sneezing
   b) wash your hands before eating or touching your eyes, nose or mouth
   c) share your food, beverage and utensils with your friends
   d) see your doctor if you have a fever

7. Look at the food label below. Answer the following questions.
   What is the total serving per container? _______________________________
   What are the total calories? _______________________________
   How many grams of cholesterol does it contain? _________________________
   What are the total grams of protein? ________________________________

8. What service does a dentist provide?
   a) care of the eyes     b) care of the teeth     c) care of the feet     d) care of the hip

9. Which is not a term that means a product is hazardous?
   a) toxic     b) flammable     c) poisonous     d) non-toxic

10. “Keeping your head” means:
    a) thinking about what to say     b) making sure you don’t mouth off
    c) talking calmly     d) all of the above
11. What should you do if someone is bullying you or your friend?
   a) keep it a secret  b) tell an adult  c) start crying  d) fight back

12. Which is a way to handle stress?
   a.) talk to someone  b.) exercise  c.) play a fun game  d.) all of the above

13. Which food will probably contain the most fat?
   a) carrot  b) banana  c) ice cream  d) skim milk

14. Which food would be a healthier choice?
   a) baked chicken  b) fried chicken  c) double cheeseburger  d) triple cheeseburger

15. Have you ever purchased an item because of a commercial you saw on television? Tell why or why not ____________________________________________________________________________
    ____________________________________________________________________________
    ____________________________________________________________________________

16. Which tool of technology would a dentist use to get a better view of your teeth?
   a) magnifying glass  b) eyeglasses  c) telescope  d) x-ray

17. Which is a way to communicate to show you need help if you are choking?
   a) call out for help  b) stand up and hold your hands around your throat  c) sit quietly until someone notices

18. I show care, consideration and respect when others are speaking by
   a) looking out the window  b) getting up to sharpen my pencil  c) looking at the person who is speaking  d) talking to a neighbor

19. Which is a physical activity that will help build muscles and strong bones?
   a) swimming  b) watching television  c) playing video games  d) reading the newspaper

20. Which is NOT an effective method to help you record a personal health plan?
   a) use a calendar  b) use a journal  c) tell your friend to remember  d) use a chart

21. Write one or more sentences telling how you could help promote healthy choice in your family.  ____________________________________________________________________________
    ____________________________________________________________________________
    ____________________________________________________________________________
    ____________________________________________________________________________
**Third Grade Glossary**

**strap:** a long narrow strip of leather or other easily bent material, used to hold things down or keep things in place

**seat:** the part of something on which a person sits: a bicycle seat

**chin guard:** a device or an attachment that protects or shields the chin from injury

**brakes:** a device for slowing or stopping motion, as a vehicle or machine

**tire:** a covering for a wheel, usually made of rubber and filled with compressed air

**hand gear:** a device on the handlebars of a bicycle used to change the speed of the bicycle

**tire pressure:** the amount of compressed air needed to fill a tire

**handlebar:** a curved metal steering bar, as on a bicycle

**chain:** a series of connected links, usually of metal, used especially to transmit mechanical power

**reflectors:** points on a bicycle that throw, bend back, or reflect light so the bicycle will be seen in the dark

**fat:** a solidified animal or vegetable oil used when cooking

**calories:** a unit for measuring the amount of heat energy supplied by food

**sugar:** any of a class of crystalline carbohydrates, such as a sucrose, glucose, or lactose, that dissolve in liquid and have a sweet taste

**sodium:** a soft, light, silver-white element that is found in salt

**fiber:** the part of grains, fruit and vegetables not absorbed or digested by the human body, and stimulates the muscles of the intestinal wall

**cholesterol:** a white fatty substance that is important in metabolism; in large amounts, cholesterol is believed to cause heart and vascular disease by collecting on the inner walls of arteries and causing them to harden

**diet:** the usual food and drink eaten by a person or an animal
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.

**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

The Very Hungry Caterpillar, Eric Carle
The Magic School Bus Inside the Human Body, Joanna Cole
Those Mean Nasty Dirty Downright Disgusting but…Invisible Germs, Judith Rice
Germs Make Me Sick, Melvin Berger
The Talking Egg, Robert D. San Souci and Jerry Pinkey
It's Not Fair, Carl Sommer and Greg Budwine
Fat, Fat Rose Marie, Lisa Passen
Noise, Noise, Noise, Carl Sommer
How My Parents Learned to Eat, Ina Friedman
Corn Is Maize: The Gift of the Indians, Aliki
Why Do I Eat?, Rachel Wright
My Big Sister Takes Drugs, Judith Vigna
What Happens to a Hamburger?, Paul Showers and Edward Miller
Gregory, the Terrible Eater, Mitchell Sharmat, Jose Aruego and Ariane Dewey
Green Eggs and Ham, Dr. Suess
Garbage and Recycling, Rosie Harlow
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