BLANK INSIDE-BACK
FRONT COVER
An Elementary Approach to Improving Health Literacy in Mississippi

An Integrated Suggested Teaching Strategy for the Mississippi Health Curriculum Framework

FIFTH 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.
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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Special thanks to Madison County Schools Elementary curriculum director, Jo Prather, for use of facilities, expert technical support and guidance.
Introduction

Concept words (page 34) 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:**

<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>
</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>
Fifth Grade

Fifth grade teachers should emphasize the interrelationship between mental, emotional, social and physical health during adolescence. Teachers should also reinforce the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.

Competencies and Suggested Objectives:

1. COMPREHEND CONCEPTS RELATED TO HEALTH PROMOTION AND DISEASE PREVENTION. (H, D, N)
   a. Describe how participation in physical activity affects the body.
   a. Discuss how the body’s defenses against disease work.
   c. Identify ways the body’s defense system can be improved.
   d. Distinguish between healthy and unhealthy snacks.

2. DEMONSTRATE THE ABILITY TO OBTAIN VALID HEALTH INFORMATION AND HEALTH-PROMOTING PRODUCTS AND SERVICES. (C, CH, PH)
   a. Locate and evaluate the functions of community agencies and health care professionals.
   b. Identify the impact of health services (i.e., ambulance service, rescue squad) in the community.
   c. Identify and discuss the use and impact of health products (i.e., sunscreen, toothpaste).

3. DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND REDUCE HEALTH RISKS. (PH, CH, H, N, M)
   a. Evaluate the reliability of various health information sources.
   b. Examine health and fitness assessments and their role in developing a personal wellness program.
   c. Identify personal health needs and develop long-term goals for a healthy lifestyle.

4. ANALYZE THE INFLUENCE OF CULTURE, MEDIA, TECHNOLOGY AND OTHER FACTORS ON HEALTH. (F, CH, C, P, H)
   a. Explore various eating habits (i.e., fast food, cooking ingredients) and how they relate to family backgrounds and lifestyles.
   b. Describe the way technology (i.e., video games, computers and medical equipment) affects health.
   c. Analyze ways in which the media influences buying decisions regarding health products, medicine and food.
5. DEMONSTRATE THE ABILITY TO USE INTERPERSONAL COMMUNICATION SKILLS TO ENHANCE HEALTH. (S, D, H, F, PH)

a. Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all.
b. Demonstrate refusal and conflict resolution skills needed to develop and maintain healthy relationships with peers, family and others in socially acceptable ways.
c. Demonstrate an awareness of safety through modeling.

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

a. Identify health goals and their importance to well-being.
b. Explore the characteristics of habits and how habits affect personal health.
c. Evaluate strategies and skills for attaining personal health goals.

7. STUDENTS WILL DEMONSTRATE THE ABILITY TO ADVOCATE FOR PERSONAL, FAMILY AND COMMUNITY HEALTH. (C, F, M, D)

a. Identify responsibilities within the family.
b. Develop strategies to encourage and influence others in making healthy choices (i.e., healthy food choices, abstaining from alcohol, tobacco and illegal drug use).
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.** DESCRIBE HOW PARTICIPATION IN PHYSICAL ACTIVITY AFFECTS THE BODY.

**SAMPLE LESSONS**

- Brainstorm words that are associated with “exercise.”
  (Circle Map) Sort words into categories. (Tree Map)

- Introduce words “aerobic” and “anaerobic.” Brainstorm activities associated with each. Aerobic is when we have an increased heart rate, but we can still speak without gasping for breath. Aerobic exercises involve longer and slower activities. Anaerobic helps us increase our muscle strength. Anaerobic consists of short and quick activities.

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<table>
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<tr>
<th>Exercise</th>
<th>team</th>
<th>individual</th>
<th>cost money</th>
<th>free</th>
<th>lifelong</th>
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<td>dance</td>
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<td>swimming</td>
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<td>jogging</td>
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<td>walking</td>
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</table>
Create an activity schedule to follow for four days. Keep track of performance using a table: Date, Time of Day, Activity, Amount of Time and How I Felt. Remind students that to be physically fit, they need to exercise four to five times per week for 30-45 minutes. Categorize completed activities from the chart as aerobic, anaerobic, neither.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time of Day</th>
<th>Activity</th>
<th>Amount of Time</th>
<th>How I Felt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>4 p.m.</td>
<td>walking</td>
<td>20 minutes</td>
<td>good—could walk faster</td>
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</table>

Conduct a class, school, or family survey: Favorite Physical Activities. Develop a frequency table, then graph or chart results. (See example.)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TALLY</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>walking</td>
<td>IIIII</td>
<td>4</td>
</tr>
<tr>
<td>jogging</td>
<td>II</td>
<td>2</td>
</tr>
<tr>
<td>soccer</td>
<td>I</td>
<td>1</td>
</tr>
<tr>
<td>gymnastics</td>
<td>III</td>
<td>3</td>
</tr>
</tbody>
</table>

What is your favorite physical activity?

<table>
<thead>
<tr>
<th>#of students</th>
<th>walking</th>
<th>jogging</th>
<th>soccer</th>
<th>gymnastics</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
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<td>4</td>
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</table>
- Using books about sports or exercise or using the Internet, research benefits of physical activity.* Create a Multi Flow Map showing benefits of physical activity.*

- Analyze promotional information from fitness facilities in the community.* Choose two facilities to compare and contrast (Bubble Map). Evaluate each to determine which facility would be best for a student’s family.

- desire to stay healthy
- stay healthy
- reduce stress
- less anxious
- time for me
- can think quickly

- walking
- promote healthy lifestyle
- the Club
- trainers available
- weight machine
- can work out any time
- treadmills
- daycare
- pool
- classes
Demonstrate appropriate stretching techniques to do before and after a physical activity.*


“We’ve Got the Beat” - Practice taking resting heart rate and working heart rate. Determine target working heart rate according to heart rate chart. Use the heart rate chart at www.familyfun.com. Complete “We’ve Got the Beat” chart in class and extension activity at home. Share results with class the following day. SEE APPENDIX

“We’ve Got the Beat” – While playing music, move according to directions (i.e., peel like a banana, move like spaghetti, hot potatoes, bread coming out of a toaster).

While playing a game of charades, chart or sort (Tree Map) activities as aerobic or anaerobic.

Research the benefits of physical activity.* Create a project, report to share results.

Guest: Have an exercise physiologist or personal trainer demonstrate the appropriate way to exercise (i.e. push ups, sit ups, lunges). Follow up with a thank you note including favorite part of the visit and illustration related to exercising.

Physical education instructors can participate in Presidential Fitness Program. The program creates year-long goals* for students to achieve. Awards are given upon completion of program.

With or without music, mimic rhythmic movement demonstrated (similar to “Follow the Leader”).

ASSESSMENT
• Thinking maps
• Rubric
• Journal entries
• Demonstration

HOME ACTIVITIES
• Family survey – conduct a health* survey to analyze or evaluate regular participation in physical activities. Create a family plan or schedule to follow.
• Set aside one time (or more) per week to participate together in a physical activity* (i.e. go to the park to walk together, play a game of kickball, softball).
• Check immunization schedule and immunization timeline to make sure kids are up-to-date www.keepkidshealthy.com.

INTERNET RESOURCES
• www.healthteacher.com – health* education – Mississippi Health Competencies
• www.mikeartell.com – author/cartoonist – Lessons available on incorporating cartoon drawing into academic subject areas
• www.google.com – Immune System
• www.kidshealth.org – Information on: general health,* infections, nutrition* and fitness and recipes

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OBJECTIVE B. DISCUSS HOW THE BODY’S DEFENSES AGAINST DISEASE WORK.

SAMPLE LESSONS

- Brainstorm (Circle Map) various diseases.* Sort (Tree Map) diseases* by infectious (spread by germs), food-borne (spread by improper food handling), air-borne (spread by coughing/sneezing), immunity (results from lack of immunization), contact (results from poor hygiene*).

- In small groups, with a partner or individually, students research specific diseases* found in particular categories. Present findings to the class in the form of a song or rap, poem, poster, skit, PowerPoint or report. Presentation must include name of disease,* how disease* is spread, preventative measures to avoid disease* and if a cure is available for disease* (i.e., diabetes, flu, tuberculosis, chicken pox, measles).

- Show students an immunization record (Form 121.) Hand out a list of immunizations required upon entering school.

- Research immune system. Create a skit, poem or cartoon to show how the body fights diseases* or infections.

- Activities from www.pkids.org. Use mist from spray bottle to show how germs spread when sneezing or coughing. Blow powder to show spreading of germs. Spread petroleum jelly with glitter or nutmeg on hands. Role play preparing food to show how germs spread to everything touched.

- Set up an obstacle course showing how food travels through the digestive system. Food may be represented using a ball.

- Using Henri Matisse’s art piece, The Fall of Icarus, create abstract bodies and place main organs in appropriate locations. Use construction paper - black paper for background with a variety of colors for bodies and organs. Extension: have students write the name of each body system, its main organ, and its function.

- “Germ Tag” – Demonstrate spreading of germs using post-it notes (or other item that will stick to students) to show spreading of germs when contact occurs. Three students are chosen to be “germs.” They will go around the room touching items and classmates.

- After reading Greg’s Microscope by Millicent E. Selsam, look at different cells under a microscope. Extend activity by creating cells through a form of art (i.e. illustration, painting, clay sculpture, oil pastel).

- Teach: Cells are the basic unit of all living things. Create a song or rap related to a system or part of the body previously studied. Use an original tune or one that is made up. Example song on next page.
OBJECTIVE C. IDENTIFY WAYS THE BODY’S DEFENSE SYSTEM CAN BE IMPROVED.

SAMPLE LESSONS

- Using task cards, role play ways to keep the body healthy (i.e., washing hands, resting or sleeping, exercising).

- Debate: Does exercise improve the body’s defense system?

- Brainstorm ways to protect the skin. Evaluate products that protect the skin from the sun. Create a sunscreen product and an advertisement to promote the product. Create or design a pair of sunglasses with an advertisement to promote the product.

**ASSESSMENT**

- Rubric
- Presentation
- Teacher-made test (immune system and its function)

**HOME ACTIVITIES**

- Explore www.bam.gov to develop and understanding of immune system.
- Locate and discuss immunization records at home.
- Look at immunization record (Form 121).

---

**White Blood Cells**

(Sung to the tune “I’ve Been Working on the Railroad”)

Composed by Shannon McKay

We’ve been working in the bloodstream,
All the live long day.
We’ve been working the bloodstream,
Keeping viruses away.
Can’t you see us zapping, fighting?
Bacteria get out of our way…
We are always on the prowl
White blood cells here to SAVE THE DAY!

White Blood Cells, White Blood Cells
Fighting diseases* day by day.
White Blood Cells, White Blood Cells,
Bacteria get out of our way!!!

Twinkle, Twinkle White Blood Cell
(sung to the tune “Twinkle, Twinkle Little Star”)

Composed by student Stephen Baley

Twinkle, Twinkle White Blood Cell,
Are you doing very well?
Fighting for me, day and night,
Keeping my organs clean and bright.
Keeping me from getting sick,
White Blood Cells you do the trick.

Twinkle, Twinkle cell so strong,
I am so glad you came along,
Fighting the enemy at the gate,
Bacteria and viruses are what you hate,

Twinkle, Twinkle White Blood Cell,
This song’s for you, so I’ll be well.
Research antibiotics: How do they help the body?

Create a poster or mobile to encourage healthy habits (i.e., eating healthy foods, exercising, good hygiene habits, protecting skin from ultraviolet rays).

Research different nutrients. Role play nutrients: “I am Vitamin E. I help the body...”

Research vaccinations. Find out when specific vaccinations were developed, who developed them, why they were developed, their purpose or function and the benefit of vaccination (i.e., polio, measles, smallpox, rubella, chicken pox).

**OBJECTIVE D.** DISTINGUISH BETWEEN HEALTHY AND UNHEALTHY SNACKS.

**SAMPLE LESSONS**

- Brainstorm healthy snacks.
- Create a collage of healthy snacks using pictures from magazines.
- Students bring in a healthy dish they have prepared for others to taste. Present the dish to class telling directions for making dish. Written directions will be placed in a class “Healthy Snacks” recipe book.
- Create a still-life using pastels or paints of a healthy snack (i.e., a bowl of fruit, a piece of fruit, a vegetable).
- Artist focus: Edouard Monet. Create a fruit still-life using melted crayons. Using melted crayons, paint illustration of fruit with brush or cotton swab. Bowl can be drawn first or cut out of construction paper.
- Bring in samples of common snacks found in a vending machine. Analyze labels. Rank snacks in order of health.*

**ASSESSMENT**
- Thinking maps
- Rubric
- Teacher-made test

**HOME ACTIVITIES**
- Inventory family’s current healthy habits. Evaluate what other healthy habits can be implemented into family’s routines.
- Inventory of nutrient supplements found in home. Research to find out function and benefits of supplements.
- Record or chart hours slept over a period of time to make sure family members are getting appropriate amount of sleep.

**SAMPLE LESSONS**

- Healthy food
- Unhealthy food
Competency 2: Students will demonstrate the ability to obtain valid health information and health-promoting products and services.

Objective A. LOCATE AND EVALUATE THE FUNCTIONS OF COMMUNITY AGENCIES AND HEALTH CARE PROFESSIONALS.

Sample Lessons

- Using phone books or Internet, identify agencies and professionals offering health* services. Sort services into categories (Tree Map) (i.e., eye care, physicians, pharmacies, health* clubs).
- Create a Double Bubble Map for two health* club facilities. Design your own health* club facility, what services would you provide? Create a model of your facility.
- Create a Double Bubble Map for two skin care products.
- Create a Double Bubble Map for two vitamins.

Assessment
- Thinking maps
- Collage
- Rubric
- Recipe book
- Still life
- Games

Home Activities
- Create a “Family’s Favorite Snack Book” including favorite family snacks that are healthy.
- Organize items in cabinets so that family members have easier access to healthy food choices.

- Using food labels, sort foods (Tree Map) that are high and low in fat.
- Have “Healthy Family Snack” Fridays and let kids bring enough samples to share with the class. (Or if there is a student of the week, that student could be responsible for the snack for the week.)
- Play “Food Pyramid Bingo.” Fill in squares with food groups. Call out statements pertaining to different groups for students to cover squares (i.e., “This group provides fiber for our body;” “Cheerios are found in this group”).
ASSESSMENT
• Teacher evaluation
• Rubric

HOME ACTIVITIES
• With a parent, make an emergency* list of phone numbers (fire, ambulance, poison control) and post them by each telephone in the home.
  • Look up the phone number and address of the nearest fire station, police station, ambulance service, hospital. Locate and highlight facilities on a community* map. Create a map from home to facilities.
  • Visit County Extension Service

OBJECTIVE B.
IDENTIFY THE IMPACT OF HEALTH SERVICES (I.E., AMBULANCE SERVICE, RESCUE SQUAD) IN THE COMMUNITY.

SAMPLE LESSONS
• After researching the Iditarod Race or reading the book Iditarod Dream by Ted Wood, create a Multi Flow Map showing causes and effects of the Iditarod Trail.

• Using situation cards (i.e., choking, fire, etc.), identify services that would be needed for each situation.

• Using index cards, match services provided to appropriate health* provider.

• Guest speakers: Emergency* medical technician, emergency* room physician, fireman, policeman, pharmacist, dermatologist.

Guest speaker: pharmacist, fitness expert, dietician, physician, etc.

Role play – Who would you call if ____________? (i.e., “your cat got stuck in a tree,” “you broke your arm,” “you saw a fire”).
OBJECTIVE C.

SAMPLE LESSONS
- Create a collage of advertisements in newspaper or magazines promoting health products.
- Create a Bridge Map showing relationships of product to function.
- Design a product (i.e., toothpaste, mouthwash, sunscreen). Create an advertisement for the product including benefits for the consumer. Extension: create jingles to sell your product.

ASSSESSMENT
- Teacher evaluation
- Rubric

HOME ACTIVITIES
- Inventory health products located in home. Discuss purpose and importance of each

INTERNET RESOURCES
- www.healthteacher.com/blog/ - Sun Safety – Podcast
**Competency 3**

Students will **STUDENTS WILL DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND REDUCE HEALTH RISKS.**

### Objective A.

**EVALUATE THE RELIABILITY OF VARIOUS HEALTH INFORMATION SOURCES.**

**SAMPLE LESSONS**

- Choose 10 health* products. Create a booklet. For each product, include an illustration or picture from magazine. List a fact, opinion and the product’s function related to health.*
- Find and chart (Tree Map) facts and opinions included in health-related advertisements.
- Evaluate advertisements in newspapers, magazines and telephone books to determine which facility or product students would use.

**ASSESSMENT**

- Teacher evaluation
- Collage
- Thinking map

**HOME ACTIVITIES**

- Discuss the validity or claims made by companies for a product as seen in television commercials (i.e., weight-loss, exercise machines).

### Objective B.

**EXAMINE HEALTH AND FITNESS ASSESSMENTS AND THEIR ROLE IN DEVELOPING A PERSONAL WELLNESS PROGRAM.**

**SAMPLE LESSONS**

- Complete personal health* inventory
  
  *See Appendix*

- During P.E., students periodically assess performance in different activities (i.e., distance, throwing a ball, amount of time taken to run a given distance).

- Create a graph showing improvements made in specific areas.

**ASSESSMENT**

- Graph
- Demonstrations

**HOME ACTIVITIES**

- Share and explain graph to parent
- Practice activities at home to improve skill level.
**OBJECTIVE C.**
IDENTIFY PERSONAL HEALTH NEEDS AND DEVELOP LONG-TERM GOALS FOR A HEALTHY LIFESTYLE.

**SAMPLE LESSONS**

- Brainstorm (Circle Map) behaviors* leading to a healthy lifestyle.

- Complete a Personal Health Questionnaire. Analyze to see where student can make changes to improve health.* Create a “plan” to record behaviors* for three days. Evaluate, journal or reflect on actions recorded.

**ASSESSMENT**
• Accurate completion of chart

**HOME ACTIVITIES**
• Discuss improvement plan with parent.
• Explore [www.keepkidshealthy.com](http://www.keepkidshealthy.com)
• Explore [www.bam.gov](http://www.bam.gov)

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**SAMPLE LESSONS**

- Create a food journal to record food eaten over a three-day period. Divide class into pairs, create a Double Bubble Map to show similarities and differences in eating habits.

- Have a “Food Tasting” with a variety of fruits and vegetables. Identify or label on a world map where each food originated. Small groups could research a specific fruit or vegetable from farm to table.

- Create a Multi Flow Map to show how lifestyle influences* eating habits (i.e., always on the go=fast food, time at home=cooked meals).

- Research processing and packaging of foods. Create a Flow Map showing how this has changed over time.

- Analyze food labels. Research ingredients listed on labels.

- Using a food pyramid, analyze lunch menu.

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

**OBJECTIVE A.**
EXPLORE VARIOUS EATING HABITS (I.E., FAST FOOD, COOKING INGREDIENTS) AND HOW THEY RELATE TO FAMILY BACKGROUNDS AND LIFESTYLES.
OBJECTIVE B: DESCRIBE THE WAY TECHNOLOGY (I.E., VIDEO GAMES, COMPUTERS AND MEDICAL EQUIPMENT) AFFECTS HEALTH.

SAMPLE LESSONS

- After reading Berenstain Bears and Too Much TV, brainstorm (Circle Map) a list of activities to do instead of watching television, playing video games or other sedentary activities. Using a calendar, plan an activity for student to do each day. Record progress and feelings in a journal.

- Research the video game industry. Analyze how the industry has tried/is trying to incorporate more physical activity* into their products. Create a Multi Flow Map to show how this can contribute to healthier lifestyles. Chart ways this can help our society.*

- Create a new game requiring physical activity.* Games include a name, recommended number of players and step-by-step instructions on playing the game written on an index card. In large or small groups, practice playing the game following written instructions.

- Research medical equipment and how it has progressed. Individually, in partners or in small groups, students can research a specific tool and how it has improved health* and medical techniques (i.e., using a scope during surgery, a diabetic pump, a digital thermometer).
  - Guest speakers: surgeon, physician, nurse, medical sales representative, etc.
  - Given a list of technological equipment, research positive and negative effects (Tree Map) of items toward a person’s health.*

ASSESSMENT
- Journal entry
- Report
- Teacher assessment

HOME ACTIVITIES
- “Ethnic Night” – Turn family night into a night of exploring different cultural foods and habits (i.e., Chinese night where foods and habits associated with China are implemented in home, Greek night, Italian night).
- Record family’s evening meals for three nights. Evaluate and discuss how lifestyle affects evening meals.

- “Nutrient Scavenger Hunt” – Use labels to evaluate and determine which foods adequately provide nutrients contributing to a healthy diet (i.e., calcium, fiber, Vitamin A, Vitamin B and Vitamin C).

- Using food pyramid, sort items on school lunch menu into appropriate food groups.

- Survey a parent or grandparent about their eating habits when they were younger. Create a Double Bubble Map between student’s eating habits today and adult’s eating habits as a child.

- After reading Berenstain Bears and Too Much TV, brainstorm (Circle Map) a list of activities to do instead of watching television, playing video games or other sedentary activities. Using a calendar, plan an activity for student to do each day. Record progress and feelings in a journal.
ASSESSMENT
• Report or journal entry of “No TV Night”

HOME ACTIVITIES
• “Turn off the TV Night” – Experience an evening with “NO TV!” Child plans activities for family. Report experiences back to class.
• Scavenger Hunt – Conduct an inventory of products around the house that contribute to health.* Discuss how products have changed as family has grown or aged.

OBJECTIVE C.
ANALYZE WAYS IN WHICH THE MEDIA INFLUENCES BUYING DECISIONS REGARDING HEALTH PRODUCTS, MEDICINE AND FOOD.

SAMPLE LESSONS
- Sort (Tree Map) advertisements (i.e., fitness, weight-loss, medical, etc.).
- Complete the worksheet “Advertisements - How Effective Are They?” and discuss. Create new slogans to promote a product or healthy habit.
- Identify persuasive words used in advertisements.
- Tally commercials during a television show dealing with health-related topics.
- Design a persuasive advertisement promoting a health* product, medicine or food. Share advertisements with younger classes.
- Create a commercial promoting a health* product, medicine or food.
- Use newspapers, magazines, pamphlets or brochures to create a collage of advertisements relating to health* products, medicine and food.
ASSESSMENT
• Rubric
• Advertisements or commercials

HOME ACTIVITIES
• Discuss the reason for choosing brand names to use at home.
• www.pbkids.org – Quizzes for kids to take: TV vs. Life, Food Advertising - Tricks You Should Know About; What Do You Think?; Be the Ad Detective; Money and Music)
• www.apa.org – Article about children’s advertisements
• www.pbs.org – Making a Difference as a Family in the Media

Competency 5:
Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Objective A. Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all.

Sample Lessons

■ Create a “Kindness Box.” When one student sees another perform an act of kindness, the student reports the behavior* to the teacher. The student’s name is put in the “Kindness Box.” The teacher periodically draws names from the box. The names that are drawn pull a “Kindness Coupon” to use at an appropriate time. Some suggestions for coupons are “Get Out of Detention” pass, skip morning work, free computer time, sit by a buddy at lunch, invite a friend to lunch, homework pass, treasure box.

■ Read You Are Special by Max Lucado (or a similar book on kindness or self-esteem). Create a Multi Flow Map showing effects of kindness on society.* Create an acrostic poem: R-E-S-P-E-C-T. Listen to “R-E-S-P-E-C-T” by Aretha Franklin. Share poems with class or K-2 students.

■ After reading It’s Okay to Be Different by Todd Parr, create a class book or quilt by having students finish the statement and illustrate: It’s OK to _________ (i.e., have a great big smile, wear braces, be short).

■ Sort situation cards as respectful and disrespectful. [SEE APPENDIX]
ASSESSMENT
• Quilt/books
• Acrostic poem
• Tree map

HOME ACTIVITIES
• Incorporate “Kindness Box” with family
• www.kidshealth.com – Dealing with Feelings
• Participate in extracurricular activities outside of school hours (i.e., Boy/Girl Scouts, 4-H Club, sports, music, etc.).

DEMONSTRATE REFUSAL AND CONFLICT RESOLUTION SKILLS NEEDED TO DEVELOP AND MAINTAIN HEALTHY RELATIONSHIPS WITH PEERS, FAMILY AND OTHERS IN SOCIALLY ACCEPTABLE WAY.

SAMPLE LESSONS
- Using given situations on index cards, role play bullying situations. Analyze how to appropriately handle the situations.
- Create a Bubble Map showing characteristics of a bully or of bullying.
- Create a Bubble Map showing how someone being bullied would feel.
- Develop an alphabet book filled with ways to maintain healthy relationships (i.e., A) Always say “please” and “thank you,” B) Be kind to others, C) Care for your environment*).
- Brainstorm (Circle Map) options to follow when a conflict arises (i.e., walk away, ignore the problem, find another game).
- Reduce stress in your classroom by playing classical music.

ASSESSMENT
• Alphabet book
• Teacher evaluation

HOME ACTIVITIES
• Discuss appropriate responses to given situations through role play.
• www.stopbullying.com – Explore bullying and ways to handle situations appropriately
SAMPLE LESSONS

- Brainstorm (Circle Map) items that should be included in a first aid kit.

- Create a first aid kit using folded construction paper cut in the shape of a “kit.” Illustrate and cut out a model of items to include in the kit (i.e., band-aids, thermometer, alcohol wipes, etc.).

- Role play situations when first aid would be needed and how to administer aid (i.e., a burn, a cut).

- Review fire safety. Practice “Stop, Drop, and Roll.” Practice procedures to follow at school during a fire drill.

- Review tornado drill. Practice procedures to follow during a tornado.

- Brainstorm dangers of stranger interaction on computer. Make a booklet that includes warning signs and strategies to avoid dangerous situations on the computer. Share final products with younger students.

- Research inventions for safety devices on consumer* products (i.e., child-resistant caps on medicines, safety locks on cabinets, seatbelts). Identify inventor and date invented.

- Guest speaker: Mississippi Highway Patrol to discuss car safety, laws and awareness.*

ASSESSMENT

- Teacher observation

HOME ACTIVITIES

- Assemble a first-aid kit for home and vehicle including items used in class activity.

- Participate in organizations that promote healthy choices such as respect, kindness and teamwork (i.e., Boy/Girl Scouts, sports, etc.).

- Choose a community* service project (i.e., visit nursing home, volunteer at local food shelters, help build a Habitat home). Some resources include www.habitat.org or www.volunteersolutions.org.
Competency 6:
Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Objective A: Identify health goals and their importance to well being.

Sample Lessons:
- Chart student’s height, weight and BMI (Body Mass Index) throughout the year.
- Develop a “Wellness Plan” to put on refrigerator at home to follow for a set period of time. Monitor progress in a journal. Chart progress.
- Create a restaurant. Research the FDA and health* requirements. Include goals* to implement that will benefit the health* of your customers.
- Survey a restaurant manager to see what services are provided to benefit the health* of customers.
- Brainstorm (Circle Map) general habits that will ensure a healthy lifestyle (i.e., regular checkups with the dentist and doctor, immunizations).
- Identify common warning signs and symptoms of a person needing medical attention.

Assessment:
- Share chart

Home Activities:
- Post “Family Wellness Plan” on refrigerator. Monitor progress.
**OBJECTIVE B.**

**EXPLORE THE CHARACTERISTICS OF HABITS AND HOW HABITS AFFECT PERSONAL HEALTH.**

**SAMPLE LESSONS**

- Brainstorm (Circle Map) habits. Sort (Tree Map) habits as healthy or unhealthy.
- Create a collage of people demonstrating healthy habits.
- Create a Multi Flow Map showing effects of a healthy lifestyle.
- Create editorial cartoons to demonstrate effects of a healthy or an unhealthy lifestyle.

**ASSESSMENT**

- Teacher observation
- Teacher-made assessment

**HOME ACTIVITIES**

- Discuss specific habits of family members. Choose two habits that can be improved. Implement a plan to improve behaviors.*
- www.blogher.org - Good Kids, Bad Habits

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**OBJECTIVE C.**

**EVALUATE STRATEGIES AND SKILLS FOR ATTAINING PERSONAL HEALTH GOALS.**

**SAMPLE LESSONS**

- After completing a personal health* inventory, evaluate present health* habits. Develop a plan to improve areas that do not contribute to a healthy lifestyle. [SEE APPENDIX]
- Hold a “Healthy Living” poster contest. Posters must promote and reflect healthy habits.
- Plan a healthy family meal meeting requirements of food pyramid.

**ASSESSMENT**

- Meal plan

**HOME ACTIVITIES**

- Adopt one new healthy habit to practice as a family (i.e., try one new vegetable each week, eat one fruit each day, eat dinner together as a family).
Competency 7:
Students will **DEMONSTRATE THE ABILITY TO ADVOCATE FOR PERSONAL, FAMILY AND COMMUNITY HEALTH.**

**OBJECTIVE A.** IDENTIFY RESPONSIBILITIES WITHIN THE FAMILY.

**SAMPLE LESSONS**

- Brainstorm (Circle Map) chores around the classroom. Sort (Tree Map) and assign chores to classroom members. Create a schedule including a space for each member to initial when chore has been completed. Perform chores for a set period of time. At the end of this time period, evaluate problems and benefits. Students create a chart to use and apply at home using the classroom project model.

- Create a Multi Flow Chart showing causes and effects of all members contributing to keep home and classroom working effectively.

**ASSESSMENT**
- Chart

**HOME ACTIVITIES**
- Evaluate effectiveness of “Home Chore Chart.”
DEVELOP STRATEGIES TO ENCOURAGE AND INFLUENCE OTHERS IN MAKING HEALTHY CHOICES (I.E., HEALTHY FOOD CHOICES, ABSTAINING FROM ALCOHOL, TOBACCO AND ILLEGAL DRUG USE).

SAMPLE LESSONS

- Design a poster to promote “Healthy Lifestyles.” Display around the school.

- Create a jingle that would promote healthy choices.

- Develop a pamphlet, newspaper or booklet to publish and place at various places in the community* (i.e., doctor’s offices, dentist offices, etc.) that includes strategies for living a healthy life.

- Create a “Family Wellness Program” for a week. Apply it at home. Record responses in an ongoing journal.

- Analyze the effectiveness of advertisements by questioning student knowledge of “jingles” used to promote products. (Worksheet: “How Effective Are They?”) Create new slogans to promote products or healthy habits.

- Host a “Health Fair” at the end of the school year. Conduct races. (i.e., potato sack races, apple bobbing, egg relays, banana peel and eat, water drinking, “Orange you bowlegged?” run with an orange between your legs, etc.). Students can wear food colors (i.e., apples wear red, oranges wear orange, bananas wear yellow).

SEE APPENDIX

ASSESSMENT

- Pamphlet
- Jingles
- Advertisements
- Rubrics

HOME ACTIVITIES

- Evaluate “Family Wellness Program” – Discuss attitudes and feeling
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Appendix I
Teaching Resources
**We've Got the Beat!**

Name ________________________________  
Objective: Finding Resting and Working Heart Rate

Your heart is beating constantly. Each time your heart pumps blood through the veins and arteries, you can feel it! It’s called a pulse. The pulse can be felt in two places where the arteries are close to the surface of your skin. Gently, place two fingers on the inside of your wrist or on your neck next to your windpipe. Silently count the pulses (beats) and complete the chart below.

*Listen to your teacher as she guides you through each part. Time for six seconds, then, multiply by 10. (Optional: Play “We’ve Got the Beat” by The Go-Go’s)

<table>
<thead>
<tr>
<th>Pulse Rate</th>
<th>Sitting</th>
<th>Walking 1 Minute</th>
<th>Wait 2 Minutes and Stand</th>
<th>After 25 Jumping Jacks</th>
<th>Wait 1 Minute, Sit Down</th>
<th>After Jogging in Place for 2 Minutes</th>
<th>After Resting for 5 Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 6 Seconds</td>
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<td>In 1 Minute</td>
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<td>In 2 Minutes</td>
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</table>

When does your heart beat faster? ____________________________________

*You should have found that your heart beats faster when you are physically active. That’s because your body uses more oxygen when it exercises, and the blood must circulate faster to get more oxygen to your muscles!
**We’ve Got the Beat!**

HOME EXTENSION: With your family, compare pulse rates and find the average for each family member (using the one-minute rate). Bring back to class the next day!

<table>
<thead>
<tr>
<th>Pulse Rate</th>
<th>Sitting</th>
<th>Walking 1 Minute</th>
<th>Wait 2 Minutes and Stand</th>
<th>After 25 Jumping Jacks</th>
<th>Wait 1 Minute, Sit Down</th>
<th>After Jogging in Place for 2 Minutes</th>
<th>After Resting for 5 Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td></td>
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<tr>
<td>Person #2</td>
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<td>Person #3</td>
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<td>Person #4</td>
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<td>Person #5</td>
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</tr>
</tbody>
</table>

When does your heart beat faster? ______________________________

*Remember to exercise at least four to five times a week for 20 minutes; individually or with your family. Your heart muscle will grow stronger as you make exercise a part of your lifestyle!!!*
Personal Health Inventory

PERSONAL HEALTH INVENTORY

for ____________________

Someone in my family has had (circle any that apply)

1. heart disease 4. high blood pressure 6. cancer
2. diabetes 5. asthma 7. alcoholism
3. overweight (a lot)

FOR THE REMAINDER OF THE INVENTORY, CIRCLE U (USUALLY), S (SOMETIMES), OR R (RARELY) FOR EACH STATEMENT.

MENTAL HEALTH

8. I let myself cry. U S R
9. I express feelings such as love, fear and anger in a positive manner. U S R
10. I have friends or relatives that I can discuss my problems with. U S R
11. I keep feelings of anxiety from interfering with my home or school activities. U S R
12. I do not let stress build up so that I have stomach aches or head aches. U S R
13. I have at least one hobby that will allow me to take time away from my daily jobs. U S R

NUTRITION

14. I eat a wide variety of foods from all of the different food groups. U S R
15. I do not eat foods with a lot of sugar. U S R
16. I do not add salt to my food. U S R
17. I do not eat a lot of foods high in fat. U S R
18. I eat breakfast every day. U S R
19. I do not eat between meals. U S R

PHYSICAL FITNESS

20. I do vigorous exercises like running, biking or swimming at least three times a week. U S R
21. I exercise to build muscle strength and endurance at least three times a week. U S R
22. I stretch to build flexibility. U S R
23. I warm up and cool down when I exercise. U S R
24. I enjoy some exercises or sports that I can continue throughout my life. U S R
25. I get eight to 10 hours of sleep every night. U S R

PERSONAL AND HEALTH CARE

26. I brush and floss my teeth every day. U S R
27. I always use a sunscreen when I am out in the sun for long periods of time. U S R
28. I have dental checkups twice a year. U S R
29. I have a physical check-up every year. U S R
Personal Health Inventory

30. When under medical treatment, I follow the doctor’s instructions exactly. U S R
31. I shower or bathe daily. U S R
32. I use deodorant daily. U S R
30. When under medical treatment, I follow the doctor’s instructions exactly. U S R
31. I shower or bathe daily. U S R
33. I wash my hair at least three times a week. U S R

PUBLIC HEALTH

34. I walk or bike whenever possible.
35. I recycle such items as cans, paper, glass, clothes and books.
36. I use seat belts when riding in a motorized vehicle.
37. I always wear a helmet when riding a bike.
38. I follow water safety procedures and can save myself or others from drowning.
39. My home has safety features such as smoke detectors, outlet caps and nonskid drugs.
40. I know first aid methods to help others in an emergency situation.

SCORING

*For questions 1-7: Give yourself one point for each question you circled, and five points for each question not circled.
*For questions 8-30: Give yourself five points for each question you answered usually (always), three points for questions you answered sometimes and one point for questions you answered rarely. *Add your points. The total is your inventory score.
*See your “wellness” prediction below.

135 or higher  You are at lower risk. You are practicing many good health behaviors.
69 to 134   You are in a neutral zone. You may not be ill, but you are at risk for long-term health problems. You are not getting everything you could out of life.
68 or lower   You are at high risk. In what sections did you answer rarely or sometimes? Pinpoint areas that need your attention, and find ways to lower your risk.

No matter what your score, you can make changes to improve your health. It will have to start with making healthy choices and changing behaviors in your lifestyle to lower your health risks and improve your quality of life. Now is the time to develop these healthy habits! Get started!!
Advertisements

Advertisements…
How effective are they?

**Directions:** Students will read advertising slogans or symbols listed below that were gotten from television, radio and magazines commercials. Students will then, in pairs, try to identify the company responsible for creating the advertisement. (Example: Eat Fresh Subway)

* At the bottom, add some slogans of your own. See if your neighbor can guess them!

1. Got Milk? ________________________________________________________________

2. It’s the Real Thing ________________________________________________________

3. Just Do It! ______________________________________________________________

4. Golden Arches ___________________________________________________________

5. Click It or Ticket! _______________________________________________________ 

6. Finger Lickin’ Good ______________________________________________________

7. Think Outside the Bun ____________________________________________________

8. Best Pizza Under One Roof _______________________________________________

9. Doughboy ______________________________________________________________

10. Eat More Chickin! ________________________________________________________

11. I’m Not Your Momma-Pick It Up! _________________________________________

12. Melts in Your Mouth, Not in Your Hand ____________________________________

13. Better Ingredients - Better Pizza __________________________________________


15. Don’t Let Life Get Stale - Keep it Fresh – Think ____________________________
Answer Key

1. Dairy Association
2. Coca Cola Bottling Company
3. Nike
4. McDonald’s
5. Mississippi Highway Patrol
6. KFC (Kentucky Fried Chicken)
7. Taco Bell
8. Pizza Hut
9. Pillsbury
10. Chick-Fil-A
11. Litter Free Mississippi (Tourism Commission)
12. Hershey Company (M&Ms)
13. Papa John’s
14. Mentos
15. Krispy Kreme
**Respect Cards**

**Directions:** Teacher will distribute a copy of “Respect Cards” to each student. Students will make two columns on notebook paper titled “Respectful” and “Disrespectful.” Students will then cut and glue cards on notebook paper under appropriate title.

<table>
<thead>
<tr>
<th>Respectful</th>
<th>Disrespectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I say ‘thank you’ when someone does something nice for me.</td>
<td>9. I exercise four to five times a week to keep my body healthy.</td>
</tr>
<tr>
<td>2. I call people names that I don’t like.</td>
<td>10. I draw on my desk at school.</td>
</tr>
<tr>
<td>3. If someone makes a mistake, I laugh at them.</td>
<td>11. I help a classmate when they spill their pencil box.</td>
</tr>
<tr>
<td>4. I do my homework without being told.</td>
<td>12. I raise my hand to speak.</td>
</tr>
<tr>
<td>5. I eat healthy snacks.</td>
<td>13. I mimic an adult when they are not looking.</td>
</tr>
<tr>
<td>6. I interrupt my mom while she is on the phone.</td>
<td>14. I ask before using someone’s supplies</td>
</tr>
<tr>
<td>7. I always put on my seatbelt in the car.</td>
<td>15. I run back to my room and slam my door when I am corrected.</td>
</tr>
<tr>
<td>8. I look someone in the eyes when they are talking to me.</td>
<td>16. I cough without covering my mouth.</td>
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# My Growth Chart

Name __________________________________  

Begining Date ___________________________  

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<tr>
<th>Month</th>
<th>Date</th>
<th>Height</th>
<th>Weight</th>
<th>BMI</th>
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Endig Date_________________________________
Additional Vocabulary Words

**aerobic:** activity that involves and improves oxygen consumption by the body; running, swimming, bicycling

**anaerobic:** activity in which the body incurs an oxygen debt; sprinting, interval training

**antibody:** a substance that inhibits or fights the growth of micro-organisms, such as bacteria, fungi or protozoa; a substance created by the body and exists in the blood stream

**circulatory system:** the system of blood, blood vessels, lymphatics and heart concerned with the circulation of the blood and lymph

**excretory system:** the system of an organism’s body that performs the function of excretion, discharging wastes

**habit:** an acquired mode of behavior that has become nearly or completely involuntary

**immunity:** a condition of being able to resist a particular disease especially through preventing development of a pathogenic microorganism

**integumentary system:** an organ system that protects the body from damage comprising the skin, hair, scales, nails, sweat glands and their products (sweat and mucus)

**lifestyle:** the typical way of life of an individual, group or culture

**muscular system:** the anatomical system of a species that allows it to move

**nervous system:** a highly specialized network whose principal components are nerves called neurons, interconnected to each other in complex arrangements with the property of conducting using electrochemical signals

**nutrient:** a nourishing substance or ingredient

**respiratory system:** the airways, the lungs and the respiratory muscles that mediate the movement of air into and out of the body

**skeletal system:** a strong framework of bone that supports the body

**vaccination:** the act of administering a vaccine, usually by injection

**vaccine:** a preparation of killed microorganisms, living attenuated organisms, or living fully virulent organisms that is administered to produce or artificially increase immunity to a particular disease
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

Greg’s Microscope, Millicent E. Selsam
Berenstain Bears and Too Much TV, Stan and Jan Berestain
You Are Special, Max Lucado
It’s OK to Be Different, Todd Parr
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
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INSTITUTE FOR
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Toll Free/TTY:  1.888.671.0051
Fax:  601.266.5114

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Toll Free:  1.866.883.4474
Fax:  601.432.6974

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Fax:  228.214.3421

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