An Elementary Approach to Improving Health Literacy in Mississippi
An Integrated Suggested Teaching Strategy for the Mississippi Health Curriculum Framework
November 20, 2007

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

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

RE: RFPs for Comprehensive Health and Physical Education

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

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

With the passing of the Mississippi Healthy Students Act, schools will be required to increase physical activity and health education for K-12 students. The mandating of 45 minutes per week of health education instruction and 150 minutes per week of activity based instruction in grades K-8, presents a real need for quality instructional materials in the areas of health and physical education. Your assistance in helping to provide these resources is greatly appreciated.
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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 Kindergarten and First Grade Health Curriculum Frameworks.

**Kindergarten**

Vernon Tate

Ginny Nicosia

Janet Norris

**First Grade**

Kimberly Carter

Melody Young

Missy Hollis

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

**Parents**

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

Adelene Killens

Trina Cameron

Boty McDonald

Jan Entrekin

Cammie Young

Gretchen Mahan
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).

Introduction

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

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

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)
Mississippi Legislature
2007 Regular Session

To: Education; Appropriations
By: Senator(s) Chaney, Thomas, Clarke, Wilemon, King, Albritton, Burton, Butler, Chassaniol, Dawkins, Dearing, Gollott, Gordon, Harden, Hewes, Horhn, Jackson (11th), Jordan, Lee (47th), Michel, Morgan, Pickering, Ross, Tollison, Walls, White

Senate Bill 2369
(As Sent to Governor)

AN ACT TO BE KNOWN AS THE MISSISSIPPI HEALTHY STUDENTS ACT; TO AMEND SECTION 37-13-134, MISSISSIPPI CODE OF 1972, TO REQUIRE A MINIMUM PERIOD OF PHYSICAL ACTIVITY-BASED INSTRUCTION AND A MINIMUM PERIOD OF HEALTH EDUCATION INSTRUCTION IN GRADES K-8,…

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

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

SECTION 2. Section 37-13-134, Mississippi Code of 1972, is amended as follows:
37-13-134. (1) The Legislature recognizes that there is a problem with Mississippi student inactivity and obesity * * *, and therefore requires the following guidelines for school district physical education, health education and physical activity and fitness classes:

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

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

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

SECTION 4. This act shall take effect and be in force from and after July 1, 2007, except for Section 3, which shall take effect and be in force from and after the passage of this act.
Mississippi Health Curriculum Framework

As with all disciplines, comprehensive health must include a range of educational experiences. It should be taught in a way that students can obtain, interpret and apply basic health information to their daily lives to enhance their individual health. To be health literate, students must be encouraged to be self-directed learners while establishing a basic understanding of health promotion and disease prevention. They should be encouraged to use literacy, numerical skills and critical thinking skills to gather, analyze and apply health information as their needs and priorities change throughout life. They must also use interpersonal and social skills in relationships to learn about others and from others.

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

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

- Community*/Environmental* Health
- Consumer* Health
- Disease Prevention* and Control
- Human Growth and Development
- Nutrition*
- Family Life
- Safety and First Aid
- Personal Health
- Mental Health
- Drug Abuse Prevention*

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

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

<table>
<thead>
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<th>Comprehensive Health Strands:</th>
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<tr>
<td>Community*/Environmental* Health (C)</td>
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Kindergarten

In some instances, the initial exposure for students in maintaining a healthy lifestyle is in kindergarten. The health of individuals is a building process; the teacher must reinforce the importance of gaining a basic understanding of health promotion and disease prevention at an early age.

Competencies and Suggested Objectives:

1. **COMPREHEND CONCEPTS RELATED TO HEALTH PROMOTION AND DISEASE PREVENTION.** (D, PH, N, H)

   a. Explain how childhood injuries and illnesses can be prevented or treated.
   b. Describe relationships between personal health behaviors and individual well-being.
   c. Describe the functions of the five senses.
   d. Identify the food groups of the Pyramid.
   e. Identify emergency numbers.

2. **DEMONSTRATE THE ABILITY TO ACCESS VALID HEALTH INFORMATION AND HEALTH-PROMOTING PRODUCTS AND SERVICES.** (C, S, CH)

   a. Identify health products and services used by adults and children.
   b. Identify healthy helpers in the community.

3. **DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND REDUCE HEALTH RISKS.** (PH, S)

   a. Demonstrate safe behavior in daily activity.
   b. Demonstrate positive personal hygiene.

4. **ANALYZE THE INFLUENCE OF CULTURE, MEDIA, TECHNOLOGY AND OTHER FACTORS ON HEALTH.** (M)

   a. Understand the differences among peers and how they relate to culture.
   b. Understand procedures in the case of an emergency.

5. **DEMONSTRATE THE ABILITY TO USE INTERPERSONAL COMMUNICATION SKILLS TO ENHANCE HEALTH.** (PH, F, M, S)

   a. Demonstrate ability to work in group settings without interfering with others.
   b. Explain healthy ways to express feelings.
   c. Identify ways families meet the needs and wants of each family member.
6. DEMONSTRATE THE ABILITY TO USE GOAL-SETTING AND DECISION-MAKING SKILLS TO ENHANCE HEALTH. (N, PH, H, S)

a. Demonstrate an ability to identify healthy food.
b. Demonstrate healthy choices (i.e., engaging in activity).
c. Explain how to set personal health goals and track progress toward achievement.

7. UNDERSTAND THE IMPORTANCE OF DEMONSTRATING THE ABILITY TO ADVOCATE FOR PERSONAL, FAMILY AND COMMUNITY HEALTH. (C, PH, F)

a. Discuss the importance of influencing others to make healthy choices.
b. Demonstrate an ability to recognize health services in the community (i.e., firefighter, sanitation worker, police officer, paramedics, etc.).
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. EXPLAIN HOW CHILDHOOD INJURIES AND ILLNESSES* CAN BE PREVENTED OR TREATED

Sample Lessons

- "Cover Your Sneeze and Cough" – Using construction paper, make a self-portrait of the head. Glue onto another piece of construction paper. Trace hand. Glue the hand beneath the head leaving fingers unattached. Glue a tissue loosely under the hand.

- "You Can Catch Germs" - Glue wiggly eyes onto pom-poms or cotton balls. Read a story about germs. (See book list.) Surprise students with a demonstration. Hide pom-poms in hand. Pretend to sneeze. Throw "pom-pom" germs at the students to illustrate how germs are spread when we don’t cover our sneeze.

- "Playground Contract" - Discuss playground safety. Have students generate safety rules. Make class chart and have students sign agreement.

- "Grow a Germ" - To find out about germs, cut a potato in half. Keep one half clean. Take the other half and pass it around to all the students, allowing them to touch it. Then take the same half and walk it around the building, rubbing it on the floor, walls, etc. Put both halves in a separate Ziploc bag and put in a dark cabinet for about one week. Remove from bags and observe. Generate a class discussion.

- Discuss with the students the importance of not putting classroom materials and supplies in their mouths.

- Demonstrate proper hand washing procedure. Be sure to lather vigorously for about 20 seconds.

- "Band Aid Class Book" – Give each student a large cut out of a child. Allow student to place a band aid anywhere on the cut out. Glue cut out onto a piece of 9 inch by 12 inch construction paper. Complete this sentence: I put a band aid on my ____________. Bind together to make a class book.

For more fun ideas visit www.mssafekids.com
OBJECTIVE B. DESCRIBE RELATIONSHIPS BETWEEN PERSONAL HEALTH BEHAVIORS* AND INDIVIDUAL WELL-BEING.

SAMPLE LESSONS

- **“What’s Happening?”** - Have students predict whose heart is working harder after viewing pictures of people sleeping, running, riding a bike and sitting.

- **“Beeping Heart”** - Students discover through participation in passive or active activities the varying effects on heart rate; i.e. compare and contrast walking versus running the same distance; compare and contrast reading a book versus jumping rope.

- **“Free Heart Kit”** - Receive a free heart kit (stethoscope) from the American Heart Association. Contact your local chapter.

ASSESSMENT

- Teacher observation

HOME ACTIVITIES

- Send home a Healthy Habits Reminder List to encourage healthy habits. [SEE APPENDIX]

- Send home a checklist and stickers to use when child displays good health habits. [SEE APPENDIX]

- Have child keep a tally chart of the number of times they increase their heart rate. Parents may reward increased activity level.

- Have child check pulse of other family members. Discuss results.
DESCRIPT THE FUNCTIONS OF THE FIVE SENSES.

SAMPLE LESSONS

- Introduce the five senses by reading and discussing a book. (See Book List.)

- “Sing a Song of Senses” sung to the tune of “The Farmer in the Dell.”

- “Feely Box” - Include health-related items for child to describe and identify by touch.

- “Feely Socks” – Select four different geometric shapes (attribute blocks, tangrams). Put one shape in each sock. Label socks 1-4. Instruct students not to look inside, but to feel the object through the sock. Guide students to fold paper into fourths. Number each box. Have student draw what he or she thinks is inside each sock. Students then compare drawings with objects. Encourage student to name each object.

- “Memory Game” - Place five or six health-related items on a tray. As students look away, teacher removes one item. Students guess what is missing. Variation: Cover all items. Have students draw the items they remember seeing.

- “Drop in the Bucket” - Drop metal objects such as washers or coins into an empty metal coffee can one at a time. Have students count the number of sounds they hear. This activity can be used to practice addition sentences as well.

- “Telephone” - Use two tin cans or plastic cups. Connect the cups with a length of nylon string by punching a hole in the bottom of each cup and securing the string to a button inside each cup.

- “Tasting Party” - Taste a variety of foods. Using interactive writing, generate a list of descriptive words (adjectives). Choose three or four descriptive words. Make a diagram or chart categorizing food. Graph favorite or least favorite food.

- “Using Your Nose” - Smell a variety of foods. See above for possible activity extensions.

- “Pop, Pop, Pop” - Pop popcorn with electric popcorn popper to experience all five senses!

ASSESSMENT

- Teacher observation and discussion

HOME ACTIVITIES

- Place rubber bands around an open shoe box. Strum like a guitar.
- Have children bring in items for the class to taste.
- Have children bring an item from home that makes noise.
- Blindfold child. Have parent assemble various foods and flavors for child to taste. Have child identify and describe flavors.
- Send a bag of microwave popcorn home to have the child demonstrate to parents the five senses.
IDENTIFY THE FOOD GROUPS OF THE PYRAMID.

SAMPLE LESSONS

- Students draw or construct three of their favorite foods. Place projects on a large classroom food pyramid. Children will discover that some foods don’t fit into any group. Generate discussion as to why not (Extras may be mainly fat or sugar; these items should be limited.). Complete food pyramid by adding foods that may have been eliminated.

- Sort play food into the various food groups. Obtain a shoe box for each food group and instruct students to put food away by placing it in the correct box.

- Using construction paper, tear examples of fruits and vegetables. Glue on Venn Diagram comparing texture, color, size.

ASSESSMENT

- Teacher observation

HOME ACTIVITIES

- Send home a copy of the food pyramid. Instruct parents to make a list of foods eaten during one meal. Have children color in food pyramid to represent each food eaten. See Appendix

- Review the food flyers from the newspaper or mail. Look for foods representing each food group.
OBJECTIVE E. IDENTIFY EMERGENCY* NUMBERS.

SAMPLE LESSONS

- Introduce and demonstrate how to use 911. Review all necessary information needed when dialing 911, such as name, address (including city), and phone number. Use play telephones or calculators to role play and practice scenarios.

ASSESSMENT

- Teacher observation

HOME ACTIVITIES

- Assist children in learning complete address and telephone number.
- Post a list of personal emergency contact numbers; i.e. grandma, uncle, a neighbor, etc.
- Role play at home using 911.

Competency 2:
Students will DEMONSTRATE THE ABILITY TO ACCESS VALID HEALTH INFORMATION and HEALTH-PROMOTING PRODUCTS and SERVICES.

OBJECTIVE A. IDENTIFY HEALTH PRODUCTS AND SERVICES USED BY ADULTS AND CHILDREN.

SAMPLE LESSONS

- “Mystery Bag” – Collect personal hygiene* products (soap, shampoo, toothpaste, toothbrush, hair brush, floss). Child will pull item from a bag, identify and describe its function.
- Look through magazines and find pictures of health products to make a class mural or individual collage.
- Discuss health services professions (doctors, nurses, dentists, physical therapists, social workers, speech therapists) available in the school and in the community.*
- Make a large decorative toothbrush out of card stock or old file folders. Bristles can be made by fringing construction paper, gluing string, etc. Children who brushed their teeth that morning get a sticker to put on their toothbrush.
- Change dramatic play area to represent a health club, doctor’s office, grocery store, etc. Involve the students in constructing some of the props.
- “www.canfightbac.org” and “www.henrythehand.com”
OBJECTIVE B. IDENTIFY HEALTHY HELPERS IN THE COMMUNITY.*

SAMPLE LESSONS

- Invite local health service professional to visit classroom. Ask students to write a sentence and draw a picture about what they learned.

- Take field trips to health service locations (fire stations, county health department, police station).

- Collect hats from different health services. Have child choose a hat and tell at least two facts about the job it represents.

- Introduce the school nurse. Take pictures of the nurse’s daily activities. Use these photos to create a class book. Ask children to complete a predictable sentence pattern such as *The nurse can ________.*

- Discuss responsibilities of the paramedics when 911 is called.

ASSESSMENT

- Teacher observation

HOME ACTIVITIES

- Parents can go to library to check out books or videos on community helpers. [SEE APPENDIX FOR BOOK MARKS]
Competency 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Objective A: Demonstrate safe behavior* in daily activity.

Sample Lessons

- Generate a class list of safety rules for school and playground.
- Discuss safety procedures such as
  - Look both ways before crossing the street
  - Wear a seat belt
  - Don’t talk to strangers
  - Don’t give personal information on telephone or Internet
  - Always use the buddy system
  - Always let an adult know where you are
  - Don’t play with matches, guns, unknown animals

- “Go Away Cheer” [See Appendix]

Assessment

- Teacher observation

Home Activities

- Initiate conversation concerning safe behavior relative to your neighborhood.
SAMPLE LESSONS

- Demonstrate proper hand washing procedure. Be sure to lather vigorously for about 20 seconds (also in Competency 1).

- Role play positive personal hygiene*; i.e. taking a shower, taking a bath, brushing teeth.

- Hard boil several eggs. Place half in Coke and the other half in Kool Aid or colored punch. Soak overnight. Observe what happens. Allow students to use toothbrush and toothpaste to remove the stains.

- Use a styrofoam egg carton split in half lengthwise and yarn to practice flossing technique.

- Peel an apple. Cut in half. Poke a pencil into the apple to illustrate a cavity.

- Soak a hard boiled egg in vinegar for three to five days. Observe how the acid destroys the egg shell. Discuss how the acid in our mouths can destroy our tooth enamel.

- Sing “Brush Your Teeth” by Raffi

- Sing “Scrub, Scrub, Scrub Your Hands”

ASSESSMENT

- Teacher observation

HOME ACTIVITIES

- Send home a Healthy Habits Reminder List to encourage healthy personal hygiene habits. See Appendix

- Send home a Healthy Habits checklist. Parents can reward healthy habits with stickers. See Appendix
Competency 4:
Students will **ANALYZE THE INFLUENCE\* OF CULTURE, MEDIA\*, TECHNOLOGY AND OTHER FACTORS ON HEALTH.**

**OBJECTIVE A.** UNDERSTAND THE DIFFERENCES AMONG PEERS AND HOW THEY RELATE TO CULTURE.

**SAMPLE LESSONS**

- Choose related videos to view in class.

- Discuss how culture influences\* personal health behaviors\* and types of foods to eat. Discuss through literature such as *Too Many Tamales* by Gary Soto cultural differences in personal hygiene\* and food habits. Cook sample foods from various cultures.

- Discuss how commercials influence\* our choices and decisions.

- Invite parents of different ethnic backgrounds to visit class to discuss food and health habits unique to their culture.

**ASSESSMENT**

- Teacher observation

**HOME ACTIVITIES**

- Have students share their favorite ethnic recipe. Assemble a recipe book and distribute.

- While watching an age-appropriate television program, notice the advertisement and discuss the effects they have on our choices

**OBJECTIVE B.** UNDERSTAND PROCEDURES IN THE CASE OF AN EMERGENCY.*

**SAMPLE LESSONS**

- Discuss procedures for each type of emergency.*

- Practice school procedures for fire and inclement weather.

- Practice “Stop, Drop and Roll” procedure for fire.

- Discuss when to dial 911.
ASSESSMENT
• Teacher observation

HOME ACTIVITIES
• Encourage families to have a safety plan for various emergencies. Safety plans should include home escape route, designated meeting place and any other necessary procedures specific to each family. These procedures should be reviewed and practiced regularly.

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

OBJECTIVE A.
DEMONSTRATE ABILITY TO WORK IN GROUP SETTINGS WITHOUT INTERFERING WITH OTHERS.

SAMPLE LESSONS

- Build community* to support compassion for one another using the following activities:
  - In a large area such as a gym or outside, divide class into groups small enough to step inside several large hoola hoops. Instruct students to move to another location of their choice. Allow approximately three to five minutes. Discuss results. Students should discover that they need to work together to accomplish a common goal.*

- Discuss how to share and work cooperatively. See book list for suggested read alouds, including We Share Everything! by Robert Munsch and Michael Martchenko and The Crayon Box That Talked by Shane Derolf and Micheal Letzig

- Teach three levels of voice control while reciting or singing, using hand and body motions. Students are instructed to use their low (soft) voice during center activities and their medium (normal) voice during group time. SEE APPENDIX

ASSESSMENT
• Teacher observation

HOME ACTIVITIES
• Send home explanation of terms used to define voice levels so that they can be reinforced at home, or discuss with parents at back to school night. SEE APPENDIX
OBJECTIVE B. EXPLAIN HEALTHY WAYS TO EXPRESS FEELINGS.

SAMPLE LESSONS

- Introduce feelings by reading The Quarreling Book by Charlotte Zolotow. (See book list for additional suggestions.)

- Purchase or find pictures in magazines of people expressing various feelings. Discuss and name each feeling with the students. Ask them to tell about a time when they have experienced these feelings. Explain that we all have these feelings, but that there are appropriate times to display feelings and appropriate ways to display them.

- Teach conflict resolution

- Role play the following example from Carollee Howes in Teaching 4 to 8 Year Olds

- Ms. Jackson tells the class that they are going to practice what to do when there are problems on the playground. She tells Dante to grab a ball from Maria. Maria is asked to scream, pretend to hit Dante or run to suggest better ways for problem to be handled. Based on the answers, Dante will then reenact the scenario asking Maria politely for the ball. Alternatively, Maria may suggest that she and Dante figure out a game to play together.

- Use real-life conflicts to practice problem solving skills.

- Use a class meeting to address classroom concerns. The following steps are taken from Teaching Children to Care by Ruth Sidney Charney. For an in-depth description, see Chapter 13 “Problem-Solving Class Meetings,” page 277-304.

ASSESSMENT

- Teacher observation

HOME ACTIVITIES

- Practice conflict resolution skills at home. Role play different scenarios that your child may be experiencing at school.

- Give children chores or responsibilities to do at home.

- Send home “Use Your Words” chart. Parents will reward child with stickers for appropriate conflict resolution. See Appendix

- Send home problem-solving steps for reference. “How to Use Your Words!” See Appendix
### Objective C.
**Identify ways families meet the needs and wants of each family member.**

### Sample Lessons

- Define family roles of each family member.

- Read *A Chair for My Mother* by Vera Williams. This book describes a child’s awareness* that her mother works hard for the family and that the child can contribute by making sure the mother is comfortable after a long day at work.

- Read *See the Ocean* by Estelle Condra.

### Assessment

- Teacher observation

### Competency 6:
**Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

### Objective A.
**Demonstrate an ability to identify healthy food.**

### Sample Lessons

- Cut pictures from magazines to glue on chart of health and unhealthy foods.

- Sort play food from the Home Living center as healthy and nonhealthy. Place or draw foods onto a “Happy Plate” or “Unhappy Plate.”

- Using construction paper, have students construct a healthy meal representing all food groups. Glue foods onto paper plate. Glue paper plate onto a large construction paper placemat. Add plastic silverware. The placemat can be embellished by making a patterned border using dot paint.

- Design a menu using food advertisements from the newspaper. Have parents send food items to prepare a meal in class.

- Recite the Barnum School “Snack Rap.” [See Appendix](#)
ASSESSMENT
• Teacher observation

HOME ACTIVITIES
• Post a pad of paper on your refrigerator. When your family runs out of an item, invite your child to add it to the list.

**OBJECTIVE B. DEMONSTRATE HEALTHY CHOICES (I.E. ENGAGING IN ACTIVITY).**

**SAMPLE LESSONS**

- Draw or graph a favorite pastime activity. Discuss quality of activity as it relates to health.
- Draw a picture of self engaging in healthy physical activity*.
- List everyday activities that are forms of physical activity* (walk dog, dance to music, mow lawn, climb stairs).
- “Go Away” Cheer [SEE APPENDIX]
- “To Smell or Not To Smell?” – Discuss safe and unsafe items to smell. [SEE APPENDIX]
- Make a vest out of a brown paper bag. Have child write the word “no” in large letters on back of vest. Cut out pictures of food substances that you would not want to ingest and glue onto the vest.
- “The Right Thing To Do” - (See attached.) Teacher reads the following scenarios. Child holds up happy or sad face.
- Find pictures in magazines of healthy and unhealthy behaviors.* Glue on chart.

ASSESSMENT
• Teacher observation

HOME ACTIVITIES
• Turn off television for a specific length of time. List or draw what you did instead of watching TV.
• Send home “To Smell or Not To Smell.”
**Objective C.** 
Explain how to set personal health goals* and track progress.

**Sample Lessons**

- Measure student’s height and weight. Put on a growth chart hanging in room. Compare at the beginning and end of year.

- Measure student height using adding tape. Have students measure tape using nonstandard units. Then have student draw self-portrait and complete this sentence: I am _______________ (bears/markers/etc.) tall.

- Make a New Year’s resolution to increase physical activity.*

**Home Activities**

- Take photos of child engaging in healthy choices and send to school. Make class book with pictures.

- Make classroom chart entitled “Steps to Good Health.” Put each student’s name on a small footprint cutout. Instruct parent to send a note to school describing a physical activity that the child participated in while at home. Move footprint up with every activity.

**Competency 7:**

Students will understand the importance of demonstrating the ability to advocate for personal, family and community health.

**Objective A.**
Discuss the importance of influencing others to make healthy choices.

**Sample Lessons**

- Discuss reasons why students should not litter.

- Make class or individual posters encouraging others not to litter.

- “Puppet Show Time” – Using puppets and play food, model good and bad food choices.
OBJECTIVE B. DEMONSTRATE THE ABILITY TO RECOGNIZE HEALTH SERVICES IN THE COMMUNITY.*

SAMPLE LESSONS

- Make class mural showing people in the community* who promote health and safety (fireman, policeman, school nurse, pediatrician, sanitation worker, paramedics, etc.)

- Trace student’s body. Decorate to represent people who promote health and safety within the community.*

- Discuss possible health scenarios. Ask students to decide where they might go for help.
  - Jane is running a temperature.
  - The Smiths have a fire in their back yard.
  - Joey fell off his bike and his arm is broken.

ASSESSMENT

- Teacher observation

HOME ACTIVITIES

- Have child make a poster illustrating healthy choices. Have parents help child dictate a slogan.

- Draw a picture or map of community, locating all of the health services available to your families.

- Have a Community Helper Parade. Have parent send child to school with a costume depicting a community helper. Parade around the school, stopping at various locations that would allow the students to tell about who they are representing. You might want to assign students a community helper. You may also want to construct the costumes at school.
APPENDIX I
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Appendix I
Teaching Resources
Silhouette of a Child
Healthy Habits Reminder

Reminder List

★ Wash your hands before eating
★ Eat a healthy meal
★ Brush your teeth
★ Use a tissue when you sneeze or blow your nose
★ Use a seat belt or car seat
★ Wash your hands after using the bathroom
★ Get plenty of exercise
★ Eat a health snack
★ Get plenty of sleep
## Healthy Habits Checklist

<table>
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<tr>
<th>Behaviors</th>
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<td>Wash my hands before every meal.</td>
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<td>Wash my hands after using the bathroom.</td>
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<td>Eat a healthy breakfast.</td>
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<td>Wash my hands and face.</td>
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<td>Brush my teeth.</td>
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<td>Put on clean clothes.</td>
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<td>Eat a healthy lunch.</td>
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<td>Get plenty of exercise.</td>
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<td>Eat a healthy snack.</td>
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<td>Eat a healthy dinner.</td>
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<tr>
<td>Brush my teeth.</td>
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<td>Take a bath.</td>
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<td>Sleep for 10 hours.</td>
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Sing a Song of Senses
(Sung to the tune of “The Farmer in the Dell”)

We use our tongues to taste.
We taste the flavors in our food.
We use our tongues to taste.

We use our ears to hear.
We hear noises loud and soft.
We use our ears to hear.

We use our eyes to see.
We see colors all around.
We use our eyes to see.

We use our noses to smell.
We smell flowers and perfume.
We use our noses to smell.

We use our hands to touch.
We touch things both smooth and rough.
We use our hands to touch.

By Dianne Gleason – Gr. K
Preston Hollow Elementary
Dallas, Texas
MyPyramid
For Kids
Eat Right. Exercise Have Fun.
MyPyramid.gov

Grains
Make half your grains whole

Vegetables
Veg your veggies

Fruits
Focus on fruits

Milk
Get your calcium-rich foods

Meat & Beans
Go lean with protein

Oils
Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.

Find your balance between food and fun

Fats and sugars – know your limits

USDA
Color pictures, cut out and use the pictures to make bookmarks.

Please read with

Drawn by Mikayla Mahan
When I say drugs, what do you say?
NO, NO, GO AWAY!

When I say smoke, what do you say?
NO, NO, GO AWAY!

When I say reefer, what do you say?
NO, NO, GO AWAY!

When I say beer, what do you say?
NO, NO, GO AWAY!
Brush Your Teeth Song

1) When you wake up in the morning
and it’s a quarter to one,
And you want to have a little fun,

CHORUS
You brush your teeth, ch, ch, ch, ch, ch, ch, ch
You brush your teeth, ch, ch, ch, ch, ch, ch, ch

2) When you wake up in the morning
and it’s a quarter to two,
And you don’t know what to do,

CHORUS
You brush your teeth, ch, ch, ch, ch, ch, ch, ch
You brush your teeth, ch, ch, ch, ch, ch, ch, ch

3) When you wake up in the morning
and it’s a quarter to three,
You’ve got a great big smile for me,

CHORUS
You brush your teeth, ch, ch, ch, ch, ch, ch, ch
You brush your teeth, ch, ch, ch, ch, ch, ch, ch

4) When you wake up in the morning
and it’s a quarter to four,
You hear a great big knock on the door,

CHORUS
You brush your teeth, ch, ch, ch, ch, ch, ch, ch
You brush your teeth, ch, ch, ch, ch, ch, ch, ch

5) When you wake up in the morning
and it’s a quarter to five,
Your so happy to be alive,
Wash, Wash, Wash Your Hands

TEACHER BACKGROUND INFORMATION:

1. Ask students why they need to wash their hands. Germs are everywhere and they are so small that you cannot see them. Washing your hands with soap and running water helps get the germs off of your hands.

2. Ask students why we want to get germs off our hands. Germs can make you sick and spreading germs to others could make them sick.

3. Ask students when it is most important to wash (before eating, before touching food, after sneezing or coughing, when dirty from playing, after going to the bathroom, after playing with animals, etc.)

4. Reinforce that we cannot “see” germs and need to wash when our hands don’t “look” dirty.

5. Review the basics of proper hand washing with students: use warm running water, lather up our hands with soap, rub our hands together for at least ten seconds, scrub our fingernails, rinse off the soap and dry our hands.

6. Teach the students the following song (tune Row, Row, Row, Your Boat):

   Scrub, scrub, scrub your hands;
   Put the soap between.
   Wash the germs right down the drain;
   Make them nice and clean.

SOURCE:
“Healthy Kids / Happy Kids Resource Booklet”,
Canadian Institute of Child Health
Voice Control

Use a Bridge Map to show the characteristics of voice modulation. Use body and hand motions to demonstrate voice modulation.

At first, have students follow motions nonverbally.

Once students have experience with the movements, adapt the movements to familiar songs, and rhymes, for example:

Roses ......................... Hands HIGH, **LOUD** voice
Are Red ...................... Hands at Sides, **MEDIUM** Voice
Violets are Blue ............ Hands down low, **LOW** voice

Remember to vary motions to words and phrases. Use your imagination and write your own verse.
How to Use Your Words

How to use your words!

1. Stop, take a deep breath.
2. Listen, don’t interrupt.
3. Think about what you are going to say.
4. Talk about what you both need (or how you feel).
5. Choose a plan of action.
Use Your Words

Dear Parents:

At our school, we feel that it is very important for children to use words to solve conflicts instead of reacting physically. We would like for you to reinforce the by “catching your child being good” this week. Please put one sticker on the daily chart provided below each time your child uses appropriate words to solve conflict. Your child needs to return the chart to school on Friday to brag.

Conflict Resolution Skills

__________________________ uses words to solve conflicts.

Name of Student

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<td>Sticker</td>
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Parent Initial________________________
Barnum School “Snack Rap”

1. Apples, oranges, lettuce, cheese all good snacks if you please
REFRAIN: Five a day are what you need To grow up BIG and STRONG you see!

2. Apples, oranges, celery, cheese all good snacks if you please
REFRAIN: Five a day are what you need To grow up BIG and STRONG you see!

3. Apples, oranges, broccoli, cheese all good snacks if you please
REFRAIN: Five a day are what you need To grow up BIG and STRONG you see!

Options:
★ Can be done in a circle
★ Students can jump up on BIG
★ Students can flex muscles on STRONG
★ For movement add: “Come gather round, we will talk, about good nutrition* as we walk.”
Read this list to your students and ask him to answer **yes** if the product is safe or **no** if the product is unsafe.

<table>
<thead>
<tr>
<th>PAINT OR PAINT REMOVER</th>
<th>STRAWBERRIES</th>
<th>GLUE</th>
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<tbody>
<tr>
<td>FRESH AIR</td>
<td>AEROSOL SPRAYS</td>
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<td>BLEACH (CLEANERS)</td>
<td>APPLE PIE</td>
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<td>FLOWERS</td>
<td>MAGIC MARKERS</td>
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<td>GASOLINE</td>
<td>AN ORANGE</td>
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<td>MODEL AIRPLANE</td>
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1. Keesha had a cold. Her nose was stuffy. Keesha thought she needed some medicine, but no one else was home. Keesha decided to find some medicine by herself and take it. Did Keesha do the right thing?

2. Jamie’s bedtime is 8 p.m. One night he stayed up until 9:30 because he was watching TV. The next day he had to get up and go to school. When Jamie woke up, he felt so tired. Did Jamie do the right thing when he stayed up late?

3. Yvonne likes the taste of her chewable vitamin tablet. Her mother gives her one every day. One day Yvonne got the bottle and decided to eat three vitamins for a snack. Was this a good thing for Yvonne to do?

4. Ferris and his friend Peter were playing at Peter’s apartment. Peter’s babysitter said they could have some cookies for a snack. Peter wanted to eat all the cookies in the bag. Ferris thought that too many cookies could make him sick. He ate only two cookies. Did Ferris do the right thing?

5. Rolanda was on the playground at school. Her friend Carmen showed her a little pink pill. Carmen said it came from her house. She wanted Rolanda to swallow it. Rolanda said that she would take the pill. Did Rolanda do the right thing?

6. Billy’s dad told him to brush his teeth. Billy was in a hurry to go outside. He got his toothbrush wet and put it back in the rack. He did not brush his teeth. Did he do the right thing?

7. Percy noticed his fingernails were getting long and had dirt under them. He asked his dad to help him scrub his nails and trim them. Did Percy do the right thing?

8. Pepe felt sick when he woke up. His throat was sore and his ears hurt. Pepe wanted to play outside so he did not tell anyone that he felt sick. Did Pepe do the right thing?

9. Marie was on a swing at the playground. A big boy walked over to her. He wanted to give her some candy. Marie did not know this boy. She said no and did not take the candy. Did she do the right thing?

10. Vanessa was walking home from school and saw a medicine bottle on the sidewalk. Instead of picking it up, she ran home and told her mother. Did Vanessa do the right thing?

11. Rene noticed a bottle of wine on the kitchen counter. A little bit of wine was in the bottle. She took a sip of wine to see what it tasted like. Did Rene do the right thing?

12. Raymond found his grandpa’s pouch of chewing tobacco. He knew it could make him sick. Raymond left the chewing tobacco where he found it. Did Raymond do the right thing?
Appendix II
Concept Words
Concept Words to Teach

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Risk:** to expose to danger

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

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

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

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

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

**Body Awareness**

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

**Senses**

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

**Feelings**

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

**Exercise and Fitness**

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

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

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

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

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

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

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

Dental Health

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

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

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

www.healthfinder.gov/library/nho/

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

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

Jackson Office
3825 Ridgewood Road, Room 729
Jackson, MS  39211
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