

April/May
2010

2009-2010 HEALTH LESSON PLANS

ROTATION WEEK # 6

Lessons on
taking care of
your body

GRADE 3 HOMEROOM Garrison, Earhart, Fry

DAY 1

MAIN IDEA: Sleep

LESSON: Lesson VI-1 Start w/ Teacher page 10

Healthy Habits

Discuss Tpg 10 + 11 + 12

Use overhead transparency How Much Sleep is Enough?

" " " Sleepy Suzy

If more than 5 min. is left class - Have class get a health book to read by self or w/ someone else. We don't have many chances to do this.

DAY 2
MAIN IDEA: Healthy Teeth

LESSON: Lesson VI-4 - Teacher pg 51 + 52. Do NOT distribute Chain of Decay paper until AFTER the video

② Continue w/ Lesson VI-6 Healthy Dental Habits - Teacher pg 64

③ Video - Healthy Teeth - 11 minutes - Discuss

④ Chain of Decay worksheet - Do #1-8 together. Do bottom by self
Put in folders

DAY 3

MAIN IDEA: Drugs - Medicinal + Non-medicinal

LESSON: VCR - Concomitant Bones - The Effects of Drugs on the body - Lesson V-2.

Follow Intro - 4 min. Write medicinal + non-medicinal on the board

DAY 4

MAIN IDEA: Tobacco - Dusty the Dragon VCR

LESSON:

Lesson V-3 Nicotine Follow Printed Lesson

If time, read Pamphlet - 101 Ways to Get High w/out Drugs

DAY 5

MAIN IDEA: Alcohol - Lesson V-5

LESSON:

Follow Printed Lesson beginning on pg 29.

Need 1 Worksheet run-off - Alcohol Facts

Last 5-7 min of class - Hand-out Family Resource 2 sided paper
Discuss - put in folders

LESSON VI-1: Choosing Healthy Habits

Student Learning Objectives:

- VI-1. Students will list positive health habits.
- VI-2. Students will describe the effects of inadequate sleep.

SLEEP
UNIT

Preparation

- Gather the needed materials.
- Make transparencies of the Masters, How Much Sleep Is Enough? and Sleepy Suzy, for use with Activities 2 and 3.
- If you plan to invite family members to the concluding lesson of the health program, duplicate the Family Letter and send it home at the end of this lesson.

Materials

Equipment

- Overhead projector

Resources

- Poster: "Health Habits," from "Lungs Are For Life School Health Posters," American Lung Association
- Transparency Master: How Much Sleep Is Enough?
- Transparency Master: Sleepy Suzy
- Teacher Reference: Sample Family Invitation to Final Culminating Lesson

Realia

- Transparencies
- Pencils
- Writing paper

Time: 20 minutes

Lesson Procedure

Introduction: 2 minutes

Connect this lesson on forming healthy habits and sleep with the previous lessons on safe and legal use of drugs.

1. Share with the students:

We have finished our health unit on drugs. See if you and your neighbor can list some rules for safety around drugs.

Which pair would like to list them for us?

Call on one or more pairs of students to review the rules. Make sure the following rules are included:

- Only take medicine if it is given to you by a parent or other trusted adult who takes care of you.
- Never take medicine that was prescribed for someone else.
- Never take more medicine than the doctor, parent, or other trusted adult says to take. More is not better.
- Only take medicine to get better when you are sick or to stay healthy.
- Never take any drug that is not a medicine.

By following these rules, we can stay safe and healthy around drugs.

2. State:

There are lots of other things we can do to stay healthy. Let's name a few. [behave safely when walking or riding a bike, exercise, have good posture, eat nutritious foods, etc.]

During the next few lessons, we will be talking about many of these ideas.

Activity 1: 5 minutes

Discuss the role of healthy habits in maintaining health.

1. Ask the students:

What do you think a "habit" is?

Summarize their responses by defining a "habit" as doing something over and over on a regular basis.

We usually form habits by reminding ourselves to do something repeatedly, until we do it almost without thinking about it. Some habits are harmful, such as smoking; some are helpful, such as toothbrushing. What do you think a "health habit" must be? [something we do over and over on a regular basis that helps us stay healthy]

2. Display the poster "Health Habits," and review the pictures of exercise, cilia, immunization, and harmful substances as health habits that have already been covered by previous lessons. Indicate the remaining health habits will be covered in the next lessons.

Activity 2: 5 minutes

Describe the benefits of sleep and rest and the consequences of inadequate sleep.

1. Point out the sleep and relaxation picture on the poster "Health Habits." Explain:

Today's lesson deals with the importance of sleep. What happens to the body's systems when we sleep?

Be sure to include the following in the discussion:

- Nervous system: brain processes the day's input, nerves send fewer messages
- Circulatory system: heart rate and blood pressure go down
- Respiratory system: breathing slows down
- Digestive system: slows due to the decreased need for energy during sleep
- Muscular system: muscles relax
- Skeletal system: doesn't have to hold the body up

3. Read or paraphrase the following explanation of why sleep is necessary and important to health:

You sleep to give your brain and muscles the rest they need, so you can think and grow. Muscles take food from your blood and turn it into energy, so you can play all day. However, your muscles get tired from playing, and your brain gets tired from thinking. A nap or a good night's sleep lets all these important parts of your body rest, so you have the energy to think and play again tomorrow.

4. Ask the students:

Think about a time when you or a friend or relative didn't get enough sleep.

What did you notice about the person who didn't get enough sleep? [tired, grouchy, couldn't pay attention, couldn't think clearly, etc.]

Are there times when being too tired can be unsafe? [driving, caring for young children, operating machinery, etc.]

5. Show the transparency, How Much Sleep Is Enough? Share with the students:

Let's see how much sleep you need by looking at this guide. While no two people of the same age need exactly the same amount of sleep, this table will help us determine the approximate amount of sleep needed for students your age. How much sleep would most of you need? [9-11 hours]

AGE

SUGGESTED HOURS
OF SLEEP

One to Six Years

10-12 Hours

Six to Twelve Years

9-11 Hours

Twelve to Fourteen Years

8-10 Hours

On Through Growing Years

8-10 Hours

Activity 3: 5 minutes

Reinforce the effects of inadequate sleep.

1. Show the transparency Sleepy Suzy. Ask the students to read it:

Sleepy Suzy

Suzy is eight years old. She stayed up last night to watch a movie on television. She went to bed at 11:00 p.m. and had to get up at 7:00 a.m. to go to school.

2. Ask the students to write down their answers to the following questions on a piece of paper.

Teacher's Note: Depending on the ability of the class, this task can be done alone or in groups.

- How many hours of sleep did Suzy get? [8 hours]
- Did she get enough sleep? [no]
- What will Suzy be like at school today? [tired, grouchy, irritable, no energy, easily upset, slow body movements, not mentally alert]

3. Review the answers with the students.

Closure: 3 minutes

- Summarize the lesson by asking:

Please write down the time you usually go to bed and the time you usually get up. Share your times with your neighbor. It's your neighbor's job to tell you how much sleep you are getting.

Close your eyes if you got enough sleep last night.

- Send home the Family Letter of invitation to the last health lesson taught at this grade level.
- State:

Our next health lesson will teach us about choosing healthy foods.

Integration Ideas

Language Arts

- Have the students write a story about what might happen if they didn't get enough sleep.

Math

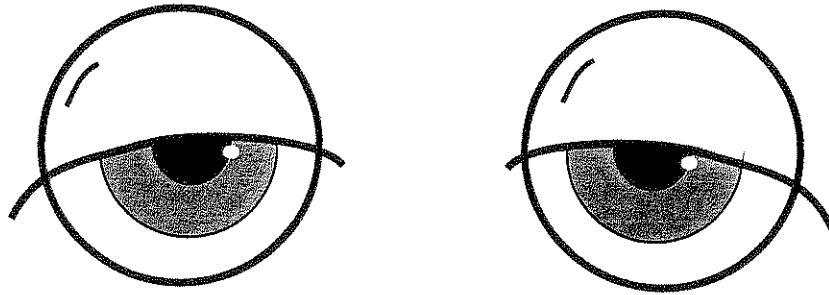
- Have the class graph the number of hours of sleep they got the night before.
- Have each individual graph the number of hours of sleep he/she gets for a week.

How Much Sleep Is Enough?



AGE	SUGGESTED HOURS OF SLEEP
One to Six Years	10-12 Hours
Six to Twelve Years	9-11 Hours
Twelve to Fourteen Years	8-10 Hours
On Through Growing Years	8-10 Hours

Sleepy Suzy



Suzy is eight years old. She stayed up last night to watch a movie on television. She went to bed at 11:00 p.m. and had to get up at 7:00 a.m. to go to school.

- How many hours of sleep did Suzy get?
- Did she get enough sleep?
- What will Suzy be like at school today?

LESSON VI-4: Food and Dental Health

Student Learning Objectives:

- VI-9. Students will summarize the tooth decay process.
- VI-10. Students will explain how carbohydrates impact dental health.
- VI-11. Students will classify snack foods as being harmful or helpful to their teeth.

Preparation

- Gather the needed materials.
- Use the food models to select several samples of the following types of foods: high sugar foods, sticky food, crunchy foods, and high calcium foods. They will be used for Activity 2.
- Duplicate enough copies of the Student Worksheet, Chain of Decay, so that each student will have one.

Materials

Resources

- Food Models, National Dairy Council
- Teacher Reference: *Caring For Your Teeth and Gums* OR *Taking Care of Your Teeth & Gums*, pamphlet, American Dental Association
- Student Worksheet: Chain of Decay
- Teacher Key: Chain of Decay

Realia

- Pencils or pens

Time: 35 minutes

Lesson Procedure

Introduction: 2 minutes

Connect this lesson on the impact of food on dental health with the previous lesson on the nutrients in food.

1. Share with the students:

We have been learning about some of the nutrients in food. Who can tell me what three nutrients we tested for during our last health lesson? [protein, fat, carbohydrates (sugar and starch)]

What are the other three nutrients? [water, vitamins, minerals]

We need all of these nutrients in our diet, but one of these nutrients can be harmful to our teeth if we're not careful. Who can guess which one? [carbohydrate—because it is sugar]

If you need a hint, what were you eating the last time your parents told you to brush your teeth?

Call on several students to list the foods that prompted a reminder to brush their teeth.

2. Explain:

Many of the foods that are considered harmful to teeth are carbohydrates. Today's lesson will focus on the chain of decay and how foods affect tooth decay.

Activity 1: 10 minutes

Explain how carbohydrates interact with plaque to form acid on the teeth.

1. Write the chain of decay (plaque + sugar = acid, acid + teeth = tooth decay) on the chalkboard and share:

These equations represent the chain of decay, or how tooth decay happens.

Plaque is a thin layer of germs (bacteria) that sticks to teeth. Everyone has germs in his or her mouth all the time. These germs cannot grow and multiply if there is no food left on or between teeth after eating.

Carbohydrates (sugars and starches) can promote cavities because the plaque uses them to grow. As the bacteria (plaque) grow, they give off acid which eats away at the tooth and can cause cavities. The longer carbohydrate foods are in contact with teeth, the more bacteria grow, and the more acid is produced.

If the plaque is not removed daily, it may lead not only to tooth decay, but may cause the gums (tissue around the teeth) to become inflamed (red, swollen) and to bleed when brushed. This is called gingivitis, which means inflammation of the gingiva (gums).

The plaque may harden to form calculus. This can result in the loss of the supporting structures of the teeth, a condition known as periodontal disease, which can lead to tooth loss.

2. Distribute the Student Worksheet, Chain of Decay, to each student.
3. Ask the students to match the words with their correct definitions at the top of the sheet. Save the bottom half of the worksheet to use with the next lesson.

Teacher's Note: Refer to the American Dental Association pamphlet, *Caring For Your Teeth and Gums* OR *Taking Care of Your Teeth & Gums*, page 3 for more information.

Activity 2: 18 minutes

Classify foods as healthy or harmful for teeth.

1. Explain:

Some foods are harmful to teeth, while others help keep our teeth healthy. For example, some foods are:

- *Harmful to teeth because of high carbohydrate content.*
- *Harmful to teeth because they do not provide nutrients.*
- *Harmful to teeth because they stick to the teeth.*
- *Helpful to teeth because of their high calcium content.*
- *Helpful to teeth because of their crunchy texture.*
- *Helpful to teeth because they are low in sugar.*

2. Pass out the preselected food models, one per student, and place them face down on the desks.
3. Go around the room, asking each student to turn over his or her food model and hold it up for all to see.

4. Ask the student to:

- name the food,
- tell whether it is a good snack food for the teeth, and
- share his or her reasons.

5. Ask the students to take their food models and separate into two groups (on opposite sides of the room): foods that can be harmful to teeth, and foods that are helpful to teeth.

Ask them to look at the foods in the two groups.

6. While standing in their groups, ask them:

Think of one thing you can do to keep your teeth healthy. When you have thought of something, you may go sit down.

Activity 3: 3 minutes

Discuss ways to break the chain of decay and prevent tooth decay.

1. Ask the students:

What are some ways to protect your teeth from tooth decay and periodontal disease?

Draw from the students' responses to include the following:

- Using fluoride strengthens the enamel, so the teeth are more resistant to decay.
- Avoid continuous snacking and limit the frequency of eating sugary and sticky foods when unable to brush and floss teeth.
- Toothbrushing and flossing keeps acid from forming.
- Regular dental visits help us keep our teeth as healthy as possible.

2. Instruct the students to:

Answer the following questions by signaling your answer.

Signal by holding up the number of fingers that matches the number of the correct answer.

- *Mary is hungry. She cannot brush her teeth for a long time. What should Mary eat?*

1. *carrots*
2. *candy*
3. *raisins*
4. *popsicle*

answer: 1.

- *Jay wants a snack before bed. He will brush his teeth after the snack. What could Jay eat?*

1. *cake and milk*
2. *apple juice and popcorn*
3. *ice cream*
4. *cereal and milk*
5. *any of the above*

answer: 5.

- *Jill gets a lot of cavities even though she brushes her teeth often. What would the dentist suggest for snacks?*

1. *drinks*
2. *sticky snacks*
3. *chewy snacks*
4. *hard snacks*

answer: 1.

- *Jason likes to snack a lot. He sometimes gets too full to eat meals. What should Jason have between meals?*

1. *fruit*
2. *water*
3. *ice cream*
4. *milk*

answer: 1. or 2.

Closure: 2 minutes

- Summarize the lesson by writing the following qualities of snacks on the board: crunchy, low in sugar, not sticky, has calcium and protein. Share:

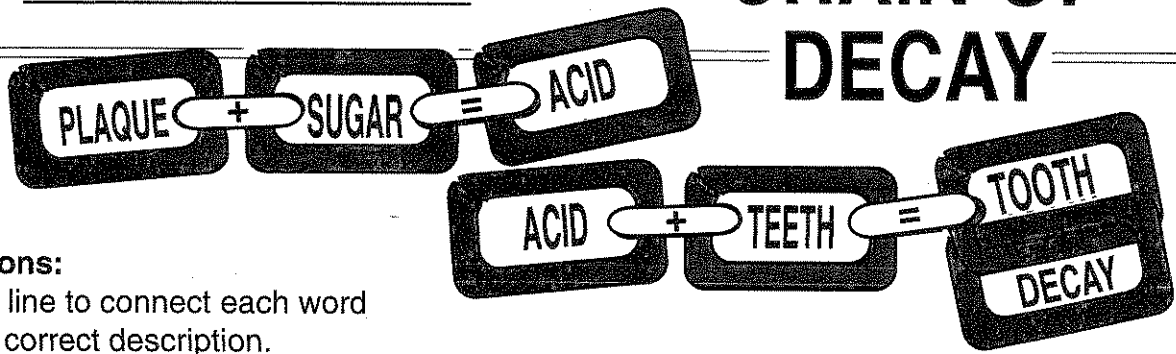
Let's make a list of snacks that have one or more of these qualities.

- Collect the Student Worksheets for use with Lesson VI-6.
- State:

In our next health lesson, we will use what we have learned to plan a nutritious meal.

NAME _____

CHAIN OF DECAY



Directions:

Draw a line to connect each word with its correct description.

- | | |
|------------------------|---|
| 1. teeth | A. Breakdown |
| 2. acid | B. The nutrient which includes sugars and starches |
| 3. plaque | C. An area of decay on a tooth |
| 4. carbohydrates | D. Red, swollen gums |
| 5. periodontal disease | E. Hard, white, and made of calcium, these help us to eat |
| 6. decay | F. A chemical that eats away at teeth |
| 7. cavity | G. The thin layer of germs that sticks to teeth |
| 8. gingivitis | H. Loss of the supporting structures of the teeth |

What can I do to stop tooth decay?

1.

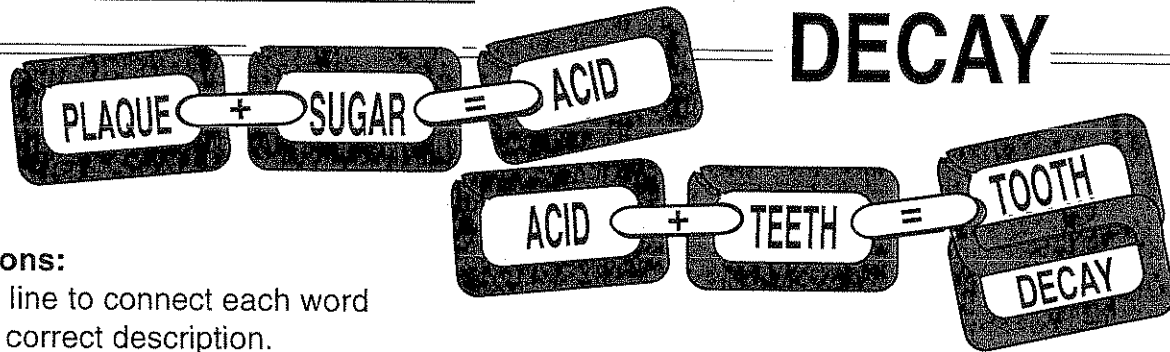
2.

3.

4.

NAME _____

CHAIN OF DECAY



Directions:

Draw a line to connect each word with its correct description.

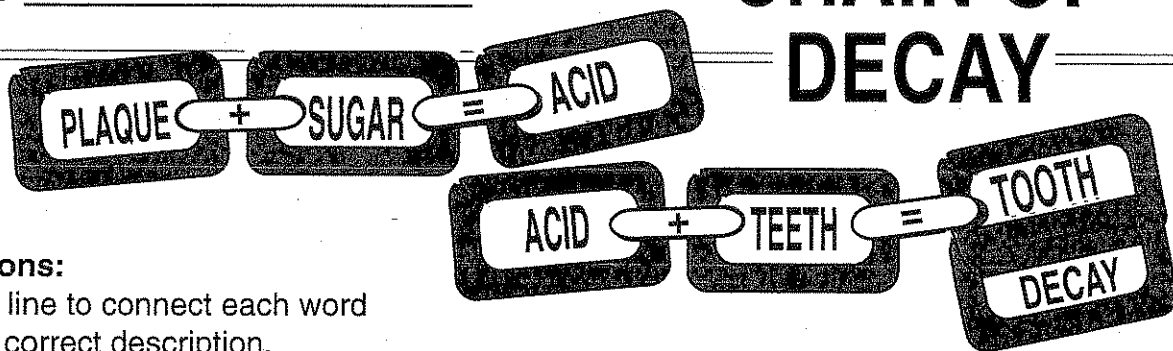
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What can I do to stop tooth decay?

1. *Use fluoride to strengthen enamel and make teeth more resistant to decay.*
2. *Avoid continuous snacking and limit sugary and sticky foods when unable to brush. Eat nutritious foods.*
3. *Brush and floss teeth regularly to keep acid from forming.*
4. *Visit dentist regularly to help keep teeth as healthy as possible.*

NAME _____

CHAIN OF DECAY



Directions:

Draw a line to connect each word with its correct description.

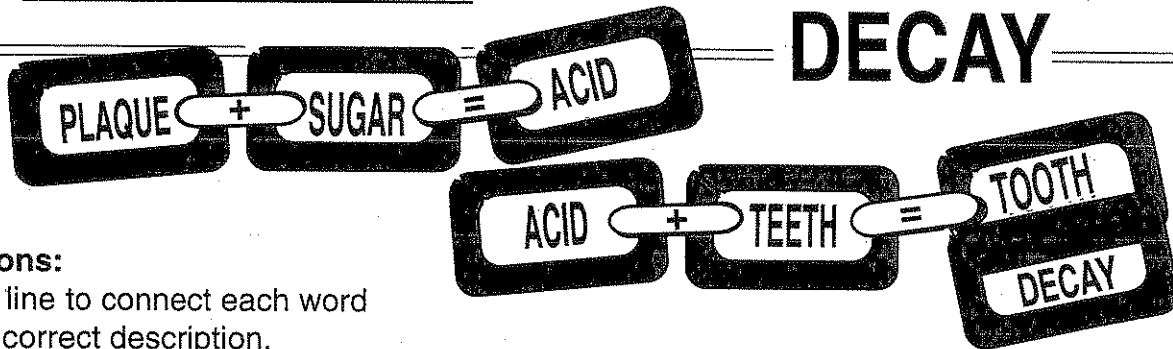
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What can I do to stop tooth decay?

- 1.
- 2.
- 3.
- 4.

NAME _____

CHAIN OF DECAY



Directions:

Draw a line to connect each word with its correct description.

- | | |
|------------------------|---|
| 1. teeth | A. Breakdown |
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What can I do to stop tooth decay?

1. *Use fluoride to strengthen enamel and make teeth more resistant to decay.*
2. *Avoid continuous snacking and limit sugary and sticky foods when unable to brush. Eat nutritious foods.*
3. *Brush and floss teeth regularly to keep acid from forming.*
4. *Visit dentist regularly to help keep teeth as healthy as possible.*

LESSON VI-6: Healthy Dental Habits

Student Learning Objectives:

VI-14. Students will list ways to break the chain of decay.

VI-15. Students will practice oral hygiene skills.

Preparation

- Gather the needed materials.
- Be sure there are enough toothbrushes for each student to have one.
- If you have decided to invite family members or another class to watch the presentations in Lesson VI-7, send them a reminder.
- Duplicate the Family Resource Sheet, Healthy Habits, that is to be sent home following this lesson.
- If you have decided to use a resource person in this lesson, confirm the arrangements.

Materials

Equipment

- VCR and monitor

Resources

- Video: *Healthy Teeth* (11 minutes)
- Model: Large Teeth
- Model: Giant Toothbrush
- Teacher Reference Pamphlet: *Caring For Your Teeth and Gums* OR *Taking Care of Your Teeth & Gums*, American Dental Association
- Student Worksheet: Chain of Decay (from Lesson VI-4)
- Teacher Key: Chain of Decay (from Lesson VI-4) — Pg 52
- Optional Resource Person: dental assistant or dental hygienist or dentist
- Family Resource Sheet: Healthy Habits

Realia

- Pencils or pens
- Timer or clock
- Toothbrushes (one per student)
- Floss
- Permanent marker

Time: 30 minutes, without the Optional Activity

Lesson Procedure

Introduction: 1 minute

Connect this lesson on healthy dental habits with the previous lesson on snacks and teeth.

1. Write the equations "plaque + sugar = acid, acid + tooth = tooth decay" on the chalkboard. State:

You probably remember these equations. They represent the chain of decay, or how tooth decay happens.

2. Ask the students:

(Plaque is bacteria, germs)

- * Who can tell me what plaque is? [thin layer of bacteria on teeth]

- * Where does the sugar in this equation come from? [carbohydrates, food]

*- grains, veggies, fruit
and the sugary*

- * Turn to your ^{table} neighbor and tell them one thing you have done recently to break the chain of decay.

Sweets you eat.

3. State:

Today's lesson will help us learn habits to keep our teeth healthy.

Activity 1: 15 minutes

Overview dental health habits.

1. Ask the students:

*write name
on board.*

→ *Raise your hand if you have heard of a man named Leonardo DaVinci. Leonardo DaVinci was a great man who lived long ago. He was a famous artist, physician, and sculptor. I have a video to show you about two kids who visit a statue of DaVinci.*

2. Show the video *Healthy Teeth*.

3. Discuss the video by asking the following questions:

What are the four things we need to do to keep our teeth healthy? [Eat nutritious food. Brush. Floss. Visit the dentist.]

How often should we brush our teeth? [two times a day]

What kind of toothbrush is best? [soft]

What should we do after we brush? [Rinse your mouth with water.]

Once a day we need to rinse with something besides water. What is it? [fluoride rinse]

Optional Activity: Variable

Presentation by resource person—dental assistant, dental hygienist, dentist.

1. Introduce the dental assistant, dental hygienist, or dentist serving as a resource person.
2. Ask the dental health professional to discuss/demonstrate the following during his or her visit:
 - Some of the specific tasks done in his or her work as a dental health professional.
 - Proper toothbrushing techniques.
 - Proper flossing techniques.
 - Other essential dental health habits.

Activity 2: 5 minutes

Demonstrate proper toothbrushing technique and flossing technique.

1. Using the large models of the teeth and toothbrush, show the students how to brush their teeth properly.

Be sure to stress the following points:

- Hold the toothbrush at a 45 degree angle toward the gumline.
- Use a gentle circular, up-and-down, or back-and-forth motion. Do not saw back and forth.
- Brush all sides of each tooth—front, back, and tops.
- Brush the tongue.

Teacher's Note: Refer to the pamphlet, *Caring For Your Teeth and Gums* OR *Taking Care of Your Teeth & Gums*, for more information.

2. Using the large model of the teeth and some floss, demonstrate how to use floss to clean between the teeth.

Be sure to emphasize the following points:

- Flossing takes practice. Ask parents for help while learning the proper way.
- Ease the floss gently between the teeth to avoid hurting the gums.
- Scrape both sides of every tooth with the floss.

3. Leave the models and floss out for students to use during their free time.

Activity 3: 6 minutes

Practice proper toothbrushing with the students.

1. Distribute a toothbrush to each student. Ask each student to write his or her name on the toothbrush, using a permanent marker.

2. Ask the students:

Hold your toothbrush up in the air if you can remember some of the tips for proper toothbrushing.

Call on several students to review toothbrushing technique.

3. Share with the students:

Let's practice with our toothbrushes. I have set a timer to tell us when three minutes have passed. This is the amount of time it takes to do an effective job brushing teeth.

4. Have the students practice brushing their teeth in a systematic way so that no teeth are missed. This may be done by using dry toothbrushes and remaining seated at desks.

5. When the three minutes have passed, ask the students:

Feel your teeth with your tongue for plaque. Your teeth should feel slippery smooth when clean. Plaque makes teeth feel as if they have "socks on."

If necessary, the students may need to brush again to attempt to remove all the plaque.

6. Have the students take their toothbrushes home and encourage them to brush each morning and night.

Closure: 3 minutes

- Summarize the lesson by asking:

Turn to your neighbor and tell them four things you can do to keep your teeth healthy.

- Ask the students to fill in the bottom portion of the Student Worksheet, Chain of Decay, and take it home to share with their families.
- Send home the Family Resource Sheet for the students to share with their families.
- State:

In our next health lesson, we will make a plan to stay healthy.

Integration Ideas

Math

- Graph the number of students who remember to brush their teeth twice daily over the course of a week or two.
- Estimate how long a tube of fluoride toothpaste lasts and how much it costs every time a person brushes their teeth. Compare this expense to the cost of having a cavity filled.

Substance Abuse Prevention

- Obtain information and photographs of the mouth of a person who uses smokeless tobacco (chew or snuff). Point out to the children the damage done to the gums (cancer of the mouth, gingivitis, periodontal disease) and teeth (discolored teeth, tooth loss, teeth worn down). These may be obtained from the American Lung Association or the American Cancer Society.

Language Arts

- Construct a class thank you note, or ask students to write individual notes, to send to the dental health professional. Be sure to ask the students to include what they appreciated about the presentation and some of the things they learned from the resource person's visit.

LESSON V-2: The Effects of Drugs on the Body

Student Learning Objective:

V-4. Students will describe the effects of non-medicinal drugs on the body systems.

Preparation

- Gather the needed materials.
- Prepare a transparency of the Transparency Master for use with Activity 2 if it is not provided in your box of materials.

Materials

Equipment

- VCR and monitor
- Overhead projector

Resources

- Video: *Cincinnati Bones and the Treasure of Health* (15 minutes)
- Student Worksheet: Cincinnati Bones
- Teacher Key: Cincinnati Bones
- Transparency Master: Non-Medicinal Drugs Can Damage Body Systems

Realia

- Pencils or pens
- Transparency
- Transparency pens

Time: 40 minutes

Lesson Procedure

Introduction: 4 minutes

Connect this lesson on illegal and harmful drugs to the previous lesson about safe use of medicines.

1. Explain to the students:

I am going to say the names of some drugs. If the drug is a medicine, put one finger over your mouth and think of a safety rule for its use. If the drug is non-medicinal and harmful, say "NO."

- Vitamins [medicine]

Gather rules from students. [Only take medicine if it is given by a parent or other trusted adult who takes care of you, etc.]

Write on board medicinal and non-medicinal

- Cigarettes [non-medicinal-NO]
- Antibiotics [medicinal]

Gather rules from students. [Only take medicine that has been prescribed for you by a doctor and given to you by a parent or other trust adult, etc.]

- Alcohol [non-medicinal-NO]
- Crack or cocaine [non-medicinal-NO]
- Marijuana [non-medicinal-NO]

2. State:

You really know the safety rules for using medicines and understand that "NO" is the only response to non-medicinal drugs. Today we will find out more about why non-medicinal drugs are so dangerous.

Activity 1: 17 minutes

Identify the harmful effects of non-medicinal drugs on the human body.

1. Focus the students on the topic of harmful drugs by stating:

There is never a safe use for drugs that are not medicines. These drugs are dangerous and harmful because they hurt our body. It is illegal to use these drugs. Let's watch a video that tells a story about a group of people, called the Hitecs, who didn't follow the rules about non-medicinal drugs. You will have a worksheet to complete after the video. Listen for information on how non-medicinal drugs harm the body.

Read the Student Worksheet, Cincinnati Bones, to the class.

Teacher's Note: You may choose to distribute the worksheets at this time if you think the worksheet will not distract the students from the video.

3. Show the video *Cincinnati Bones and the Treasure of Health*.

4. Explain:

Even though our real body organs do not look like the organs in the video, the damage caused by drugs is real. We will be talking about the video after we finish the worksheet. If you have any questions about the information in the video, raise your hand.

Answer any questions.

Activity 2: 16 minutes

Discuss the information in the video.

1. Distribute a copy of the Student Worksheet, Cincinnati Bones, to each student. Instruct the students to complete the worksheet as completely as possible.
2. After the students have finished as much of the worksheet as possible individually, have them compare their answers with the person sitting next to them and help each other fill in any unanswered questions.
3. After three minutes, call for the students' attention and ask them to give their answers as you go through each item on the worksheet.
4. Highlight the amount of damage that non-medicinal drugs can cause by using the transparency of the body. As the students discuss the impact of drugs on the body parts, color in those parts on the transparency.
5. Share with the students:

It sounds like we have another rule about drugs. It is the rule for non-medicinal drugs: NEVER USE DRUGS THAT AREN'T MEDICINES. Say it with me.

NEVER USE DRUGS THAT AREN'T MEDICINES.

Closure: 3 minutes

- Summarize by stating:

Stand up if you remember how the body is damaged by non-medicinal drugs.

Call on all the students, one at a time, to tell one way the body is damaged. Then have them sit down.

- Encourage the students to take their worksheets home to share with their families.
- State:

Our next health lesson will give us facts about a drug called "nicotine," which is found in tobacco.

CINCINNATI BONES

What do DRUGS do to the body? _____

Why did the people of the ancient Hitec Lost City die? _____

Each room Cincinnati Bones visited was like a part of the _____.

How do drugs effect each of these parts of the body?

EYE - _____

LUNGS - _____

MUSCLES - _____

BONES - _____

STOMACH - _____

BRAIN - _____

HEART - _____

What was the great treasure that Cincinnati Bones discovered and you can, too?

CINCINNATI BONES

What do DRUGS do to the body? hurt it and make it sick

Why did the people of the ancient Hitec Lost City die? They took drugs which clouded their minds and damaged their bodies.

Each room Cincinnati Bones visited was like a part of the body.

How do drugs effect each of these parts of the body?

EYE - make the eye let in too much light, hurts, kills nerves, blinds

LUNGS - bad things get trapped in lungs, cancer, block air pipes so you can't get enough to breathe, makes you cough

MUSCLES - shake, get smaller and weaker

BONES - get weak and brittle, break over and over

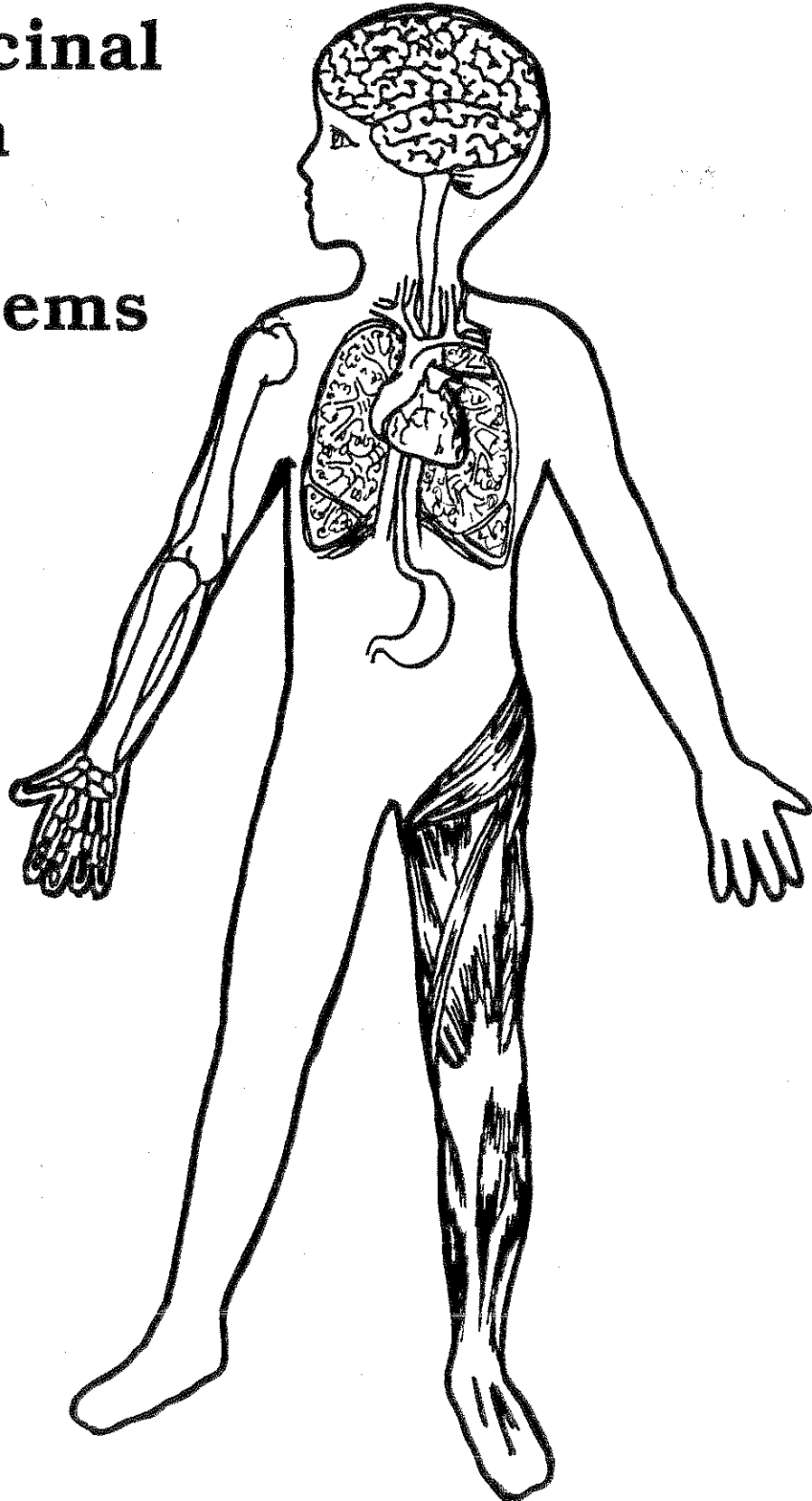
STOMACH - slow it down, destroy it by causing extra acid

BRAIN - do the worst damage here, change the way the brain is built, fat grows between the parts so they can't talk to each other, parts die, change the way you think, make things look out of focus, or larger or smaller than they really are, spots of light appear, get lost in thoughts, go out of control

HEART - beats faster, increases blood pressure, muscle of the heart begins to die

What was the great treasure that Cincinnati Bones discovered and you can, too? your own healthy body

Non-Medicinal Drugs Can Damage Body Systems



CINCINNATI BONES

What do DRUGS do to the body? hurt it and make it sick

Why did the people of the ancient Hitec Lost City die? They took drugs and the drugs damaged their bodies

Each room Cincinnati Bones visited was like a part of the body.

How do drugs effect each of these parts of the body?

EYE - blind, blurry vision, eye lets in too much light

LUNGS - Cancer, blocks the air passage, cough

MUSCLES - small, shake, weak

BONES - brittle, crack, break over? over weak

STOMACH - acid too much acid, slows down

BRAIN - Does the worst damage. Parts of the brain die.

Think differently, can't focus
HEART - beats faster, blood pressure goes up, heart begins to die.

What was the great treasure that Cincinnati Bones discovered and you can, too?

Your own ~~Heart~~ Healthy Body

CINCINNATI BONES

What do DRUGS do to the body? _____

Why did the people of the ancient Hitec Lost City die? _____

Each room Cincinnati Bones visited was like a part of the _____.

How do drugs effect each of these parts of the body?

EYE - _____

LUNGS - _____

MUSCLES - _____

BONES - _____

STOMACH - _____

BRAIN - _____

HEART - _____

What was the great treasure that Cincinnati Bones discovered and you can, too?

LESSON V-3: Nicotine and Tobacco

Student Learning Objectives:

- V-5. Students will describe the harmful effects of nicotine and tobacco use, whether smoked or smokeless, on the body.
- V-6. Students will practice ways to say "no" to nicotine and tobacco use.

Preparation

- Gather the needed materials.
- Locate the pictures of a smoker's and non-smoker's lungs on page 7 of the booklet, *The ABC's of Smoking*, to show the students during Activity 1.

Materials

Equipment

- VCR and monitor

Resources

- ★ Video: *Dusty the Dragon* (12 minutes)
- Teacher's Reference: *The ABC's of Smoking* booklet
- Poster: "Twelve Things to Do Instead of Smoking Cigarettes," American Cancer Society (Integration Idea)

Realia

- Crayons or markers
- Drawing paper

Time: 30 minutes

Lesson Procedure

Introduction: 3 minutes

Connect this lesson on nicotine and tobacco with the previous lesson on harmful drugs.

1. Ask the students:

If you can tell us how harmful, non-medicinal drugs affect some of our body systems, point to one body part that gets damaged.

Call on students, one at a time, to tell how using harmful drugs can damage body parts. Continue until all the volunteers have contributed their ideas.

Info from yesterday's lesson on how bad non-medicinal drugs are for your body

2. Share with the students:

There are many non-medicinal drugs that can harm our bodies if a person uses them. One of these drugs is called nicotine. Where is nicotine found? [tobacco cigarettes, pipes, cigars, smokeless chewing tobacco, snuff]

Write the students' responses on the chalkboard.

Write these words on board

3. State:

Today we will learn how nicotine harms the body of any person who uses it.

Activity 1: 16 minutes

Identify the harmful effects of nicotine and tobacco use.

1. Share with the students:

Look at the list of products containing nicotine, which I've written on the board. I have a video to show you that will tell us how these products harm the body.

2. Show the video Dusty the Dragon.

3. Conduct a discussion using the following questions:

- *Why did Dusty need to find out about smoking?* [so he would know what to do if someone offers him a cigarette]
- *What does smoking do to the heart?* [It makes the arteries get smaller because of a buildup inside them. It causes heart attacks and strokes. It makes the heart beat faster and makes it wear out. It causes high blood pressure.]
- *What does smoking do to the lungs?* [The lungs are forced to take in bad air which has less oxygen. The airways are irritated and clogged up. It makes the smoker short of breath. It causes cancer. It causes coughing.]

Show the pictures of the smoker's and non-smoker's lungs in the booklet *The ABC's of Smoking* to illustrate what smoking does to the lungs.

- *Why did the pack start smoking?* [They thought all their friends did it and wanted to be part of the crowd. They thought it made them look older and cooler. They thought they would feel strong and unique. They think it calms them down. Their families do it.]
- *Why did the pack keep smoking?* [They were hooked-addicted.]
- *What does smoking really do to people?* [It causes yellow teeth and smelly clothes. It costs a lot. It damages the body organs.]
- *What is passive smoke, and is it harmful?* [It is the smoke a non-smoker breathes by being around a smoker. It makes it more likely that a person will get illnesses like colds and cancer.]

- *What does chew do?* [It causes cancer, black spit, rotten breath, brown gums and teeth. It's addictive.]
- *What did Dusty do?* [He did NOT smoke.]

4. Ask the students:

Now you know all the information Dusty knows. If you think smoking or chewing tobacco is harmful for you, stand up.

What do our laws say about children using tobacco of any kind? [It's illegal.]

If someone asks you to try smoking or chewing tobacco, the only healthy and legal response is "NO."

Activity 2: 8 minutes

Practice saying "NO" to nicotine and tobacco.

1. Share with the students:

It takes skill and practice to stand up for yourself and firmly say "NO" to nicotine and tobacco. Let's practice together, so we'll be sure to know how to do it if and when we need to.

I'm going to read some situations to you and give you time to plan what you would do and how you would say "NO." Then, I'll call on some of you to share your plans or demonstrate a firm "NO."

Read the following situations, one at a time, to the students. Allow them a minute to think of a response and then select several students to share what they would do or say.

- You find some cigarettes. Someone dares you to smoke one and is calling you "chicken" if you don't.
- Your friend smokes every day after school and asks you to keep his/her cigarettes for him or her so his or her parents won't find them.
- Some kids come over when your parents are not home. One of them starts to smoke.
- An older student offers you some chewing tobacco, saying that athletes use it to help them relax.

2. State:

If someone offers you tobacco or drugs of any kind, it is a dangerous situation. You should tell your parents or another trusted adult.

Closure: 3 minutes

- Summarize this lesson by saying:
Stand up if you know one way tobacco and nicotine harms the body.

Call on students to share their ideas. After an idea is shared, ask that student, and any other students who had the same idea, to be seated. Continue until all the students are seated.

- State:
Our next health lesson will teach us how to avoid tobacco.

Integration Ideas

Language Arts

- Have each student write a paragraph about why he or she will never smoke or chew tobacco.

Art

- Display the poster "Twelve Things to Do Instead of Smoking Cigarettes."

Using drawing paper and crayons or markers, have each student draw his/her own picture of a favorite activity—one he or she can do after saying "NO" to smoking or using smokeless tobacco.

Display the pictures around the poster.

Drama

- Have the students work in small groups to role play an activity they might like to do after saying "NO" to tobacco.

LESSON V-4: No Nicotine for Me

Student Learning Objectives:

- V-7. Students will use the five problem solving/decision making steps to say "no" to tobacco.
- V-8. Students will state that staying out of dangerous situations and situations where drugs may be offered is one way to avoid drugs and stay safe.

Preparation

- Gather the needed materials.

Materials

Resources

- Storyboard
- Story Cards: Getting Out of a Dangerous Situation, and blank cards
- Poster: Check It Out!

Realia

- Non-permanent marker

Time: 30 minutes

Lesson Procedure

Introduction: 3 minutes

Connect this lesson on refusing tobacco with the previous lesson on nicotine and tobacco.

1. Ask the students:

Think about all the ways tobacco and nicotine harm the body. Write down as many as you can remember.

Turn to your neighbor and compare your lists. Add any your neighbor remembered that you may have forgotten.

Gather the students' ideas in the large group.

2. State:

Today we will be learning ways to say "no" to tobacco and ways to get out of situations where we are being pressured to use tobacco.

Start here!

Activity 1: 21 minutes

Use the steps for solving problems to say “no” to tobacco.

1. Share with the students:

I'm going to tell you part of a story. This is a story about a student who knows smoking tobacco is wrong, harmful, and illegal. She needs to figure out how to protect herself from a situation where she is offered tobacco. Let's see if we can use our five steps for solving problems to help her out. Listen to the story.

Pat lives about six blocks from her school. She has always walked to and from school. She enjoys being outside. On her walk to school, she goes by a park. She enjoys watching the kids who are playing there, but lately there has been a group of older kids standing around and laughing. Sometimes they are smoking cigarettes. As she walks by, they sometimes ask her to come over and talk to them. She doesn't know them and knows that to stay safe she shouldn't talk to them. They scare her a little.

One day she was walking home from school, and the group of kids came over to her. Her heart was pounding. They wanted to talk to her. She started to walk faster. They just laughed. The next day they did the same thing only this time they walked in front of her and blocked her path. They weren't much older than she was. She couldn't figure out why she was so scared.

2. Ask the students:

Why do you think Pat was frightened? [She didn't know the older students. They were watching her and laughing for several days. They were bigger than she was. She was alone.]

Sometimes we aren't sure why we are uncomfortable around some people, but we are. When that happens, we need to trust our feelings. Let's see what happens next.

3. Continue with the story.

The older kids asked her to try a cigarette. They said they had been watching her and she looked like she needed a smoke. Pat said, “No, thank you,” and she started to walk away. One of the older kids said, “Wait a minute. Not so fast. We just want to be friendly. Have a smoke with us over by the tree.” Pat didn't know what to do.

4. Using the storyboard and Check It Out! poster, ask the students:

STEP 1: *Stop and Think! What happened?*

Tell me in your words what happened. [Some older students were watching Pat walking to and from school. They asked Pat to smoke a cigarette. Pat said “no,” but they kept asking her and stood on the sidewalk, blocking her path.]

Post the Step 1 Story Card.

STEP 2: *What is the best ending?*

What do you think is the best ending?

Gather a few ideas. Write the ideas on the chalkboard. Show the Check It Out! poster.

Now let's check out our ideas. The first way to check them out is to see if we can answer "yes" to all these questions.

- *Does this idea follow my personal and family values?*
- *Is this idea safe, and will it help me stay healthy?*
- *Is this idea legal, and does it follow family, school, and community rules?*
- *Does this idea show respect for myself and others?*
- *Will this idea solve the problem?*

OR

Will this idea get me to the best ending for the problem?

Ask the questions for each best ending suggested by the students.

The second way we can check out our ideas is to talk to a parent or other caring adult. Who else do you think Pat could talk to? [parents, other family member, neighbor, teacher, police, etc.]

Let's continue solving this problem. The best ending for Pat is to refuse to smoke the cigarette and to get to a safe place as fast as possible.

Post the Step 2 Story Card.

STEP 3: *What can we do to get to our best ending?*

What can Pat do to get to the best ending?

Gather the students' ideas, create the Step 3 Story Card, and post it.

STEP 4: *Think about our suggestions and choose.*

Now we need to think about our ideas and choose which idea to use. But first we need to check out our ideas.

Show the Check It Out! poster again.

We need to be able to answer "yes" to all of these questions:

- *Does this idea follow my personal and family values?*
- *Is this idea safe, and will it help me stay healthy?*
- *Is this idea legal, and does it follow family, school, and community rules?*
- *Does this idea show respect for myself and others?*
- *Will this idea solve the problem?*

OR

Will this idea get me to the best ending for the problem?

If we ask these questions for every idea on our list and we answer "no" to even one of these questions for any idea, we must eliminate the idea from our list. Let's ask these questions for the ideas we have for Pat.

Go through the process of asking the questions and eliminating the ideas where any of the answers is "no."

The second way we need to check it out is to talk to a parent or other trusted adult about our ideas for solving the problem. Pat could talk to her parents, a trusted neighbor, another relative, a police officer, or the principal. There are many different people who would want to help.

Once we have checked out our ideas, we need to ask the "What if..." questions.

Ask the "What if..." questions for the ideas remaining on the list. For example, "What if Pat started yelling? What might happen?"

With the students, decide on the idea you would want Pat to try and post the Step 4 Story Card.

STEP 5: Act! Did it work?

The last step in our problem solving and decision making procedure is to act on the idea we selected. Once we have acted, we need to ask ourselves if it solved the problem. Sometimes, the first idea we try doesn't work. Then, we need to go back to our list and start again.

Activity 2: 5 minutes

Explain that staying out of dangerous situations and situations where drugs may be offered is one way to stay safe.

1. Share with the students:

In this situation, Pat knew she wanted to say "no" to tobacco, but she was alone in a situation that was scary and maybe dangerous. In the future, what can Pat do about the kids in the park? [She may not be able to do anything about the kids in the park. She can talk to her parents, other family members, and her teacher about the situation. Maybe they can do something about the kids in the park. She can see if there is a different way she can walk home. She can find a group of friends to walk with.]

Sometimes we know before we get into a situation that it might be dangerous or there might be drugs there. Who can think of some situations where students might be offered drugs? [at older kids' parties, in places without adults around, in parks, at the mall]

This doesn't mean that we should stay out of parks or shopping malls, but it does mean that we need to be careful where we go and who we go with. We also need to think about how to get out of a situation if it becomes dangerous or uncomfortable.

For example, we can decide not to go to someone's house if we know he or she wants to smoke cigarettes. We can always go shopping with an adult. We can trust our feelings. If we feel uncomfortable in a situation, we should get out of the situation fast. It's usually easier to leave a situation as soon as you think it might be dangerous. Once we are safe, we need to tell a parent or an adult we trust.

Closure: 1 minute

- Summarize by asking:

What are some ways we have learned to stay away from tobacco and other drugs?
[Say “no.” Walk away. Stay out of dangerous situations.]

- State:

Our next health lesson will give us facts on another non-medicinal drug—alcohol.

LESSON V-5: Alcohol

Student Learning Objectives:

- V-9. Students will explain how alcohol affects the body.
- V-10. Students will state that alcohol is wrong, harmful, and illegal for children to use.
- V-11. Students will practice saying "no" to alcohol.

Preparation

- Gather the needed materials.
- Duplicate enough copies of the Student Worksheet, Alcohol Facts, so that each student will have one.

Resources

- Student Worksheet: Alcohol Facts
- Teacher Key: Alcohol Facts

Realia

- Pencils or pens

Time: 35 minutes

Lesson Procedure

Introduction: 1 minute

Connect this lesson on alcohol with the previous lessons on harmful drugs and safety rules.

1. Share with the students:

In our last health lesson, we learned about a drug that is bad for the body whenever a person smokes it or chews it. If you think you know the name of that drug, put your hand over your mouth.

Call on a student to name tobacco or nicotine as the drug.

Since tobacco is a non-medicinal drug, what is the rule that tells us what to do about tobacco? [NEVER USE DRUGS THAT AREN'T MEDICINE.]

Now let's all say it together:

NEVER USE DRUGS THAT AREN'T MEDICINE.

2. State:

Today we will learn about another harmful drug—alcohol.

Activity 1: 15 minutes

Explore how much is already known about alcohol.

1. Explain:

① Do

How many of you have already heard some things about the drug, alcohol? Some of the things we hear about alcohol are probably true, but some things aren't. Let's see how much we know about alcohol and what it does to the body of a person who drinks it.

2

2. Distribute the Student Worksheet, Alcohol Facts, to each student.

We are now going to see what your Prior Knowledge is about Alcohol

3 -

3. Instruct the students to ~~work independently~~ to answer whether each of the statements on their worksheets is true or false. *listen as I read each statement*

4

4. ~~After five minutes~~, ask the students ~~to find a partner~~ and compare their answers. *at their table to* - 2-3 minutes

5

5. After a minute or two, tell the students:

Let's share our answers by signalling whether a statement is true or false. After I read each statement, I will ask you to give a signal. If you think the answer is true, make a "T" with your fingers. If you think the answer is false, make an "F" with your fingers. Let's try it. Show me the signal for true. Show me the signal for false. I think we're ready.

Teacher reads -
6. Read the statements on the Student Worksheet one at a time. Ask the students to signal following each statement. Give the correct answer and address any questions that may be raised by the students.

Activity 2: 4 minutes

Classify alcohol as a non-medicinal drug and list beverages that contain it.

1. Explain:

Alcohol is another non-medicinal drug. Alcoholic drinks are illegal for children to drink. Even though these drinks are legal for adults to consume, many adults do not drink alcohol because it is a drug and, therefore, changes the way the body works.

Raise your hand if you know some of the names of some of the drinks which contain alcohol.

List them on the chalkboard. Be sure the following are included:

- Beer, both regular and light
- Wine
- Liquor, usually used in mixed drinks
- Wine coolers

These drinks contain alcohol. They are harmful and illegal for children to drink.

Teacher's Note: It is especially important for children to understand that wine coolers are alcoholic, since the advertising of these drinks targets children and adolescents. Wine coolers come in bottles that look like soda pop bottles, are packaged in a four pack, and are often found on a store shelf near soda pop.

Activity 3: 13 minutes

-About 5 minutes

Brainstorm ways to refuse offers to drink alcohol.

1. Share with the students:

Now that we know how much damage alcohol can do to the body and that it is illegal and wrong for children to drink it, we can feel very good about saying "no" if someone offers us a drink that contains alcohol.

What are some ways to tell someone "no" if you are offered an alcoholic drink?

Gather ideas from the students and write them on the chalkboard. Be sure to emphasize the following points:

- Stand up straight and look the person in the eyes.
- Use a firm, strong voice, but don't yell.
- Say, "No," "No, thanks," or "No, I don't want to."
- If the person continues to offer you alcohol, walk away.
- Tell your parents or another trusted adult what happened.

2. Have the students practice with a partner. Instruct them to:

Turn to your neighbor and tell them how you would refuse alcohol if someone offered you some. Be sure both of you have a chance to practice.

3. State:

Share with me any new ideas you had for how to say "no" to alcohol.

4. Collect any ideas from the students and write them on the chalkboard.

5. Ask for volunteers to show how they will say "no." Be sure to give each student the chance to practice saying "no."

6. Summarize by saying:

You have many good ideas for how to refuse alcohol. It's very simple to just say a simple "No" and walk away. Be sure to tell your parents or another trusted adult if someone tries to get you to drink alcohol.

End of Class

*How hard was it to say No to your friend?
It will be even harder to say No in middle school.*

Closure: 2 minutes

- Summarize the lesson by saying:

Turn to your neighbor and discuss what alcohol does to the body of a person who drinks it.

After a minute, call on students to share what they discussed in their pairs.

Once again, show me how you will say "NO" if someone offers you a drink containing alcohol. [NO!]

- Encourage students to take home their worksheets to share with their families.
- State:

Our next health lesson will give us the facts on a disease called alcoholism.

Alcohol Facts (True or False?)

- _____ 1. People who drink alcohol sometimes do things they wouldn't normally do.
- _____ 2. If a person drinks alcohol, it is hard for him or her to drive a car safely.
- _____ 3. Alcohol is a stimulant—a drug that speeds up the body.
- _____ 4. A drunk person can drink coffee to sober up.
- _____ 5. Drinking alcohol makes a person sleepy.
- _____ 6. If a person drinks alcohol, it is harder for him or her to make good decisions.
- _____ 7. Everyone who drinks alcohol is an alcoholic.
- _____ 8. Wine coolers do not have alcohol in them.
- _____ 9. If a pregnant woman drinks alcohol, it can hurt her baby.
- _____ 10. It is illegal to drink alcohol if a person is younger than 21 years old.
- _____ 11. Alcohol causes addiction more quickly in an adult than in a child or teenager.
- _____ 12. Drinking alcohol can cause liver damage, brain damage, and death.

Alcohol Facts (True or False?)

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- T 2. If a person drinks alcohol, it is hard for him or her to drive a car safely.
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Good for You!

Working Together to Keep Our Youth Healthy Family Resource

These activities will help you encourage healthy habits at home.

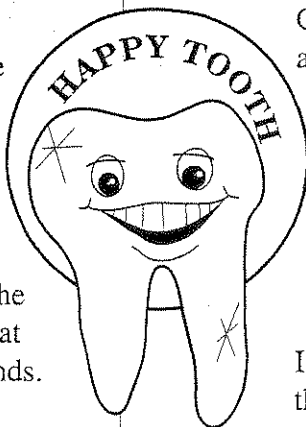
Activity 1: How Much Sleep Is Enough?

The amount of sleep each person needs varies, but this chart will give you a guide to follow:

AGE	SUGGESTED HOURS OF SLEEP
One to Six Years	10-12 Hours
Six to Twelve Years	9-11 Hours
Twelve to Fourteen Years	8-10 Hours
On Through Growing Years	8-10 Hours

Using this chart, sit down with your child and decide on an appropriate bedtime.

If your child asks to stay up late to watch a special movie and you think he or she should go to bed, use this chart to decide if he or she will be getting enough sleep. Getting the right amount of sleep is important if he or she wants to be able to learn at school and enjoy his or her friends.



Your child has been learning about habits that will help him or her stay healthy for the rest of his or her life. We have studied:

- how getting the right amount of sleep helps us.
- how eating the right amounts of different nutrients helps our bodies grow strong and healthy.
- how the right foods help our teeth stay healthy.
- how carefully cleaning our teeth helps to prevent decay.

Healthy Habits

Activity 2: Dental Health

Ask your child to make a list of his/her favorite snacks.

Go over the list asking your child to answer these questions about each food on the list:

- Is the snack crunchy, not sticky?
- Does the snack have no sugar or very little sugar in it?
- Does the snack have calcium in it?

If your child can answer "yes" to all of these questions, the snack is probably a good choice for healthy teeth!

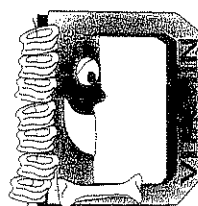
Good for You!

Working Together to Keep Our Youth Healthy Family Resource

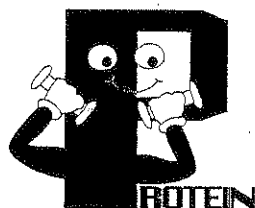
Activity 3: Six Key Nutrients

We have been learning about six important nutrients: water, protein, carbohydrate, fat, vitamins, and minerals. As you guide your child's eating habits, you might find these tips helpful.

Water—Drink six to eight glasses a day. Other beverages do not replace our need for water.



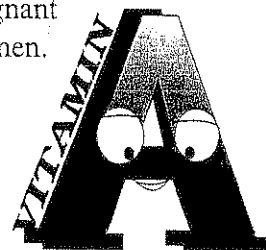
Vitamins—When a person eats a variety of foods each day, he or she will get the needed vitamins from food. Vitamin supplements are only needed for people who don't eat a variety of foods or who have special needs, such as pregnant women.



Protein—If a person eats five to seven ounces of meat a day, that will provide enough protein. Most people in this country eat more protein than is necessary.



Carbohydrate—Sugar, starch, and fiber are carbohydrates. It is best to eat plenty of fruits, vegetables, and grains to get needed carbohydrates.



Fat—Limit the amount of fat in the diet by choosing low-fat foods and by not adding fat, such as butter or dressings.



Minerals—Eating a variety of foods also provides all the minerals that are needed, unless a person has special needs.

For further information about a healthy diet, you may contact your local Cooperative Extension Service or write:

U.S. Department of Agriculture
Human Nutrition Information Service
6505 Belcrest Road
Hyattsville, MD 20782

Alcohol Facts (True or False?)

- _____ 1. People who drink alcohol sometimes do things they wouldn't normally do.
- _____ 2. If a person drinks alcohol, it is hard for him or her to drive a car safely.
- _____ 3. Alcohol is a stimulant—a drug that speeds up the body.
- _____ 4. A drunk person can drink coffee to sober up.
- _____ 5. Drinking alcohol makes a person sleepy.
- _____ 6. If a person drinks alcohol, it is harder for him or her to make good decisions.
- _____ 7. Everyone who drinks alcohol is an alcoholic.
- _____ 8. Wine coolers do not have alcohol in them.
- _____ 9. If a pregnant woman drinks alcohol, it can hurt her baby.
- _____ 10. It is illegal to drink alcohol if a person is younger than 21 years old.
- _____ 11. Alcohol causes addiction more quickly in an adult than in a child or teenager.
- _____ 12. Drinking alcohol can cause liver damage, brain damage, and death.