Health Education

What is health education? Why do we need health education and who decides what is taught?

* Health Education is educating our students to live healthy productive lifestyles.
* Why do we need it, because they are not getting the information anywhere else.
* Who decides what needs to be taught well you do KIND of. There are certain areas of health that society has deemed important to living a healthy productive life.
	+ Good Nutrition, mental wellness, safety issues related to health, and sex education.

These areas cover a wide variety of information. It is impossible to cover it all so that is where you KIND of have a say in what needs to be taught. We as a society owe it to ourselves and our youth to educate them on living a healthy life. We need to help them understand that the choices they make today will have a bearing on how healthy they will be when they grow older. Different areas of the country have different needs. This is why in your community you may need to hit some topics harder or some with less detail depending on what your students need.

A few topics you might consider are:

* Obesity and how it affects your body. Proper serving sizes and dangers of eating junk food. Self-esteem and body image and how society alters our thoughts about what we should look like.
* The knowledge that 1-4 teenagers who are sexually active will have an STD or that 60-65% of students will have had sex before they graduate.
* Teen suicide and depression (mental illness) is another along with teaching students how to organize their time better.
* Making good choices, harassment, how drugs and alcohol affect our bodies.





# Block Plan

# Critical Issues

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| Week 1 | Pre-Assessment.$250,000 Question.Abstinence. Risky Business. | Chances.Sex and Sexuality.Gender Roles and Society. | Window Effect and Decision Making. | Communication.Identify, Avoid, Manage, EscapeRisk Situation Continuum. | Tooth Brush.Delay/Refusal Skills.Benefits for Postponing sex. |
| Week 2 | Expect/Respect. | Expect/Respect. | Love or Infatuation.Ann Landers.Finding a mate/The “Perfect” Mate. | 10 Qualities for a Healthy Dating Relationship.Warning signs of violent relationships. | Active Listener Sexual Abuse & Harassment Definitions. Healthy/Unhealthy Relationships. |
| Week 3 | STDPackets. | STDPoint Power. | Teen Hope.HIV/AIDS. | Protection Truths and Myths.Protection Packets. | Wrap upPost Assessment. |

**Decision Making Model**

 **Ages Stages**

 **4-10 Decisions guided by Parental Values**

 **10-12 Decisions guided by Impulse**

 **13-16 Decisions guided by Peer Pressure**

 **17 and older Decisions guided by Personal Autonomy**

**Window of Sexual Vulnerability**

**Age of Marriage**

 **17-18 years old 25 years old**

 **100 years ago Present**

 **16-17 years old 10 years old**

**Critical Issues**

Card Line Up

This activity will allow students to go one step further in developing their prevention skills. It was originally developed by the Red Cross but has been adapted by the Sedgwick County Health Department. As a group, the students will arrange a group of cards listing the proper steps of using a condom. The success of preventing pregnancies, STD’s and HIV depends on the students using this information in the correct way.

To begin the activity make 8 X 11 cards with the 13 steps. Start by saying that people can make decision to help protect themselves and others from pregnancies, STD’s and HIV. They can decide not to have sex, which is the “safest sex.” If they decide to have sex, using a latex condom the right way every time greatly reduces the risk of unwanted pregnancies, STD’s, and HIV. Tell the group that they are going to work together to arrange the cards in the correct order of steps to take when using latex condoms. Shuffle the cards and distribute them to the group. Once the group has finished putting them in the sequence that they think they should be in have the class look them over and discuss. If cards are not in the proper order ask open ended questions to help the group re-arrange the miss placed steps. Use the following steps and information to help work through the proper sequence.

**Critical Issues
Card Line Up
How to use a latex condom**

 <http://www.teachingsexualhealth.ca/teacher/resources/malecondomdemo.html>

1. **Learn about condoms**
	* Helps prevent pregnancy
	* Protects against HIV (*except animal skin*)
	* Protects against SOME STDs (*NOT Herpes, syphilis, & HPV on gentiles*)
	* Rate of breakage 0.6% to 6% during vaginal sex due to incorrect use
2. **Practice (using condom)**
	* Before 1st time using
3. **Discuss with partner**
	* Communication prior to sexual activity
4. **Have a condom**
	* Latex
	* Expiration
	* FDA approved
	* Holes or tears
	* Storage (*dry, loose, room temp*)
5. **Open package**
	* Carefully
	* Clean hands
	* Push to side and tear other side
	* Open with hands only
6. **Place on head of erect penis**
	* Do NOT roll down yet
7. **Pinch tip of condom**
	* Space for semen
	* No air pockets
8. **Roll down condom**
	* Unroll correctly
	* All the way to base
9. **Lubricate (if necessary)**
	* Water-based
	* Outside ONLY
10. **Ejaculation**
	* Semen enters reservoir
11. **Hold at rim**
12. **Withdraw**
	* While still erect
	* Roll off starting at base
13. **Dispose of condom**
	* NEVER re-use

**\*\*NOTE:** Latex barrier in form of condom or latex dam should be used during ALL types of sexual activity.

**How Crowded is Your Bed?**

**Teacher Information**

Imaging the lifetime consequences of engaging in risky behaviors can be very difficult of a young person, especially if the choices are made while under the influence of alcohol or drugs. Today’s culture glamorizes sex. Youth are bombarded with images and messages in movies, music and television that sell the idea of indiscriminate sex, alcohol and “partying”. This activity will provide youth with an opportunity to think about their future and their past.

This activity is a variation of a classic activity used in HIV/AIDS prevention circles.

# Messages

* Behaviors, during the teen years, will impact a person for the rest of their life.
* Having sex with someone means you’re previous partners also affect him or her.

**Group size:** At least 24 people. Can be used for much larger groups.

**Materials:**

22 to 26 large index type cards Hole Punch

Scissors Marker

String or yarn A quilt or blanket (not required)

Handouts

**Preparation:**

On each index card, print the name of a character in the story. (John, Maria, Don, Sam, Suzy, Suzy’s Partner’s, Jose, Jose’s Partner’s, 2-Can’t Remember Name, 2-Can’t Remember Name’s Partners, Tiffany, Andrea, Clara, Clara’s Boyfriend, Clara’s Boyfriend’s Partners) Cut the yarn or string into 20-inch sections. Punch two holes on either side of the card and thread the yarn through the holes, tying the ends together. It is a good idea to make extras of certain characters such as “Can’t remember name” and Suzy’s Partners”.

**Starting the Activity:**

Place the quilt or blanket on the floor at the front of the room.

Hand out cards to members of the audience and ask them to place them around their necks. Explain that they are to come forward and stand or sit on the quilt/blanket when the name on their card is mentioned in the story.

Ask **John** and **Maria** to come and sit or stand at the top of the quilt/blanket.

**Read the story:**

**John and Maria** became engaged this afternoon on a romantic date. That night, they went home to their respective apartments and called their families to tell them the news.

As they prepared for bed, thoughts start crowding their minds. Their thoughts were not about their future and what the honeymoon would be like. Rather, their thoughts were crowded with memories of past relationships and experiences.

## MARIA’S SIDE OF THE BED

**DON**- Maria met her first love Don, as a high school sophomore. After dating two months, they both had sex for the first time. The experience was clumsy and embarrassing. They broke up two weeks later.

**SAM**-Maria met Sam her senior year. At first, he did not pressure her to have sex. One night at a party, unknown to Maria, Sam drank alcohol heavily and had sex with a girl at the party, **SUZY**. He did not know her sexual history. **(SUZY’S PARTNERS)**  Later his friends said there were rumors Suzy used drugs. He felt guilty and did not tell Maria.

 Sam and Maria became more sexually intimate over time. Two month after the one-night stand with Suzy, Sam noticed a rash and had small patches of hair falling out. He was diagnosed with syphilis. He told Maria and she received medical care. They broke up from lack of trust. Maria left for college.

**JOSE**-In her second year of college, Maria met Jose. He dated a lot, but limited his sexual activity. **(JOSE’S PARTNER’S)** After dating for a year, Jose proposed. They had sexual relations, but three months later Jose was killed in an automobile accident.

## JOHN’S SIDE OF THE BED

**CAN’T REMEMBER NAME** and **CAN’T REMEMBER NAME’S PARTNERS** As a freshman, John’s friends believed it was the “in thing” to have sex whenever and with whomever they could. John dated lots and had sex with at least three different partners. He can’t even remember their names. The sex always followed alcohol and drugs at a party.

**TIFFANY** and **ANDREA-** John dated two girls seriously during his sophomore and junior years. He was more careful because he did not want to have his girlfriend’s get pregnant. He made sure that he only had genital contact but no actual intercourse. He now realizes even that contact could have resulted in pregnancy or an STD.

**CLARA, CLARA’S BOYFRIEND, CLARA’S BOYFRIEND’S PARTNERS**- John met Clara during his senior year. She had a young child. She did not know the sexual history of the father. They dated a year before having sex. Despite dating for two more years, they decided they were not compatible and ended the relationship.

## JOHN AND MARIA TODAY

 After college, John met Maria. Because they were mature and had learned from their relationship experiences, they felt they were ready to commit to marriage.

 As John and Maria anticipate their wedding day, they begin to think about their past relationships. They know that people can have HIV for years without knowing it. They are beginning to get worried about what they have done in their past. John and Maria realize that their **honeymoon bed will be very crowded.**

**Discussion:**

Before participants return to their seats, the facilitator should ask them to look at the crowded bed. Had they ever imagined that so many people would connect to each other? Remind the group that even though Maria and John had been sexually active, they only had a few partners each.

**The participants may return to their seats**.

**The facilitator can ask the following questions**:

* Was the story realistic? Did it portray real-life situations?
* What did John and Maria do that put them at risk for STD’s and HIV/AIDS?
* Why did they have more than one sex partner?
* What should John and Maria do now?
* How could you rewrite this story?
* What have you learned from this activity?

Block Plan

Personal Safety

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| Week 1 | What is Personal Safety?Life Timeline.Pre-Assessment. | Life At A Glance.Remember Me.Active Listener Intentional/Unintentional Injuries. Habits.Home and School Safety. | Risk Activity.Accident Injury Critique. | Violence.Dealing with Anger.Harassment. | Resolving Conflict/ I-Messages.Role Play. Action Plan.Band-Aid. |
| **Week 2** | Tobacco.Active Listener Tobacco.Interview of a Smoker. | Alcohol PowerPoint.Alcohol Quiz. | Drinking and Driving.Peer Influences on Decision Making Assessment. | Basic Drug Information.Dependence/Addiction.How drugs effect teens.Legal Issues. | Internet Research on Drugs. |
| **Week 3** | Discussion and Presentation on Drug Research. | First Aid.Good Samaritan Law, Obtaining Consent, Preventing Disease Transmission.RICE. | Choking, Rescue Breathing, CPR.Active Listener CPR.Emergency Action Procedures. | Rescue Techniques Quiz.Emergency Situations. | Wrap up.Post Assessment. |

**Personal Safety**

**Lesson Progression:**

During Week 2/Day 2 and Day 3 students will be learning about alcohol and a variety of issues relating to alcohol and the human body. One of the supplemental lessons that has been included to use technology is the use of the B4UDrink website. After completing the lessons on alcohol, the student is allowed to use his/her knowledge to work through a worksheet using the [www.b4udrink.org](http://www.b4udrink.org) website. One of the main issues we are exploring is the effect of Blood Alcohol Concentration on the body. We revisit some information we gathered from our previous lessons, and then take a look at the website and work through the activity. This assignment is usually completed within a 45 minute block.

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hour\_\_\_\_\_\_\_\_\_\_\_\_**

The Blood Alcohol Educator

>>Enter the program by going to **www.b4udrink.org** , click on “enter virtual bar”, then click the white box that says “to enter the virtual bar”. Read each slide as they appear and answer the following questions.

\*\*\*HINT – as you look at the BAC levels the decimal and zeros are very important, be sure to get them in the right place/ .05 is very different than 0.5

1/ How much beverage is in each of the following: standard shot\_\_\_\_\_\_\_\_

 Glass of wine \_\_\_\_\_, can of beer \_\_\_\_\_. Which has more alcohol in it?\_\_\_\_\_\_\_

 2/ Affects of alcohol vary among individuals because of what five factors?

 1.

 2.

 3.

 4.

 5.

**>>Click on: yes enter the program Tell the program your gender and weight**

 3/ What is the BAC limit for all 50 states as of July 2004? \_\_\_\_\_\_\_\_\_

**>>Tell the program your state, then learn how the program works (read the slides)**

 4/ Which states have a “zero tolerance” law for drivers under age 21?

 Zero Tolerance – those underage for drinking cannot have any alcohol in their system.

**>>you should now be in the bar ready to begin.**

 5/ Move your cursor over the different beverages in the bar, which one has the most alcohol in it?

 6/ Which beverages have 0.60 ounces of alcohol per drink? (5)

7/ At your own gender and weight, what would your BAC be after 3 beers if you “drink” them (20 minutes) one right after another? (Do not hit reset in between)

 \_\_\_\_\_\_\_

8/ How long until your BAC was back to zero? (This is the bottom running clock, look at it quickly to see the actual time)

 \_\_\_\_\_\_\_

**>>Push reset: along the top in white letters (still at your gender and weight)**

9/ What would your BAC be after 3 shots, if you “slammed” them? (Keep in mind that beer and shots have the same amount of alcohol in them)

 \_\_\_\_\_\_\_

10/ How long until your BAC is back to zero now? \_\_\_\_\_\_\_

**>>Push reset**

11/ You get 4 drinks (your choice) Fill in the chart below (Do not reset in between each drink, fill in the Drink type and the how fast then put it in the bar and write down your BAC and Time to “0” BAC quickly) DO NOT choose nonalcoholic drinks!!!!!

 How fast

 Drink type You drank BAC Time to 0 BAC

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |

**>>Click on Change Stats, input a175 pound male**

12/ Complete the following chart (do not reset in between drinks)

 How fast

 Drink type You drank BAC Time to 0 BAC

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | Shot | Slam |  |  |
| 2 | Beer | Drink |  |  |
| 3 | Shot | Slam  |  |  |

**>>Click on change stats, input a 175 pound female**

 13/ Complete the following chart (do not reset in between drinks)

 How fast

 Drink type You drank BAC Time to 0 BAC

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | Shot  | Slam |  |  |
| 2 | Beer  | Drink  |  |  |
| 3 | Shot | Slam  |  |  |

**>>Click Pause at the top middle next to the reset button.**

14/ What is the difference if these two people decided to drive after their 3rd drink? (look at their BAC levels) Why is it different???

15/ Click on friends, how many “friends” are over the legal limit with this same amount of alcohol?

16/ From this information what is the main reason some are not over the legal limit even though they all had the same amount of alcohol?

17/ Click on food. How much can food reduce your peak BAC?

**»Click on change stats, and put in a 125 pound female.**

18/ How many “slammed” shots of alcohol does it take before she becomes unconscious? (Be sure to read how each drink is affecting her body.)

# Drug Research Project

For this assignment you will be required to go to the computer lab and research one of the drugs listed at the bottom of this sheet. If you have another drug that you are more concerned about please discuss with your teacher before proceeding. You are then asked to answer the following questions about the drug and report your findings on paper to be turned in and orally to the class.

**Pre-questions:**

1. How does your brain communicate?
2. What do drugs do to the brain?
3. What happens if you keep using drugs?
4. How long does it take to become addicted?

These questions can be answered at <http://teens.drugabuse.gov/index.asp> Facts on Drugs, Brain and Addiction.

1. Name of drug.
2. What does it look like?
3. How is it used?
4. What are its short-term/long-term effects?
5. How is your decision not to use this drug keeping you safe?
6. Why do people become addicted to the drug?
7. How does the drug affect males and females differently?
8. How does the drug affect the systems of the body?

#  Drugs

1. Alcohol
2. Amphetamines (stimulant)
3. Barbiturates (prescription sedatives)
4. Cocaine/Crack (potent brain stimulant)
5. Ecstasy (synthetic drug, amphetamine like)
6. Heroin
7. Inhalants
8. LSD
9. Marijuana
10. Methamphetamine (stimulant)
11. Mushrooms (hallucinogenic)
12. PCP
13. Steroids (anabolic)
14. Tobacco

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hour\_\_\_\_\_\_\_**

**NIDA**

<http://www.teens.drugabuse.gov>

**Go to the above website to fill out the information on this work sheet. Once you are at the home page click on the FACTS on DRUGS box click on MARIJUANA and read through the information to answer the following questions**.

1. What is Marijuana?
2. List 6 common street names for Marijuana.
	1. 2.

3. 4.

 5. 6.

1. What are some common effects of using marijuana?
2. Why does smoking marijuana make driving dangerous?
3. Why will smoking marijuana lead to lung cancer?
4. What makes it difficult to make it legal for marijuana to be used medically?

**Go back to the box FACTS ON DRUGS and click on ECSTASY.**

1. What is Ecstasy
2. What are some common street names for ecstasy?
3. What are common effects of ecstasy?
4. What are some other effects ecstasy can have on the body?
5. What are some effects ecstasy can have on your mind?

**Go back to the FACTS on DRUGS and click on OTHER DRUGS. Go to website provide in the middle of the page. Then under NIDA INFOFACTS click on CRACK and COCAINE. Read the following about crack and cocaine to answer the questions.**

1. What is Cocaine?
2. What is Crack?
3. What can a user experience regardless of how it is used or how often it is used?
4. What are some physical effects of cocaine?
5. How many Americans age 12 and over reported lifetime use of cocaine in 2009?

**Click on Heroin. Then click on Heroin Info Facts.**

1. What is Heroin?
2. How does Heroin affect you?
3. What are the dangers of using Heroin?
4. Is Heroin addictive?

**Click Back or Drugs of Abuse/Related topics at the top of the article and go to METHAMPHETAMINE. Under NIDA INFOFACTS click on METHAMPHETAMINE to answer the following questions.**

1. What is methamphetamine?
2. Where is methamphetamine made?
3. What are some street names for methamphetamine?
4. What are the Central Nervous System (CNS) actions that result from taking even small amounts of methamphetamine?

**Click Back or Drugs of Abuse/Related topics at the top of the article and go to INHALANTS. Under INHALANT’S on the side bar click on MIND OVER MATTER then click on INHALANTS and read through Sara Bellum’s story about inhalants to answer the following questions.**

1. What are some common everyday products that people use as inhalants?
2. What is one problem with inhalant use over long periods of time?
3. What do inhalants do to the blood vessels?

28. What effects do inhalants have on the brain?

Block Plan

Stress Management

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Week 1** | Pre-Assessment.Stressors.Reaction to Stress. | Long-term Effects of Stress.Recognition. | Understanding Depression. | Understanding Suicide.Intervention Skills. | Personal Stress Level.Coping Ideas. |
| **Week 2** | Physical Wellness. | Relaxation. | Relaxation. | Goal Setting. | Time Management. |
| **Week 3** | Decision Making.  | Decision Making. Communication. | Communication. | Communication. | Planning Stress Management.Post Assessment. |

**Stress**

**Communication:**

**SCULPTURE GAME**

Teacher Information

The class prior to this activity, please ask students to match up with a partner, and agree to EACH bring five items that are the same. (Examples would include: school id, paperclip, pen, coin, CD, lip gloss, etc). These five items do not have to be identical in appearance, however, they should be the same item (ex. Kinds of lip gloss may be different).

On the day of the activity, have the students get out their five items and place the items in front of them on their desk. Inform the students that they will be participating in a communication game, and that using these items we are going to begin to discuss different ways people communicate. Remind them the object of this activity is just to do as well as they can, and that they are not being awarded/punished based on the results.

Have the student partners decide who will be the “architect” to begin the activity, and who will be the “builder”. Once decided, have the two students place their desks so that they are sitting back to back. Once they are set up, ask them to strictly follow the rules of the activity.

In the first situation, have the architect construct a “design” on his/her desk. Once built, have that student describe in as much detail as he/she can to the builder, so that the builder may replicate the same design. The major rule in this first scenario is the builder is **not allowed to ask for any clarifications or to ask any questions. The builder must sit silently and just construct what the architect says.** Once the construction is complete, have the students look at each other’s work. Have them take notes over what was different/same. Next, have the students switch roles and do the same thing again. Usually in the first round the students are not as specific as the exact direction the item is facing, how far from the top of the desk. Was the ID card facing up or down? At the end of the first round have the students evaluate how EXACT they were in their questioning.

In the second round, the builder is allowed to ask **yes/no** questions for clarification. Proceed as above, and have the students again take notes. In the final round, allow the students **open communication** (the students are allowed to talk openly throughout the building process). Again, ask them to take notes.

At the end of the activity, discuss with students which type of communication was the easiest? Which was the hardest?

Ask the students what are their strengths/weaknesses in communication? Are they a better listener or communicator?

Talk with the students about how this activity can transfer to life? Have they been involved in situations where they feel they were communicating, but another person did not “hear” them? What were their feelings? Discuss the feelings of frustration, anger, apathy that can result from these feelings. How do we control these feelings when they do occur? Do we continue trying to visit with the person, do we take a time out, do we become verbally abusive or even physically abusive? How can we work to control these feelings, and keep the discussion on the present topic and not let it spiral out of control?

**RELAXATION AND MANAGING STRESS**

# Teacher Information

Relaxation is the opposite of stress. It is not only dealing with the stressor, it is actually reversing the stress response. The opposite physiological state of stress is relaxation.

Relaxation is difficult because is involves not doing anything. In today’s world, most people have to learn how to relax so that they can give their bodies a chance to rest and recover from the daily stressors.

Relaxation can take many forms and can be as individual as each person. One common characteristic of relaxation activities is that the person choosing the activity finds it to be personally completely relaxing to them.

Activities used for relaxation could be: watching a movie or TV, fishing, hunting, playing sports, exercising, sewing, painting, listening to music, walking, playing an instrument, reading, and yoga. Other forms might be slow deep breathing, meditation, visualization, progressive muscular relaxation, autogenics, and stretching.

**RELAXATION TECHNIQUES**

# Teacher Information

All of these techniques can be done to music. Examples: Kenny G, Yanni, Jim Brickman, music made specifically for relaxation.

1. **Slow Deep Breathing**: The purpose of breathing is to get oxygen into the body and

 carbon dioxide out of the body. The diaphragm is the muscle used for breathing.

* Lie down on the floor (sitting in a char is an option, just not as effective).
* Wear loose-fitting clothing.
* Legs straight, feet slightly apart.
* Place one hand on the chest, the other hand on the stomach (diaphragm).
* Close the eyes.
* Inhale through the nose.
* Exhale through the mouth.
* Concentrate on breathing for a few repetitions and become aware of the hands rising and falling. The hand on the stomach (diaphragm) should rise the highest.
* Inhale while counting to four. While breathing in, imagine the warm air flowing through the body.
* Pause
* Exhale while counting to four. With the air flowing out, imagine the tension flowing out.
* Pause.
* If the count is difficult, shorten it and work up to four.
* Repeat the slow inhale, pause, slow exhale, and pause. Repeat five times. Passively concentrate on slow, even breathing.
1. **Visualization**: Take a mental vacation. This is your license to daydream. Use your imagination to run free. Select a situation that has produced a relaxing effect on you and mentally relive it, step by step. Close your eyes.

3. **Meditation**: Give yourself a mental break, close your eyes, try to concentrate on one

 pleasant thought, work or image and let the rest of your worries slip away. Reduce

 distractions, practice for 5 to 10 minutes. Use slow, deep, breathing techniques to

 help you focus on the thought.

4. **Autogenics**: (Mind over Matter) By giving yourself mental cues, you can literally tell

 your body how to feel, and produce a relaxation response. Sit comfortably, close

 your eyes, mentally focus on your left arm and repeat silently to yourself, “My left

 arm feels warm and heavy”. Repeat the command until the effect is felt.

 Progressively do the rest of your body parts. Practice this technique two times a day

 for 10 minutes. This technique may take 4 to 8 weeks to master.

1. **Stretching**: One of your automatic responses to stress is muscle tension. The following stretches may help this tension:
	* Back stretch: While sitting, lean forward, relax head, neck and arms to the floor, hold one minute, sit back without moving shoulders. Repeat 5 times.
	* Passive back stretch: Lie on the floor, put your knees and feet on a chair, and press your lower back into the floor. Rest in this position for several minutes.
	* Leg stretch: Support on floor or on a stool, slowly lean forward, keeping your back straight and try and touch your toes. Repeat 5 times on each leg.
	* Upper body stretch: Reach overhead and stretch to one side hold for 30 seconds. Switch to the other side. Repeat 5 times each side.
2. **Progressive Muscular Relaxation**: In this technique, feel the difference between tension and relaxation. Tense each muscle as you progressively move through the muscles groups’ then release the tension. Concentrate on the two different sensations. Close your eyes for extra relaxation. Hold each tension for a count of 5 then release. Follow this progression: (this is most effective when done lying on the floor).
* Raise your eyebrows, …. relax
* Make a big smile, …. relax
* Make a frown, ….relax
* Raise your chin as high as you can ….. relax
* Raise your shoulders toward your ears, …..relax
* Raise your arms in front of you and pretend to push, …..relax
* Flex your biceps as hard as possible, ….relax
* Arch your lower back as high as possible, ….relax
* Round your lower back, …..relax
* Tighten your abs, …. relax
* Tighten your gluts, ….. relax
* Tighten your quads, ….relax
* Point your toes, …..relax
* Flex your ankles, …..relax
* Tighten all the muscles you can at once, ….RELAX
* Continue to completely relax.

**Weather Report
Back Massage**by Megan DeMoss revised Merri Copeland

Partner up or sit in a circle one in front of the other. The student in the back will give a back massage to the person in front and then they will turn around and give it to the other.

**It was a cloudy day in Kansas and it had just started to rain lightly**. Begin taping your fingers lightly along the top of your partner’s shoulders.

**It begins to rain harder and harder.** Tap a little harder on the neck and shoulders.

**Then the raindrops became hailstones.** Flick your wrists as you let your fingertips bounce a little harder.

**The thunder begins to boom.** Cup your hands and clap them across the shoulders and down along the top of the arms.

**The lightning cracks**. Use the sides of your hands with a chopping motion against the shoulders and upper back.

**Typical Kansas, here comes the tornados**. Take your middle knuckle and make small deep circles on the back.

**What a weird day, now here comes a meteor shower.** Make fists and pound up and down the back.

**Now it is starting to snow.** Tap softly all over the back.

**Here comes the blizzard.** Move your fingertips vigorously across the upper back and shoulders.

**The earth is trembling must be a minor earthquake**. Gently shake your partner’s whole body.

**Get ready for the big gust of wind.** Place your palms on the upper back and move them vigorously from the shoulders down.

**The storms are over and the sun is coming out.** Gently massage the shoulders and neck.

**Here comes the end of the storms.** Make a rainbow across the back.

**Block Plan
Nutrition**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Week 1** | Orientation to health/wellnessSilent Auction11 components of fitnessPre-TestResearch project on obesity | Define health7 Dimensions of healthWho is most healthy?Health assessmentLeading causes o deathDefine BehaviorsHealthful Behaviors, and risky Behaviors | DecisionsThe perfect bodyDefine self-esteem and body image | How are self esteem and body image related?Pressures on body imageAd analysis | Exchanging characteristicsEvaluation MeImproving MePre-test eating disorders |
| **Week 2** | Eating disordersPost-test eating disorderFood Journal | PowerPointNutrientsVitaminsMineralsCalories7 Dietary guide linesWeight Control | Serving sizesPortion DistortionsDetermining caloric needsCalculating BMI | Computer Lab to work on research paper | Food Pyramid/Food Journal |
| **Week 3** | Name that foodReading food labels | Design an ideal day of exercise and eating right | Present research project on obesity | Present research project on obesity | Wrap upPost-test |

**Nutrition**

**7 Dimensions of Health**

**Lesson Progression:**

After I have given the pretest for the beginning of the unit, I will have the student write down on a piece of paper their own individual definition of Health. I then will ask some lead up questions regarding if it’s always easy to tell if someone is healthy. Can we always tell by looking at someone if they are healthy or not? The answer is NO. I don’t tell them this, but then lead in with various pictures. I show a picture of Dennis Rader (BTK), Cheryl Hayworth (Olympic Weightlifter, and Warren Sapp (Former NFL player). I ask them if these people are healthy. Why or why not.

We then discuss the word Homeostasis. We are looking at this word as the ability of the body to remain in a state of balance. I usually draw a teeter totter. I then show them that around the room, I have 7 posters on the wall. Each one has a different “Dimension” of health. They are given about 5-6 minutes to go around the room and copy the Dimension and a phrase or two that will help them remember what that dimension is referring to.

I then show them the definition of Health. It is: An ever-changing dynamic condition which is composed of physical, social, emotional, vocational, cultural, intellectual, and spiritual components.

Next, I let them know that we are going to look at the worksheet “Who is the Most Healthy?” We will read through the scenarios together, and then each of us will make a decision looking at these individuals, who do you feel is the healthiest, and WHY? After 5-6 minutes we then discuss the variety of answers. In looking at the various dimensions of health, Bill is the healthiest.

I then tell them that we are now going to look at our own individual health. I have up around the room 4 signs: Always, Sometimes, Rarely, and Never. I am going to ask them a series of questions regarding various dimensions and they will move to the corner of the room that most accurately describes them. The questions I ask are:

I wear my seatbelt when riding/driving in a vehicle

I control the stress in my life in a positive way

I brush AND floss every day

I get 8 hours of sleep

My friends engage in healthy behaviors

I control my ANGER in a healthy way

I exercise at least three times a week

We then go back to our seats and I ask them to rate themselves on a scale from 1-5 on their overall health. I ask them to take into account the 7 dimensions of health and have them write a paragraph reflection on WHY they chose the number they did. 1 (least healthy) to 5 (most healthy).

We then can further look at health looking at the Health Assessment document

**Emotional**

Optimism, trust, self esteem, satisfying relationships, ability to share feelings

**Intellectual**

Ability to act on and process information: Engaging the mind in creative, stimulating activities

**Occupational**

Satisfaction gained from one’s job: being dependable and taking pride in your work, helping others, solving problems…

**Physical**

Eating well, exercising, avoid harmful habits, regular check ups

**Social**

Having a support network, good communication skills, satisfying relationships and friendships

**Spiritual**

Ongoing involvement in seeking meaning and purpose in life: having hope, the will to live, the courage to face the unknown

**Cultural**

Being involved with and identifying with the community: contributing to the betterment of community life, involvement in school and/or civic organizations, and attending social and cultural events

**ALWAYS**

**SOMETIMES**

**RARELY**

**NEVER**

**Food Journal-My Plate:**

Typically you would have the students fill out their food journals for 3 days. Keeping track of everything they eat and drink. With My Plate, you will divide the class up into groups of no more than 5. Give the students a copy of the My Plate handout. Then give each student in the group a crayon. One blue, red, green, purple, orange and black. They are to color the My Plate worksheet according to the colors listed on their sheet. (Color the fork black. We will use it to stand for fats oils and sweets). Once they are finished, tell them to take out their food journal. With the crayon that they have in their hand they are to put a dot next to all of the food on their food journal that they ate in that category. For example, if they have the green crayon they would put a dot next to all of the vegetables that they ate. They are to continue doing this until all of their food on their food journal has a colored dot next to

it.



3 Day Food Journal

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hour\_\_\_\_\_\_\_\_\_\_\_\_\_ Date(s)\_\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_**

**List everything you eat or drink for 3 days**.

# Day 1

Breakfast:

Snack:

Lunch:

Snack:

Dinner:

Snack:
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Day 2

Breakfast:

Snack:

Lunch:

Snack:

Dinner:

Snack:
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Day 3

Breakfast:

Snack:

Lunch:

Snack:

Dinner:

Snack:

**Name That Food**

This is a good lead up activity to do with the students before doing the unit on reading food
labels.

Directions

* Place Coffee mate, Good and Plenty Licorice, and Cat food in a brown paper lunch sack. Label them 1, 2, and 3.
* Place the sacks in front of the class. Tell the class that they are to imagine that they are ship wrecked on an island and the only three items you can find to eat are in these 3 sacks.
* Then place on an overhead the ingredients to the food items. Tell the class that they are to choose the item they wish to live off of by what is listed in the ingredients.
* Read ingredients to class.
* Ask students to raise their hand if they would like to live off of bag 1, bag 2, and then bag 3.
* Then open the sacks and disclose the item they choose.
* Discuss why it might be important to know the ingredients listed in a food item.
* Discuss how to read food labels. 1st ingredient the most to the last ingredient being the least and so on.

**Name that Food**

**SHIP WRECKED**

1. SUGAR, CORNSYRUP; FLOUR; MOLASSES; CONTAINS 2% OR LESS OF: LICORICE EXTRACT; GUM ACACIA; SALT; CARMEL COLOR, ARTIFICAL COLORINGS (INCLUDES RES 40 LAKE); MODIFIED CORNSTRACH; RESINOUS GLAZE; ANISE OIL; CARNAUBA WAX ARTIVICAL FLAVORING; AND K- CARMINE COLOR.
2. SUGAR, CORNSYRUP SOLIDS, PARTIALLY HYDROGENATED CANOLA OIL AND /OR CORN OIL; SODIUM CASEINATED ( A MILK DERIVATIVE) NATURAL AND ARTIFICAIL FLAVORS, MONO-AND DIGLYCERIDES, SALT CARRAGEENAN
3. MEAT BY-PRODUCTS, WATER SUFFICIENT FOR PROCESSING, CHICKEN,

POULTRY BY-PRODUCTS, TUNA, FISH, GUAR GUM, CALCIUM CARBONATE, SALT, POTASSIUM CHLORIDE, SODIUM TRIPOLYPHOSPHATE, TITANIUM DIOXIDE (COLOR), CHOLINE CHOLORIDE,CARRAGEENAN, VITAMINS (VITAMIN E SUPPLEMENT, VITAMIN A SUPPLEMENT, THIAMINE MONONITRATE, NIACIN SUPPLEMENT, D-CALCIUM, PANTOTHENATE, RIBOFLAVIN SUPPLEMENT, PYRIDOXINE HYDROCHLORIDE, MENADIONE SODIUM BISULFITE COMPLEX, VITIAMIN D3 SUPPLEMENT, FOLIC ACID, BIOTIN, VITAMIN B12 SUPPLEMENT), MINERALS (MAGNESIUM OXIDE, FERROUS SULFATE, ZINC OXIDE, MANGANOUS OXIDE, COPPER SULFATE, CALCIUM IODATE, SODIUM SELENITE), TAURINE, SODIUM NITRITE (TO PROMOTE COLOR RETENTION)

 Information covered in this session for the most part is covered in the Physical Dimension curriculum. Some have been updated to meet the needs of today’s students. Other materials have been taken and rewritten from the American Red Cross HIV program. If interested in this curriculum contact the Kansas Health Foundation.