

PERSONAL HEALTH:

WELLNESS



T.E.K.S. 115.2 (K.1)

The student recognizes that personal health decisions and behaviors affect health throughout life.

Area: Wellness

OBJECTIVE	TEACHING ACTIVITIES
1. Student will identify the importance of adequate rest.	1. Incorporate a rest time into the daily schedule at school. For student who will not rest, teach them individual relaxing “quiet” activities (i.e., looking at books, listening to music, drawing). 2. Explain the importance of resting and/or quiet time. 3. Discuss the importance of going to bed at night at a reasonable hour. 4. Incorporate “What time did you go to bed last night?” into opening circle. Praise students with early bed times.
RESOURCES/MATERIALS	



T.E.K.S. 116.3 (K-3)

The student exhibits a health enhancing, physically-active life style that improves health and provides opportunities for enjoyment and challenge.

Area: Wellness

OBJECTIVE	TEACHING ACTIVITIES
2. Student will perform a daily exercise routine with visual and verbal cues from the teacher.	1. Provide stretching and exercise routines as a part of the daily opening circle activities. 2. Use this time to “warm up” bodies, as well as minds. 3. During the exercise session, review body Parts for the students. 4. See attached activities.

RESOURCES/MATERIALS

“Health and Nutrition”,
Macmillan Early Skills Program
Palmer, Hap, “Walter the Waltzing Worm”,
Learning Basic Skills through Music
Frostig – Move/Grow/Learn
“Fun Activities for Perceptual Motor Skills”,
Kimbro Educational Records

Adaptations:

Inclusion of students into regular education P.E. programs or Adaptive P.E. program, as appropriate.



T.E.K.S. 5.2 (K-5)

The student understands how to recognize health information.

Area: Wellness

OBJECTIVE	TEACHING ACTIVITIES
3. Student will recognize health equipment in a doctor's office.	1. Invite a doctor (or nurse) to visit the classroom. Have him/her demonstrate, to the students, equipment (i.e., thermometer, tongue depressor, otoscope, stethoscope, etc.) that he/she uses. Ask him/her to explain the purpose of each piece of equipment. Ask if he/she will allow students to experiment with the equipment. This should assist in alleviating students' fears. 2. Take the class to visit the doctor's office. Ask students if they remember the pieces of equipment and for what they are used.

RESOURCES/MATERIALS

Doctor or nurse
Medical equipment

Adaptation:

Visit and tour a hospital for a community-based experience.



PERSONAL HEALTH:

WELLNESS



T.E.K.S. 115.2 (K.5)

The student understands how to recognize health information.

Area: Wellness

OBJECTIVE	TEACHING ACTIVITIES
1. Student will perform a daily exercise routine.	1. Discuss an appropriate regime of physical exercise. Stress the importance of warm-up and cool-down periods. 2. Show students the proper execution of sit-ups, push-ups, toe-touches, chinning, leg lifts, etc., with an explanation of what body parts are related to the exercises. 3. Have student make performance charts which record progress on particular exercises. 4. Ask students to demonstrate or lead exercises for the class.

RESOURCES/MATERIALS

How to Stay Healthy,
J.Weston Walch
Health Units for Non-Readers,
Mayer Johnson Co.



T.E.K.S. 115.3 (2.1)

The student understands that personal health decisions and behaviors affect health throughout the life span.

Area: Wellness

OBJECTIVE	TEACHING ACTIVITIES
2. Student will demonstrate relaxation exercises.	1. Have students listen to relaxation tapes during the last few minutes of class. 2. Introduce deep breathing exercises prior to stressful times (e.g., before tests, etc.) 3. Have students remember a stressful/nervous time and how they felt. Discuss what happens to the body during times of stress. Discuss how relaxation techniques alleviate stress.

RESOURCES/MATERIALS

Relaxation tapes



T.E.K.S. 115.2 (K.4)

The student knows the basic structures and functions of the human body and how they relate to personal health.

Area: Wellness

OBJECTIVE	TEACHING ACTIVITIES
3. Student will practice “good” posture.	<ol style="list-style-type: none">1. Set up a tape recorder and mirror in a corner of the room. Give each student time to visit this station. Their task is to observe themselves in the mirror and describe what they see as the machine is recording. After every student has had a chance to tape his/her observations, play the tape and challenge the class to guess who is talking.2. Ask students to slouch in their seats and sing a familiar song while their voices are taped. Next ask them to stand and display their best posture as you record them singing the same song again. Replay the music and have the class compare the results. The second rendition should be much better. What conclusions can be drawn? Use an instant camera to photograph the students posing to demonstrate both good and poor posture. These pictures can be used on a bulletin board with a checklist for proper posture.3. Have students practice walking with a book balanced on their heads.

RESOURCES/MATERIALS

- Tape recorder
- Mirror
- Polaroid camera
- Books



T.E.K.S. 115.7 (5.5)

The student comprehends behaviors that reduce health risks throughout the life span.

Area: Wellness

OBJECTIVE	TEACHING ACTIVITIES
4. Student will identify common household medical products.	<ol style="list-style-type: none">1. Provide packages of over-the-counter items (i.e., band-aids, cold remedies, stomach remedies, etc.) in the classroom. Have students construct a “household medicine chest”. (Students should bring in empty bottles of medicine found at home.) Suggest to parents that students become familiar with the medicine chest in their homes.2. Talk with students about what medications are appropriate for what symptoms. Have students play matching game with medicines and minor illnesses.3. Invite the school nurse to discuss common symptoms and when to call a doctor.4. Have students alternate being the person who is “sick” and the person who gives advice on what to do.5. Discuss differences between prescription and nonprescription medications.6. Emphasize that <u>all</u> medication should be taken according to directions.7. Incorporate community-based instruction to a local drug store.

RESOURCES/MATERIALS

- Variety of common household Medical products
- School nurse
- How to Get Well When You're Sick or Hurt, J. Weston Walch



Area: Wellness

OBJECTIVE	TEACHING ACTIVITIES
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5. Student will accurately read a temperature registered on a fever thermometer.

Refer to Mathematics – Measurement -

1. Demonstrate the appropriate use of a thermometer. Ask students what it is and why it is used. Ask them to recall when they have had their temperature taken and how it felt.
2. Review the difference between an oral, thermoscan and a rectal thermometer. Discuss when it is appropriate to use each one. Display samples of each type. Have the students describe the difference between them. Point out that the “normal” temperature reading for an oral thermometer is 98.6 degrees. A “normal” temperature with a rectal thermometer is about 99.6 degrees.
3. Provide an opportunity for the students to read their temperatures as registered on an oral thermometer and the thermoscan thermometer. Remember to sterilize the thermometer between uses. Conduct an experiment to show how drinking hot or cold liquids can affect the reading on the oral thermometer.

RESOURCES/MATERIALS

Oral thermometer
 Rectal thermometer
 Thermoscan thermometer

Adaptation:

If students are unable to use an oral thermometer, they can use a forehead strip thermometer or a digital thermometer.



T.E.K.S. 115.22 (6.1)

The student comprehends ways to enhance and maintain personal health throughout the life span.

Area: Wellness

OBJECTIVE	TEACHING ACTIVITIES
6. Student will identify reasons and methods to control weight.	<ol style="list-style-type: none">1. Invite a doctor or nurse to visit the classroom to talk about health risks related to being over-weight.2. Post a chart with appropriate weights for students' heights. Talk about how to use the chart.3. Make a list of foods which are best to eat when attempting to lose weight.4. Expose students to a number of healthy diet plans (e.g., Weight Watchers). Start a weight loss/gain program in the classroom.5. Talk about the importance of exercise in relationship to weight loss. Keep a class record of regular exercise.6. Bring a scale to the class. (Try to borrow an accurate balance scale from the school nurse or the physical education department.) To protect privacy, assist each student to determine his/her weight individually. Each student should record the weight on a small slip of paper. This information should be used to create a graph of the weight of all class members. Next, help the students measure their height. The best way to do this is to mark a section of the wall in one inch increments. This information will be useful to compare each individual student's height with his/her weight.

RESOURCES/MATERIALS

Doctor or nurse
Weight chart



T.E.K.S. 115.5 (3.2)

The student recognizes and performs behaviors that reduce health risks throughout the life span.

Area: Wellness

OBJECTIVE	TEACHING ACTIVITIES
7. Student will identify the negative effects of substance abuse.	<ol style="list-style-type: none">1. Make a list of substances commonly abused, (e.g., alcoholic beverages, tobacco products, drugs – both legal and illegal).2. Have students name the negative effects of alcohol, tobacco, and/or drugs (e.g., sickness, disease, cost, bad breath, etc.)3. Discuss why people use them if they are harmful.<ol style="list-style-type: none">a. It makes them look older – “big shot”.b. They see parents/friends using them.c. Advertisements make them look good.d. People pressure you to use them.e. Students are curious about these things.4. Discuss risks involved if they start using alcohol, tobacco, and drugs.<ol style="list-style-type: none">a. It’s difficult to stop using drugs once one starts.b. It may make one sick.c. These things can cause disease and even death.d. Drugs are expensive and use may lead to crime.e. Harmful poisons may be mixed with “street” drugs.f. Drugs can cause an emotional dependency.5. Identify some of the illegal drugs commonly found on the street.<ol style="list-style-type: none">a. Discuss what they look like (form, color).b. Talk about how they are taken (e.g., smoked, swallowed, injected, etc.)6. Describe what is meant by legal and illegal.7. Discuss the existing laws regarding illegal drug use. Talk about the consequences of breaking the law (i.e., jail, juvenile home, fines, “having a record”, etc.).8. Discuss ways to avoid starting to use alcohol, tobacco, and drugs.<ol style="list-style-type: none">a. <u>Always</u> refuse them when offered by a stranger.b. Say “NO” when offered by anyone.c. Avoid people or places where drugs may be used.



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

9. Invite a speaker from an alcohol and drug council to discuss this subject. Another resource to investigate is the local chapter of Alcoholics Anonymous. Discuss what the advantages and disadvantages of the use of alcohol and other drugs are. Ask how they can effect home life and job situations.
10. Investigate films that cover this topic. They are available from the public library and school district film lending center. The students should observe each film and then critique it. The discussion should include: What facts were discussed? Was the film informative? Did it hold their interest?
11. Discuss the legal drinking age in the state and the fact that students cannot purchase alcoholic beverages under that age. Ask the students why they think that such rules are enforced. Duplicate a copy of the state's warning regarding the sale of alcohol to minors. (It can be seen at any establishment selling such beverages.) Help the students understand the meaning of the sign. Point out the consequences of illegal purchases of alcohol. Ask, "If the drinking age is twenty-one, in what year must a person have been born?" This will sharpen math skills.

RESOURCES/MATERIALS

Alanon & Alateen
Drug & Alcohol Awareness
(pamphlets & posters)
Appropriate films
Speaker from an alcohol & drug council
Nurse
Social Stories
Developing Health Skills, by David Birch



PERSONAL HEALTH:

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T.E.K.S. 115.6 (4.4)

The student understands and engages in behaviors that reduce health risks throughout the life span.

Area: Wellness

OBJECTIVE	TEACHING ACTIVITIES
1. Student will read labels and identify safety measures for the usage and storage of prescription and/or over-the-counter drugs.	1. Discuss with students the fact that medicines can be both helpful and harmful. 2. Stress the importance of taking medicines “as directed”, (e.g., take one vitamin per day, take seizure medicine 3 times a day). Encourage students to keep a record of when medication is taken. Keep record in the medicine cabinet. 3. Practice reading a variety of labels on prescription medicines and over-the-counter drugs. a. Talk about what the label means b. Talk about what should or should not be done when one sees this label. 4. Practice opening and closing safety lids or child-proof containers. 5. Discuss where medicines should be stored (e.g., medicine cabinet, refrigerator). 6. <u>RELATED CONCEPTS FOR DISCUSSION:</u> a. Mixing of medications can be dangerous and even fatal. b. Drinking alcoholic beverages while taking medications can be dangerous and even fatal. c. It is important to tell a physician about all medications previously prescribed or self-prescribed and currently being used. d. There are side effects common to many medications. e. Explain what over-the-counter drugs are. If the student has any questions about the proper use of any medicine, advise him/her to seek professional assistance (e.g., pharmacist, school nurse, etc.)



Area: Wellness

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- f. Over-the-counter drugs may only relieve symptoms of illness and lead the patient to think he/she is getting better while the disease is actually getting worse.
- g. It is important not to use over-the-counter drugs on a regular basis unless advised by a physician.
- h. Contact a physician or a Pharmacist concerning questions about medication.

RESOURCES/MATERIALS



T.E.K.S. 115.5 (3.1)

The student explains ways to enhance and maintain health throughout the life span.

Area: Wellness

OBJECTIVE	TEACHING ACTIVITIES
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2. Student will identify and become familiar with dietary supplements.

1. Discuss multi-vitamins and the need to take them regularly.
2. Discuss the differences between vitamins and medication. Have students decide when to take each.
3. Discuss why it is harmful to take excessive amount of vitamins.

RESOURCES/MATERIALS



T.E.K.S. 115.5 (3.1)

The student understand that personal health decisions and behaviors affect health throughout the life span.

Area: Wellness

OBJECTIVE	TEACHING ACTIVITIES
3. Student will demonstrate the procedure for making a doctor's appointment.	<ol style="list-style-type: none">1. Discuss when it is appropriate to make a doctor's appointment. Discuss the difference between yearly check-ups and illnesses.2. Instruct students to find a doctor's name and telephone number.3. Call the doctor, using a clear voice.4. Give the following information to the receptionist:<ol style="list-style-type: none">a. Name.b. Phone number.c. Reason for appointment.d. Doctor's name.e. Insurance/Medicare numbers5. Repeat the date and time of the appointment. Write it down or ask someone else to write it. Record the doctor's name and address also. Put the information in a safe place as it will be needed for future reference.
----- RESOURCES/MATERIALS -----	



T.E.K.S. 115.3. (1.2)

The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span.

Area: Wellness

OBJECTIVE	TEACHING ACTIVITIES
4. Student will identify the importance of physical fitness and determine ways to achieve it.	1. Go over the rules regarding: a. Exercise daily – builds muscles, helps blood circulate, helps body use food properly. b. Relax daily – makes one happy, work better and play better. c. Work and play safely. d. Sleep 8 to 10 hours each night. e. Eat a proper diet. 2. Demonstrate correct ways to exercise. 3. Have the class describe their feelings before and after exercise. 4. Students should keep a “sleep calendar” for one week, indicating when they went to bed and when they got up. 5. Encourage students to keep a food diary to determine if they are eating a balanced diet. 6. Work on an exercise plan with the students to build physical endurance. Track their progress.

RESOURCES/MATERIALS

