

Wellness, The Essence of Better Living

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Pain (any pain--emotional, physical, mental) has a message. The information it has about our life can be remarkably specific, but it usually falls into one of two categories: "We would be more alive if we did more of this," and, "Life would be more lovely if we did less of that." Once we get the pain's message and follow its advice the pain goes away.

~Peter McWilliams, *Life 101*

INTRODUCTION

This unit is developed for and dedicated to the whole child. It is important to understand that this is not solely a physical education unit, although there are some elements of physical education present. Wellness may be defined as being in the state of good physical and mental health. I would like to extend that definition to include spiritual health as well. There has been considerable dialogue and media attention regarding the nation's health. This unit will highlight certain issues that pertain to children and offer strategies to combat the dismal forecast.

If you are concerned with educating the entire child, read on. This unit is a comprehensive beginning to an incredible journey of self-discovery. Parents and students alike can reap great benefits from engaging in meaningful dialogue regarding their health. This unit is not a "silver bullet" which will eliminate all ills. It will provide teachers, parents and students with valuable information regarding overall health.

The opening quote of this unit is that of my late grandfather. Granddaddy always had a clever way of saying things. He would always say this if someone complained about having a bad day. It was his odd way of saying, "Look on the bright side." However this quote implies that as long as you are not dead, things are okay. The purpose of this unit is to improve the quality of the lives of my students in several areas. In short, I want my students to thrive, not merely survive.

UNIT BACKGROUND

I am proud to say that I was on the committee that sponsored the first wellness fair at the University of Houston. It was one of the most challenging and self-fulfilling things that I have ever done. After months of preparation, I remember that I spent that morning in the University Center (UC) underground. I left to get something from the office and when I returned I remember standing at the front of the UC and looking over the railing at all the people who had come to the fair. The fair was a collection of vendors and health care workers who set up booths. Although the Residence Halls sponsored the event, it was open to the entire campus. There were blood pressure and cholesterol screening, BMI readings, and massage therapists, as well as representatives from all of the religious organizations on campus, just to name a few.

One of my many tasks on this committee of three was to come up with a moniker that would be used on t-shirts and flyers. The concept of "wellness" was unfamiliar to me. After some

research and a couple of trips to Whole Foods, I came up with, “Wellness, The Essence of Better Living.” The icon for this program was a robust oak tree. We chose it for its symbol of growth and strength. It is this theme of cultivation that will be used in the headings throughout this unit.

I am equal to the challenge of this unit, as this is not my first experience with an endeavor of this magnitude. I began my study of wellness when I was a student at the University of Houston. I received both my bachelor’s and master’s degrees consecutively while living and working on campus. On-campus living was somewhat of a different experience at U of H. It was then, and still remains, predominately a commuter campus. Therefore, campus life in its usual form was quite a different animal. It was at that time that “Residence Life” as the department was officially named, sought to provide students with more than just a place to eat and sleep. As a Resident Advisor I lived on the floor with the residents and made sure that University rules were observed. I moved through the ranks and was promoted to Hall Director. As Hall Director, I supervised Resident Advisors. I contributed to conversations about many issues involving the residents, many relating to discipline. As a staff, we would often review incident reports and subsequent meetings between the residents noted on them and the Hall Director or Area Coordinator. We in no way wanted to police the residents, but we did want to seek peaceful methods to conflict resolution. Many times we found that much of what was going on in the area of discipline was related to the stress of going to school. We found this to be true of the students, as well as the staff.

It was very common to have disputes between roommates. Many of the problems resulted from their failure to communicate. The decision was made, as a staff, to do more than entertain residents. We committed to educate them. On-campus living provided a unique opportunity for students to interact. Residence Life could serve as a laboratory of sorts for conducting experiments and trials necessary for life. It is unrealistic to believe that you are going to like everything about everybody all of the time. Moreover, the instance of disagreement does not necessarily mean the tragic end to any friendship. We saw several cases where once harsh words were exchanged; it was very difficult for apologies to be made. Conflict resolution was a key focus in how we developed our programs. We even gave incentives and highlighted successes with our “Roommates of the Month” program. We saw some unlikely pairs develop very good friendships. We even saw roommates, who initially requested transfers at the beginning of the year, request each other as roommates for the following year. These successes of the past have fueled my desire to replicate them now.

UNIT GOAL

A Wellness Fair like the aforementioned is a huge endeavor. However, it is not impossible. Guidelines for such a fair will appear at the end of this unit. The purpose of this unit is to generate an interest in healthy habits. In order to enhance its effectiveness and meaningfulness, students must participate in the full scope of the unit’s activities. Participation in these activities will provide them with a crucial knowledge base. Knowledge is power. It is widely believed that education is key to turning around many of the devastating health forecasts for children’s health.

Health is not simply the absence of sickness.

~Hannah Green

EMOTIONAL HEALTH

Getting involved in the kinds of altercations mentioned above takes a lot of time and energy, and it simply doesn’t feel good to be angry. I teach my students to acknowledge the anger and let it go. They can seek peaceful resolutions, such as writing a letter to the offending party, discussing the incident with a group of their peers to help mediate, or they just decide that it is not all that important. Children actually want a peaceful resolution to conflicts, but often don’t know

how to obtain one once they have become hurt or angry. I model appropriate language such as, “I can see that you and Joe are having a hard time working together right now. Maybe you would like to work alone for awhile and try to come back later?” Many times when they choose to come back later, they would have forgotten all about what angered them initially. This is a win-win situation, both save face and this keeps the friendship process rolling. As a teacher, I am free to move on to the next lesson without the fear of “fallout” from an earlier disagreement.

Although some children are more competitive than others, they are not naturally combative. Children must be taught to seek peaceful resolutions to problems. I have found this most effective when children are in the midst of the problem. You can’t go back and ask them two hours later what they could have done differently. It just doesn’t work. There must be a system in place where peaceful resolutions may flourish. This begins with formulation of classroom rules. There are several ways to do this, but experience has taught me to have a few good ones in mind before the school year begins. I have provided a copy of the rules that I present at the beginning of the year in the Appendix. However, it’s never too late to start.

If things are not going well, you can stop class and conduct a class meeting. Students should know that it is not acceptable to yell at each other and disregard each other’s feelings. Rules should be short and sweet. I explain that I have rules that I must follow as well. I further explain that no one is allowed to hurt anyone nor is anyone permitted to keep anyone from learning. These two rules just about cover most disruptions in class. Once established and understood, they are posted. I also send them home and have parents sign that they have read them and discussed them at home as well. I encourage parents to develop a set of rules at home. Students and parents are also given a list of possible consequences when rules are broken. Students will learn to operate within certain parameters. These parameters are sometimes in the form of rules or guidelines.

As an educator of young children, I am concerned with what I see in the media regarding children’s health. Moreover, I have seen evidence of the health community’s concerns in the schools. I have noticed heavier children, more distracted children, and I have also seen more children with emotional issues. I have often wondered if the misbehaviors that are seen in the classroom are mere manifestations of other problems. I have pondered the prospect of inappropriate behaviors and difficulty focusing as the result of poor diet and sleep habits. There is also the significant increase in allergies in children. Many of these allergies are triggered by food. Consequently, many children must take medications to combat these allergies, a situation which very often affects their behavior. Antihistamines are often prescribed for upper respiratory difficulties. Ironically they cause drowsiness in some children and the exact opposite in others. These are health issues that they bring to school. It is my responsibility to help them make it through the day smarter than they started, medicated or not.

Several years ago, The Houston Independent School District had a unit of study entitled, “Character Education.” This unit covered topics such as honesty, perseverance, and justice. As a district, we were made aware of the value of the month. At our particular school, a student read it during the morning announcements. These announcements made for the beginnings of good discussions. For very young students you have to define the value in terms that they can understand. This is the posture you should take as you implement the strategies of this unit. There will be new and unfamiliar terms that will need to be explained. These terms are internalized as teachers call their attention to situations that refer to that term.

In order to establish an emotionally healthy climate in your classroom, you must commit to some uniformity. An example of such uniformity is the establishment of classroom rules and consequences. Once the rules and consequences are introduced, that’s not it for the year. These rules and consequences are revisited each time there is an infraction or the teacher sees the need

to prevent one. This is how this unit will flow. You will teach a lesson, but it's not just a lesson. It is subject matter that will be referred to throughout the year. Classroom Rules are most effective when they are few, clear and concise. Rules should be coupled with Consequences. Students should also be afforded the opportunity to make restitution. This creates the environment for closure, which helps all students move forward and go beyond the offense. Moreover, they must not get the idea that "I said I'm sorry" is necessarily the end of the issue. It may be the beginning of the end. If a child has broken another child's pencil, he or she must buy another to replace it. Children desire structure and order. It is important for them to know that they will not be left to their own devices during this process. The teacher will and must be there, as he/she has responsibilities. For this reason I have listed Rules for Mrs. Boyd-Julien. You can find this form, with many others mentioned in this unit in the section with the Appendix.

For optimal use I suggest that you copy the cards from this lesson by accessing the unit on the Internet at the Houston Teachers Institute site. The unit will open as a Microsoft Word document. Once opened, locate the section you wish to copy. Put the cursor before the first and after the last letters you wish to copy. The entire selection that you wish to copy should be highlighted if you have done this correctly. Once highlighted, go to File and pull down to Copy. Then close the unit document. Open a new document and go to File and pull down to Paste. The highlighted lessons should appear on this new document. Save it and name it something that is meaningful to you in regards to teaching this lesson. Once the lessons are listed as new documents, you are at liberty to edit them any way you like. You may choose to enlarge the font. Many copying services offer enlargement options. You can take an original 8 ½ x 11 and have it enlarged to something substantially larger. You can then laminate the larger copy and post it in the classroom. I have also found it helpful to have each parent and child sign a copy of the rules. The students get a real kick out of seeing rules for me. I explain that rules are a part of life and we all have to learn to live with them. I don't have a lot "Thou shall nots" because it simply isn't necessary. Besides, have you ever tried to think of every disruptive thing a first grader can do and address it in a rule? These pretty much cover it. For example, when Johnny knocks Charlie out of his chair, I ask, "Johnny how is that helping Charlie?" I use the same language as the rules so the students know what to expect and to grow to understand the rules. This is in no way a unit on a "Utopian Classroom in Six Easy Weeks." They may not be perfect by the unit's end, but they should be better.

I have selected three common disciplinary scenarios that I have found to most commonly disrupt the educational process. They were placed on cards. Each week, one was used as a topic of discussion for the class. This way, there are not emotional ties involved as when you try to discuss an altercation with a student. The class serves a type of jury. The Classroom Rules and The Rules for the Teacher are referenced when determining if in fact rules were broken and what type of consequence should result.

Each lesson will be presented in a traditional format. For optimal use, may I suggest that you copy the cards from this lesson by accessing the unit on the Internet at the Houston Teachers Institute site. The unit will open as a Microsoft Word document. Once opened, locate the section you wish to copy. I think it helpful to print these lessons on cardstock for a sturdier document. These lessons may be found in the Appendix.

These three lessons are a good start. You might consider presenting this concept to your grade level. As a team, you could brainstorm common issues. Each team member could write up two or three lessons. Everyone could make enough copies to share, and voila! You have just created a bank of lessons. If you there are four on your grade level and you each create four lessons and share; you all would end up with a set of sixteen cards. Remember, you want to plan to do about one per week. At this point, you've almost got half the school year covered. After these have been exhausted you could come together again and repeat the process.

Admitted there is a lot of opportunity for dialogue. It is time well spent. It is important for students to understand that they may engage in intelligent conversation. They must know that their thoughts are meaningful and have value. The lessons provide the opportunity for the development of this skill.

SPIRITUAL HEALTH

Children are not wild stallions that need to be “broken.” Children have unique qualities that can benefit them greatly. I’ve often heard parents say, “I’ve told him to sit down and just be quiet!” There are appropriate times for behaviors such as these. However, a boy’s stubbornness could grow to be a man’s perseverance. I explain to parents what is expected in class, and ask that we work together to help the child complete those tasks. I would not want to see an eager student disciplined to the point of being sheepishly timid. This is what I mean when I speak of a child’s spirit. What defines that kid as a person? Children are perfectly capable of expressing these thoughts given the time, opportunity and vocabulary.

Students can benefit from the lessons used in the section titled, **Emotional Health**. A student’s spirit has qualities that are unique. This may be expressed as students navigate their way through life.

For example, a child may be charged with the responsibility of writing a letter of apology. Although the task is routine, a child’s spirit becomes evident in the way the letter is written. He or she may choose to make the letter in the form of a card. The card might be decorated with cut pieces of colored paper or painstaking strokes from a crayon. If a high-spirited girl likes rainbows, a card from her may contain several on the cover. Nevertheless, the child has invested time and talent to the task. Moreover, the child can take pride in having taken responsibility for his or her actions. As the teacher, you can encourage the child to think about what he or she would like see on a card from someone. By developing a sense of reciprocity children establish a sense of what is just. Both students have their needs met. The offended child gets more than a forced, “I’m sorry,” and the offending child makes amends and moves beyond on a positive note.

PHYSICAL HEALTH

Getting my lifelong weight struggle under control has come from a process of treating myself as well as I treat others in every way.

~Oprah Winfrey, O Magazine, August 2004

I cannot afford to hide behind the façade of the students being “too young” to become educated about their health. I don’t have that luxury because of the pending doom, which the present course has projected. Our children are falling victim to ailments, which were previously seen only in adults. Therefore, it is imperative that we slow the momentum of the rise in statistics that project these devastating conditions such as diabetes and heart disease. We can and will make every effort to get parents the information they need to obtain and maintain their children’s good health. However, the first line of defense in this battle is the child.

Children are perfectly capable of making good decisions given the proper information. I want students to understand the value of overall good health. My students will develop an appreciation and respect of themselves as they learn effective wellness strategies. This is a broad objective that may be taught across the curriculum. It lends itself to the obvious activities like those found in physical education as well as those a little less obvious found in character education.

Wellness incorporates a healthy mind, body and spirit. It is this symphony of the body that makes us happily, the best that we can be. Children often reflect the values of society. They have a keen eye for designer labels, as they are both media savvy and socially conscience. Children observe and emulate behaviors that adults value. As educators, we have heard of this notion

regarding reading. The belief is that children are more likely to read if they see adults reading. Therefore, children of parents who have healthy lifestyles will be more likely to have healthy lifestyles. This is a crucial point in the resolution of the obesity problem in children. “Healthy” must be clearly defined and understood by all parties involved. It is not enough that the medical community has a wealth of information regarding health trends. There must be some systematic way to educate parents and children. In other words, we must all get on the same page.

In the Appendix you will find a lesson on creating a balanced meal. This struck me as important, as we often think people understand us when we speak. However, when a visual representation of that thought of idea comes into play, there is often a discrepancy between what is said and what is understood.

When I was in the fourth grade, we had a student teacher one semester. She was young, funny, and full of life. This was no slight in with regards to my fourth grade teacher, she was great, but that student teacher was the best thing since sliced bread in my book. She taught a lesson on nutrition and announced that we would be conducting an experiment. We had never done this before. Our regular teacher was detailed, accurate, and by the book, literally. The student teacher proceeded to bring in two guinea pigs. One was to be fed a nutritious balanced diet and the other soda, candy, and cookies. We were excited about live animals in the class, but more so about the information to follow. She put up a schedule of students that were to come to school early to help. The well-fed guinea pig had to have things like hamburger meat, bacon and sausage prepared in an electric skillet. The junk food guinea had to have someone stop by the corner store and buy candy for him. This was all so new and exciting for all of us. There was intrigue about getting to school early, preparing food and one-on-one time with the student teacher. I remember my turn being around the mid-point of the experiment. That well-fed guinea pig looked fat and happy. His eyes were bright and his coat shiny. The other did not fair so well. His eyes were dim and he was somewhat thinner. I remember the questions she asked and the observations she encouraged me to make. I will remember that for the rest of my life. I wouldn’t dream of conducting experiments with live animals, but I do dream of connecting with my students in that way.

We are fortunate in that there is so much media attention on diet and exercise. The elements of this part of the unit will not be news to parents. It is for this reason that I propose a short morning walk. We have a new track at our school that is part of new park. If you don’t have a track at your school, take a walk around inside. I plan to use a stopwatch and keep a class time. I will report the results on the Daily Progress Report. I want parents to know that physical activity is important and so noted on the report.

The goal here is to have students and parents dialogue about physical activity. Parents should feel encouraged, not pressured, to join by replicating the activity on the school’s track or come up with some other family friendly activity.

THE HOME-SCHOOL CONNECTION

It is crucial that this unit have a parent communication/education component. Unfortunately, there are no manuals provided with children. You generally don’t realize that you’ve done something wrong until there is a problem. It is very difficult for parents to admit when there is a problem and even more difficult for them to seek help. For these reasons, parental involvement must be a risk-free venture. There is evidence that parents are in need of help when it comes to rearing their children. There is also a willingness to accept help. We see these phenomena in the media with programming such as *Supernanny* and *Nanny 911*. These shows present families that are in need of structure, rules and consequences. They both depict families in their daily routines. After an initial observation the parents share their concerns with the nanny, and she helps them develop an improvement plan. The parents are obviously unhappy because they have submitted

their names and situations to the show. The children are not happy either as they are generally leading chaotic lives at home. I see this as a positive step for parental development. It is important for parents to see that having problems does not necessarily mean that you are a bad parent. It simply means that you need help developing strategies, and who doesn't need that every now and then?

I propose that parents be apprised of the strategies that their children are learning and utilizing in the classroom. Sending home notes and highlighting their child's successes with the strategies easily do this. Using the form entitled, Report of Weekly Progress does this. This report may be found in the appendix. The Report of Weekly Progress provides parents with information regarding their child's behavior, attitude and physical activity. There is also a space provided for the student to reflect on their day. During this process, they are involved in higher order thinking skills such as reflection, analysis, and application. This daily review of their work product, quality and ethic serves as much needed practice for the study of cause and effect relationships.

The Report of Weekly Progress contains an area that can be used for writing specific notes about the student's day. It may also be helpful to include weekly events. I have included examples of such events in the template. You may choose to take advantage of this space for your own purposes or delete it altogether. It is important to make the time to use the form daily. Consistency will authenticate this component of the parent-teacher communication process. Parents must know that this form is their first line of communication. You must make time to fill it out each day, and they must take time to obtain it from their child and sign it everyday. Some fourth grade teachers at my school developed this form. However, I changed the offenses to meet the needs of my classroom. It is extremely valuable any time that you must reflect on a child's behavior over the course of a period of time. In the event that you must keep anecdotal records on a child, having these forms at your disposal makes a sometimes-overwhelming task manageable. There is the Weekly Progress Report that is used by the teacher, student and parents. There is also the Teacher Record Sheet that has the notations for all students for the week on one sheet. This is good to save and refer to later at the end of the cycle when considering conduct grades. It is also good to use at parent conferences.

Parents are busy people. However, busy must not be confused with active. Parents want to do what is best for their children, but can easily lose sight of the best choices. I will offer a personal example of my particular struggles in this area; I was notified that my child's school is offering preparation classes for the TAKS test. These classes were to be offered on Tuesdays, Thursdays and some Saturdays. Since she is a third grader and this will be her first time taking the test, I wanted her take advantage of every opportunity. Let it not be said that she missed an educational opportunity. She takes dance once a week. In addition to these activities, she is also a Brownie™ and meets with the Girl Scouts™ on the first and second Saturdays of the month. Last but not least, she will make her first communion in May, and, therefore, takes classes for that once a week. So far, we accounted for four afternoons a week and a considerable amount of Saturdays. Our days must now accommodate travel time, homework time, dinnertime and, oh yes, exercise. We have quickly become very busy, but not necessarily as active. So where is time for exercise? I give a personal example here because as I spoke with other parents I found they have similar schedules. It is easy to see with this particular example how parents must budget their child's time, much like their money. We can no more do everything than we can buy everything. I want to help parents with this by conducting a survey regarding their schedules. This survey may be found in the appendix. We must identify the priorities and make sure that they are done first. In this respect, exercise is critical. Together my husband and I decided that she would not take advantage of every TAKS tutorial. She would stay once a week. We chose to continue dance as it provided her with exercise, as well as nurtured her Fine Arts. We also

believed that she needed to take charge of her own spirituality, and in this respect she had to invest time in her religious education. I am now more aware of my time. Since we have a thirty-minute commute, I have purchased lapdesks for the car and most of the homework is done on the way home. I have also provided her with a booklight and required reading is done on the way to school in the morning. These few adjustments allow more time for riding her bicycle or playing outside on her swingset. It wasn't that I didn't know to do it, I just wasn't aware of how our busy schedule was affecting her. Moreover, these hurried afternoons also gave rise to an increase in fast-food consumption. This has been eliminated altogether. On the afternoons when extra curricular activities are scheduled, I pack really big lunches that include healthy snacks for the afternoons.

Don't Reinvent the Wheel

One skill of good teaching is knowing how to access information quickly and utilize it effectively. Time is a valuable commodity, and experience has taught me that working hard doesn't necessarily yield the best results, but working smart does. For this reason, I yield to the excellent quality of teaching done by The John P. McGovern Museum of Health and Medical Science. There is a multitude of information on nutrition on the Internet. I obtained an entire packet of information from my own child's pediatrician.

The United States Department of Agriculture has recently reconfigured the recommended daily allowances of food. The changes are significant. It is truly worth the trip to cyberspace to visit the new site, <http://www.mypyramid.gov>. It is a different approach in that it offers specific suggestions according to individual needs.

Students will be cycled through a variety of lessons. I am using presentations done by The John P. McGovern Museum of Health and Medical Science as a basis for the lessons. The Museum is wonderful and has a unique feature. It has an Educational Outreach Program that travels to the school to present a specific topic. You can find it on the web at, <http://www.mhms.org>. The museum staff comes to your school, and can do so bilingually upon request. Their presentations are based on the Texas Essential Knowledge and Skills (TEKS) and are well correlated to Houston ISD's CLEAR Objectives and Model Lessons. Their presentations are so good that they are excellent follow-ups to lessons that you may have previously taught. They are so interesting that they also serve well as introductions to lessons that you plan to teach.

The museum has a bilingual kid-friendly staff. When you call to make a reservation, you simply tell them the number of classes and the language of instruction. At the writing of this unit, a presentation was \$50.00. Each one thereafter is \$40.00. Ideally, you want to get your entire grade level involved. However, it is not a necessity. I have taken the cost, \$50.00, and divided it by the number of students and passed the cost on. So for a mere \$2.00, you have a quality experience with superior teaching. They have far more resources and expertise in these areas and are very good at their presentation. The following are three of the presentations offered:

Busy Body

This presentation teaches children about the importance of their vital organs. Students wear aprons that have drawings of the lungs, stomach and intestines in about the same places they would be on a child. Once again, an excellent introduction or an outstanding follow-up to any lesson you choose to present.

Tutti Frutti

This presentation offers a child-centered analysis of good food choices. I have not seen it since the reconfiguration of the Food Pyramid by the Department of Agriculture. Past

presentations have been accurate and interesting, and this one will no doubt continue to follow suit.

Squeaky Clean

Got germs? What a delight! Students use a special lotion that reacts to UV light and a black light to see what they miss after washing. They are both intrigued and captivated by the virtues of cleanliness.

LESSON PLANS

Lesson 1: “She scratched me!” - Emotional Health Lesson

Materials

Lesson 1 Card and a classroom of students, most any grade will do.

Focus

Teacher greets students and proceeds with the following dialogue: Do you like having friends? Raise your hand if you have a friend? (Make a mental note of students who don't raise their hands and visit this with him/her privately later) Have you ever become upset or angry with a friend? I am going to share the beginning of a story about two friends. I want you to listen carefully, think about Our Classroom Rules and be prepared to tell me what should happen next.

Story

One day in class Juan and Maria (these names may be changed to best suit your needs – it's best to use names of students NOT in your class) were working together on a puzzle. They had been working together for a long time and only had a few pieces left. They continued to work quickly and soon there was only one piece left. They both saw it at the same time and reached for it. Maria put it in its proper place and smiled, “We're done!” Juan yelled, “Hey you scratched me!” At that very moment the teacher announced that it was time to put everything away. Juan threw the pieces into the box and looked very angry as Maria went back to her desk.

Discussion Questions

What is wrong here? Juan is scratched and upset. Do you think that Maria meant to scratch Juan? Probably not, but we aren't sure they were both reaching for the same puzzle piece. What should Maria do? Maria should apologize to Juan. What can Maria do to make Juan feel better? She can get a band-aid for him or go with him to the nurse to get one.

Evaluation

Ask students if it would have been okay for Juan to scratch Maria. Follow up all answers with a “Why or Why not?” How do you think Juan feels now that he has a band-aid? He feels better that he has a band-aid. How do you think Maria feels? She might feel badly that she hurt Juan accidentally and will be more careful in the future.

Lesson Two: “He Hit Me!” - Emotional Health Lesson

Materials

Lesson 1 Card and a classroom of students, most any grade will do.

Focus

What is a game? What is fun? The teacher should conduct a discussion on these topics. The teacher should accept all responses.

Story

Mario and José decide to play a game. Mario punches José and he laughs. José took in a deep breath and hit Mario as hard as he could. Mario fell to the floor, rolling and held his stomach. When the teacher asked him what was wrong, he replied, “José hit me!” When the teacher asked Mario why he hit José, he said that they were playing.

Discussion

The teacher will conduct a guided discussion that results in students understanding that games are fun and they cease to be games or fun when someone gets hurt.

Evaluation

Ask students if it was okay for José to hit Mario. What should José have done differently? What should Mario have done differently? It is important to discuss alternatives to the decisions that were made. This exercise gives students the time and opportunity to explore alternatives. Many times they make bad decisions because it simply seemed like a good idea at the time.

Lesson Three: “She Stole My Bracelet!” - Emotional Health Lesson

Materials

Lesson 1 Card and a classroom of students, most any grade will do.

Focus

What is stealing?

Story

Guadalupe had on a shiny silver bracelet. Sara complimented her, telling her how wonderful it was. Sara asked if she could see it. Guadalupe agreed and took it off so that Sara could put it on. They went to lunch and Sara sat next to Guadalupe. Sara was very happy to wear the bracelet. After lunch, Guadalupe was called to the office. Her mother came to pick her up early. Guadalupe quickly collected her things and went home. When Guadalupe arrived home, her mother asked where her new bracelet was. Guadalupe replied, “I had it and Sara was looking at it... she stole it!” She has it!

Discussion Questions

Guadalupe said that Sara had her bracelet, is this true? Guadalupe said that Sara stole her bracelet, is this true? How did Sara get Guadalupe’s bracelet? The teacher should conduct a guided discussion that speaks to the elements of intent and responsibility. Did Sara intentionally keep Guadalupe’s bracelet? Was Guadalupe being responsible for her bracelet?

Evaluation

Ask students how they think happened after Guadalupe told her mother that Sara stole her bracelet. Focus on the importance of telling all of the details, (what you did as well as the other person) when you are relating an event. Have students suggest responses other than those made by Guadalupe when her mother asked where the bracelet was.

Lesson 4: My Balanced Meal - Physical Health Lesson

Materials

Paper plates (not plastic) – enough for each participating student, scissors, glue, old magazines, coupon circulars or anything with pictures of food on it

Focus

Introduce the four basic food groups. Provide a visual representation that will remain visible throughout the lesson.

Objective

Students will compose a balanced meal using pictures glue onto a paper plate.

Activity: Students will be provided a collection of pictures from which to choose. Using prior knowledge and visual cues, they will cut appropriate foods from each group to comprise a meal.

Evaluation

Students will be asked to check each others' work for inclusion of all groups and completion. Completed "meals" should be attractively posted on a bulletin board.

Extension

Have students write about this activity. They may be prompted to use order words such as first, next, then and last.

APPENDIX

Classroom Rules for Students

Come to school everyday on time and prepared.

Do your best to learn the most.

Help everyone do his or her best to learn the most.

Consequences

Daily Conduct Grade Lowered

Parent-Teacher-Student Conference

Phone Call/Note Home

Detention During Recess

Detention After School

Change In Class Seating/Work In Another Class

Change In Cafeteria Seating/Eat In The Office

Parent-Teacher-Principal Conference

Suspension

Restitution

Apologize

Write A Letter

Replace Something, If You Broke It

Rules for Mrs. Boyd-Julien

Keep Each Student Safe

Help Each Student Learn

Student Signature _____

Parent Signature _____

Mrs. Boyd-Julien, Teacher

Student A

August 15, 2005

Mrs. Boyd-Julien's Class

Daily Progress Report

Monday/Lunes Parent Signature/Firma Del Padre _____ Conduct/a E S P U

Physical Activity/Actividad Físico yes/sí _no _Misbavior In Ancillary:
_Misuse of Work Time/Falta De Usar El Tiempo Para Trabajar _Art _P.E. _Music
_Inappropriate Language/Usar Palabras Inapropriadadas _Library _Computer
_Misuse of Hands/Faltar De Controlar Las Manos __Tardy/Llegó Tarde _Uniform/e
_Unprepared For Class/Faltar De Ser Preparado _homework/tarea _book/libro
_Unsafe Behavior/Comportamiento Peligroso _Dishonesty/Faltar De Decir La Verdad
_Misuse of Restroom Time/Faltar De usar El Tiempo Del Baño
_Misbehavior In The Cafeteria/Se Portó Mal En La Cafetería

Tuesday/Martes Parent Signature/Firma Del Padre _____ Conduct/a E S P U

Physical Activity/Actividad Físico yes/sí _no _Misbavior In Ancillary:
_Misuse of Work Time/Falta De Usar El Tiempo Para Trabajar _Art _P.E. _Music
_Inappropriate Language/Usar Palabras Inapropriadadas _Library _Computer
_Misuse of Hands/Faltar De Controlar Las Manos __Tardy/Llegó Tarde _Uniform/e
_Unprepared For Class/Faltar De Ser Preparado _homework/tarea _book/libro
_Unsafe Behavior/Comportamiento Peligroso _Dishonesty/Faltar De Decir La Verdad
_Misuse of Restroom Time/Faltar De usar El Tiempo Del Baño
_Misbehavior In The Cafeteria/Se Portó Mal En La Cafetería

Wednesday/Miércoles Parent Signature/Firma Del Padre _____ Conduct/a E S P U

Physical Activity/Actividad Físico yes/sí _no _Misbavior In Ancillary:
_Misuse of Work Time/Falta De Usar El Tiempo Para Trabajar _Art _P.E. _Music
_Inappropriate Language/Usar Palabras Inapropriadadas _Library _Computer
_Misuse of Hands/Faltar De Controlar Las Manos __Tardy/Llegó Tarde _Uniform/e
_Unprepared For Class/Faltar De Ser Preparado _homework/tarea _book/libro
_Unsafe Behavior/Comportamiento Peligroso _Dishonesty/Faltar De Decir La Verdad
_Misuse of Restroom Time/Faltar De usar El Tiempo Del Baño
_Misbehavior In The Cafeteria/Se Portó Mal En La Cafetería

Important Information/Información Importante

Monday/Lunes Class Picture \$4/Foto Del Grupo \$4

Tuesday/Martes Spelling Pre-Test/Pre-Prueba Del Deletreo

Wednesday/Miércoles Reading Logs Due/Día De Entregar Los Archivos De Leer

Thursday/Jueves Early Dismissal@12:45p/La Despedida Temprano a las 12:45p

Thursday/Jueves Parent Signature/Firma Del Padre _____ Conduct/a E S P U

Physical Activity/Actividad Físico yes/sí _no _Misbavior In Ancillary:
_Misuse of Work Time/Falta De Usar El Tiempo Para Trabajar _Art _P.E. _Music
_Inappropriate Language/Usar Palabras Inapropriadadas _Library _Computer
_Misuse of Hands/Faltar De Controlar Las Manos __Tardy/Llegó Tarde _Uniform/e
_Unprepared For Class/Faltar De Ser Preparado _homework/tarea _book/libro
_Unsafe Behavior/Comportamiento Peligroso _Dishonesty/Faltar De Decir La Verdad
_Misuse of Restroom Time/Faltar De usar El Tiempo Del Baño
_Misbehavior In The Cafeteria/Se Portó Mal En La Cafetería

Friday/Viernes Parent Signature/Firma Del Padre _____ Conduct/a E S P U
Physical Activity/Actividad Físico yes/sí _no _Misbehavior In Ancillary:
_Misuse of Work Time/Falta De Usar El Tiempo Para Trabajar _Art _P.E. _Music
_Inappropriate Language/Usar Palabras Inapropriadadas _Library _Computer
_Misuse of Hands/Faltar De Controlar Las Manos __Tardy/Llegó Tarde _Uniform/e
_Unprepared For Class/Faltar De Ser Preparado _homework/tarea _book/libro
_Unsafe Behavior/Comportamiento Peligroso _Dishonesty/Faltar De Decir La Verdad
_Misuse of Restroom Time/Faltar De usar El Tiempo Del Baño
_Misbehavior In The Cafeteria/Se Portó Mal En La Cafetería

Conference Times/Hora De Conferencia

Monday – Friday
10:15 – 11:00

Your School Name
Your School Address
Your School Phone Number

Date

Dear Parent,

Your child did not return his Daily Progress Report signed today. Please see that the sheet is reviewed, signed by you and returned to school the next day. Your child's conduct for today was as follows:

Fecha

Estimados Padres:

Su hijo(a) faltó de entregar la hoja de la conducta firmada hoy. Favor de asegurar que la hoja está revisada, firmado por usted y devuelta a la escuela el día siguiente de la escuela. La conducta de su hijo(a) de hoy fue...

Parent Signature/Firma Del Padre _____ Conduct/a E S P U
Physical Activity/Actividad Físico yes/sí _no _Misbehavior In Ancillary:
_Misuse of Work Time/Falta De Usar El Tiempo Para Trabajar _Art _P.E. _Music
_Inappropriate Language/Usar Palabras Inapropriadadas _Library _Computer
_Misuse of Hands/Faltar De Controlar Las Manos __Tardy/Llegó Tarde _Uniform/e
_Unprepared For Class/Faltar De Ser Preparado _homework/tarea _book/libro
_Unsafe Behavior/Comportamiento Peligroso _Dishonesty/Faltar De Decir La Verdad
_Misuse of Restroom Time/Faltar De usar El Tiempo Del Baño
_Misbehavior In The Cafeteria/Se Portó Mal En La Cafetería

Sincerely/Sinceramente,
Your Child's Teacher

ANNOTATED BIBLIOGRAPHY

- Balestrino, Phillip. *The Skeleton inside You*. New York, New York: Thomas Y. Cromwell Junior Books, 1971.
A child's view of the skeleton using accurate representation.
- Berger, Melvin. *Germs Make Me Sick*. New York: Harper Collins Publishers, 1995.
A child's view of germs and the illnesses they cause.
- Brandenberg, Alik. *Feelings*. New York: Scholastic Books, Inc., 1993.
A pictorial textless representation of the range of emotions.
- . *My Five Senses*. New York: HarperCollins Publishers, 1989.
A simple presentation of the five senses, demonstrating some ways we use them.
- Buckley, Richard and Carle, Eric. *The Greedy Python*. New York: Scholastic Books, Inc, 1985.
A tale of overindulgence, and how it turned out very badly for a python.
- Cumbaa, Stephen. *The Bones Book and Skeleton*. New York: Workman Publishing, 1991.
Describes how bones grow, fit, flex and sometimes break. Examines the structures of the human skeleton.
- Gelman, Rita. *Body Battles*. New York: Scholastic Books, Inc, 1992.
A blood-and-guts true-to-life thriller about the battles that go on inside the human body.
- . *The Body Detectives*. New York: Scholastic Books, Inc, 1994.
The true story of the smelly, feely, ear-drumming sight seeing, taste-tingling team of Body Detectives, otherwise known as the five senses.
- Hindley, Judy, and King, Colin. *How Your Body Works*. London, England: Usborne Publishing Ltd., 1995.
A very detailed hand-drawn representation of the body for children.
- Katz, Bobbi. *Germs! Germs! Germs!* New York: Scholastic Books, Inc, 1996.
An animated representation of germs and their environments.
- Shapiro, Kimberly: *Funny All Over: Riddles To Read To Yourself*. New York: Scholastic Inc., 1995.
A collection of riddles for early readers.
- Smith, Alastair. *What Happens To Your Food?* London, England: Usborne Publishing, 1997.
A unique combination of comic art and no nonsense presentation of the digestive process.

Web Resources for Teachers

- American Automobile Association. <[http:// www.csa.com/](http://www.csa.com/)>.
- The American Cancer Society. <<http://www.cancer.org/>>.
- The American Diabetes Association. <<http://www.diabetes.org/>>.
- The American Heart Association. <<http://www.americanheart.org/>>.
- CVS Pharmacy. <<http://www.cvs.com/>>.
- The Department of Agriculture. <<http://www.mypyramid.gov/>>.
- The Harris County Health Department. <<http://www.hd.co.harris.tx.us/chs/>>.
- The John P. McGovern Museum of Health and Medical Science. <<http://www.mhms.org/>>.
- Quotations. <<http://www.quotationspage.com/>>.
- State Farm Insurance. <<http://www.statefarm.com/>>.
- The Woman's Hospital of Texas. <<http://www.womanshospital.com/>>.