HOT TOPICS IN HEALTH EDUCATION

BY JESSICA FAMULARO

FIRST AID

NUTRITION

CYBER BULLYING

TOBACCO

SUICIDE

ALCOHOL

SEXTING

DEPRESSION

DRUGS

SEX

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Icebreaker Activity
Are you applying the knowledge you know to your lifestyle?

Objective:
Students will use icebreaker to evaluate their personal health

Procedures

1. Have students complete true/false quiz. Go over answers. Ask students how many got all of the questions correct. Explain the activity. Students will stand up after hearing each statement if they follow health behavior.

2. Stand up if
   I never smoke
   I always wear a seat belt
   I always brush my teeth and floss
   I never use marijuana
   I sleep at least 8 hours
   I never drink alcohol
   I rarely eat junk food
   I always talk to someone in a crisis
   I never text and drive
   I always wear a condom * (don’t ask may be inappropriate just mention for them to silently think about)
   I am assertive
   I always get a physical exam from a doctor
   I exercise everyday
   I drink 8 glasses of water a day
   I never drink and drive
   I always get tested for STDs at least once a year (another statement you may not ask but silently they answer to themselves don’t stand)
   I always wear sun block when I am in the sun

3. Conclude by saying does anyone point of this activity. Ask what is the difference between knowledge and behavior? Although you know the facts about healthy lifestyles how come you don’t live a healthy lifestyle?

4. The students need to start taking knowledge they know and adapt to their behavior

Assessment
Participation in activity
Homework assignment can you make a change today in your own lives
Example this week brushes everyday and floss, eat healthy, exercise get 8 hours of sleep. These small changes can affect your overall health.
Health True or False Quiz

Directions: Circle True or False next to each statement

1. Smoking cigarettes causes lung cancer. True or False
2. Seatbelts save lives. True or False
3. Brushing and flossing prevent cavities. True or False
4. Marijuana can cause memory loss. True or False
5. Sleeping at least 8 hours is important to reduce sickness. True or False
6. Drinking alcohol can affect your growth and development. True or False
7. Eating junk food will cause obesity, diabetes and heart disease. True or False
8. Using drugs can affect your future. True or False
9. It is important to talk to someone when you have a problem. True or False
10. Texting and driving can cause accidents. True or False
11. Wearing condoms greatly reduces your risk of pregnancy & STDs. True or False
12. The best way to get out of peer pressure is to be assertive (standing your ground without using physical force) True or False
13. It is important to get a physical once a year to monitor your health. True or False
14. Exercise can help maintain your body weight, improve your mood & self esteem. True or False
15. Drinking at least 8 glasses of water is important to keep skin clear, body hydrated and vital for life. True or False
16. Drinking and driving can be dangerous and can kill lives. True or False
17. It is important to get tested for STDs in order to prevent the spread of STDS. True or False
18. Wearing sun protection can reduce your risk of skin cancer. True or False
Would you Rather Activity?

Unit: Icebreaker for first month of school or to begin an independent study unit

Objective:
Students will be able to use activity as both an icebreaker and a team building exercise

Materials Needed
Place a straight line Tape of the floor in the middle of the classroom

Procedures
1. Move desks and have students face each other opposite the tape in center of classroom
2. Explain to students that you will read a statement that has two clear choices and indicate which side of the classroom is for each choice. Each student must then decide how they feel about the issue and move to the side of the classroom for those who agree with that choice. They must decide and move quickly with everyone moving at the same time, being careful not to knock into each other, etc. They can only choose one side and are not to discuss or ask questions or comment or explain personal "yes but's." They must pick a side. If they could go either way on a statement, they must still choose one. Stress a quick reaction and a respect for each other’s decisions without comment.
3. You might wish to demonstrate how the game works by posing simple choice questions to begin the same, such as, "Would you rather have a cat or a dog as a pet?" "Would you rather walk to school or be driven by a relative?" etc.
4. After examples are used, turn the activity around by using health related questions: "Would you Rather" questions examples include:
   Would you rather
   ♦ Go to school from 7:45am until 2:30pm or 11am until 7pm?
   ♦ Live at home or go away to college
   ♦ Date a smoker or non smoker
• Be invisible or remain visible but be able other’s minds
• Be an only child or have one sibling.
• Have one sibling or have six siblings.
• Be the oldest or the youngest.
• Be the oldest or youngest, or, be a middle child.
• Be responsible daily for household chores or rarely do chores.
• Be the most popular or the smartest student in school.
• Be the tallest in a school or the shortest.
• Be rich and have a terminal disease or not rich but without a disease
• Have a dog that you must walk daily or a cat that you must change a litter box for.
• Live in the US or in another country
• Exercise regularly, 3-5 times a week, or never exercise.
• Be whatever weight and eat what you want; diet to be a specific weight.
• Get married at 18 or get married at 30.
• Begin a family at 18 or at 30
• Get married or never get married.
• Get married and divorced or never get married.
• Get married and remain married for life or get married and get divorced.
• Have sex only in a committed, long relationship or have sex with no relationship
• Smoke marijuana or not use marijuana
♦ Support prochoice, keeping abortion legal, or supporting making abortion illegal
♦ Live with a terminal disease or choose to die (euthanasia)
♦ Respect the drinking age of 21 and wait to drink, lower the drinking age to 18 and wait.
♦ Respect the drinking age and not drink until 21; drink younger.
♦ Respect the drinking age laws; disregard the drinking age and drink at any age.
♦ Be a designated driver or drive under the influence.
♦ Get into a car with a person who drank or walk home.
♦ Support schools giving free birth control to students or not.
♦ Support schools offering free birth control to students who agree to be counseled first; no birth control in schools.
♦ Have a job that requires enormous time demands but from which you make a lot of money or a less demanding job that allows more free time
♦ Smoke cigarettes or electronic cigarettes or not.
♦ Purchase cigarettes at 18 or at 21.
♦ age purchase cigarettes 18 or 21
♦ Keep cigarettes legal but with restrictions; make them illegal.
♦ Allow random drug tests for students or not
♦ Metal detectors in schools or not.
♦ Judge your stress level right now, either 0-5 or 5-10, with 0 as no stress and 10 as greatest stress.
4. Conclude lesson by asking students to comment on the game, or, by first asking them to suggest other choices, but tell them they must be health related. It might also be helpful to shoot the list of questions you asked on a projector so they can consider specific comments to make in discussion or writing that might include...

1. How difficult was it to pick a side generally?
2. What was the easiest question or most difficult question (or two or three) on which he/she had to decide?
3. What did they learn about their classmate’s beliefs and attitudes?
4. To what degree—from not at all to somewhat to very—were they self-conscious about being honest in giving an answer, and to what specific questions were they the least self-conscious?
5. Which questions would they like to return to and consider in depth, learn more about, survey others, study, etc?

CONCLUDING STATEMENT:
Throughout the year we will be discussing controversial topics and subjects. Remember we all have our own opinions and need to feel safe in expressing what they are. It is imperative to respect each other.

Assessment
Students will be graded on participation and respecting each other during the activity, including the discussion or writing assignment.
Circle of Friends, Helping Hands, Timeline Activities

Objective:
Students will define where they can go when they are depressed
Students will describe how they will impact others if they committed suicide

New York Standard: A safe and healthy environment
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment

Materials needed
Handouts
Song Firework

Procedures
1. Prior to lesson have students go over warning signs and causes of suicide

2. Have students complete a timeline about their lives a write one memory for each age category have them makeup past their age what they hope to accomplish for age category.

| (0-5) | (5-10) | (10-15) | (15-20) | (25-30) | (30-40) | (40-50) | (50-60) | (60-70) | (70-100) |

3. Ask students how many years of their lives are they a teenager for? How many years are you an adult? Explain how unfortunately if a student kills themselves look how sad it is they are missing some of the best moments of life (ex marriage, children, job, grandchildren, retirement) Remember being a teen is a temporary part of life you will all be able to get through suicide is a permanent solution to a temporary problem you are having

4. Have students complete circle of hands handout and at the end explain that if they were to commit suicide understand everyone of the people you wrote will be impacted and how there parents and closest friends and family members lives will be most effected

5. Conclude lesson by having students complete the helping hands worksheet and explain how they can go to these people in time of crisis and hard times as a teen.

Assessment:
Students will be graded on completion of worksheets and participation
Circle of Friends and Family

Directions:

1) Center Circle – Write your name
2) Surrounding Letter A write down all of your immediate family members include parents, guardians, siblings, aunts, uncles, grandparents, cousins
3) Surrounding Letter B write down all of your friends
4) Surrounding Letter C write down all of your teachers, principal, guidance counselor, neighbors, family friends, coaches, club leader, classmates in your classes
**Part Two: Where to Turn**

Nobody has to deal with problems alone. When you're coping with a difficult event or crisis, it's important to talk about your feelings with someone you trust. Don't keep your emotions bottled up inside. Remember, it's always okay to ask for help when you need it!

There are lots of people who can help you—perhaps even more people than you realize. Use this sheet to name some people in your life that you know you can turn to for support.

**In a difficult moment, I can turn to these people:**

<table>
<thead>
<tr>
<th>A family member</th>
</tr>
</thead>
<tbody>
<tr>
<td>A friend</td>
</tr>
<tr>
<td>A teacher</td>
</tr>
<tr>
<td>A school counselor</td>
</tr>
<tr>
<td>Another adult</td>
</tr>
</tbody>
</table>

On the back of this page, describe a time when somebody helped you get through a tough time or solve a problem. Who was it? How did that person help you?
Violence Prevention

Hands Activity

New York Standard:
Standard 2: A Safe and Healthy Environment.
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Objective:
Students will be able to prevent prejudice to avoid violence in their lives

Materials needed
Photos of different hands (color, size, age)
Picture of a person

Procedures:
1. Place photos on the blackboard
2. Ask students to describe:
   What do they see?
   Do you think it is a boy or girl hand?
   Do you think the hand is artistic, athletic, obese or skinny or average weight, religion, violent, non-violent, etc.?
   How can you tell?
   What do the person’s nails tell you?
3. Show picture of a person ask them to describe it
   Can you tell what they do for a living? Did they graduate Harvard or drop out of school?
   What is difference between looking at a persons face compared to a hand?
4. Do you think we prejudice someone based on looking at them?
5. Do we prejudice looking at their hands? Why not?
6. Define Prejudice and have students explain how prejudice can lead to violence
7. Ask are babies born being prejudice? Why not? Is it a learned behavior? If so from whom (parents, past experiences, religion, culture)
8. Conclude lesson by asking students
   Can you talk to someone in this class who you don’t know without prejudicing them?
   As a society we need to build a bridge between prejudging someone negatively to avoid conflict and violence
9. Homework assignment keep a journal of 5 days of observing someone you don’t know and what you judgments you made without knowing them. Talk to a peer you don’t know and describe how you judged them before to after your conversation.

Assessment
Participating in discussion
Completion of homework Journal assignment
Topic: Nutrition

Hands on Nutrition Activities

National Standards
Students will comprehend concepts to health promotion and disease prevention to enhance health.

Objective:
Students will be able to explain why fruits and vegetables are important part of their diet
Students will be able to measure fat and explain how eating too much fat can affect their health.

Materials Needed:
Measuring cup of 1 cup
Crisco
Paper plates
Napkins
Spoons
Index cards

Procedures
1. Show students what one cup is
2. Ask students to think silently about how many cups of fruits and vegetables you eat yesterday add up all the cups
3. Have students stand up
4. Tell them to imagine all standing is all Americans
5. Have students sit down if you did not eat any vegetables or fruits yesterday
   Sit down if you had 1 cup
   Sit down if you had 2 cups
   Sit down if you had 3 cups
6. Ask those who are left how many and what types and then have them sit down
7. Point out
   If we visualize we are average Americans most are not getting the USDA recommendation of Fruits and Vegetables of 5 cups (3 vegetables and 2 fruits)
   We are a meat and potato society our plate should be mostly vegetables and side of carbs and protein. Show them the portion plate
   Are you less active at night or day? On Average most are relaxing at night If dinner is largest meal at night its getting stored than used
8. Using Crisco has students break into groups of 4 and give them each a teaspoon, paper plate and a napkin. Each group will receive 4 cards and will measure the amount of fat in each food item from fast food restaurants.
9. Have students measure the fat based on the index card onto their plate
10. Have students place their card and plate on a table and have students visualize all the food items on the table
11. Conclude Lesson with a discussion on eating too much fat leading to obesity
12. Show them how much sugar is in beverages and discuss how weight gain can happen from too much soft drink.

Assessment
Student will be assessed based on participation of activities
Homework assignment can be a food diary of how much fat they have in their diet
Index Cards

Skinless Chicken Breast (3 oz)
3 grams of fat
1 teaspoon

Burger King Whopper
40 grams of fat
10 teaspoons

McDonald's Fresh Apple slices
0 grams fat
0 teaspoons

Panera Large Mac and Cheese
61 grams fat
15 teaspoons

McDonald's French Fries
19 grams of fat
5 teaspoons

McDonald's Side Salad
0 teaspoons

Jelly Doughnut
12 grams of fat
3 teaspoons

McDonald's Chicken Nuggets
10 piece
30 grams of Fat
8 teaspoons

Five Guys Burger and Fries
55 grams of fat
14 teaspoons

McDonald's Crispy Chicken Sandwich
22 grams of fat
5 teaspoons
Topic: Bullying

Bully Buster

National Standards
Students will comprehend concepts to health promotion and disease prevention to enhance health.

Objective: Students will be able to identify ways to personally make a difference in their school to bullying.

Time Needed – 45 minutes

Materials Needed
Picture of drawing of body
Masking Tape
Signs of Bully, Target, Ally, Bystander

Procedures
1. Ask 4 volunteers if where will they see themselves in 15 years, what job will they pursue.
2. Ask students if they know what word slur means.
3. Have students collaborate a list of slurs they commonly hear in hallway (example fagot, slime, slut, dummy, fat,)
4. Put Billy bob picture on board and tell class Billy blue is new to school, he is shy, dresses weird, geeky
5. Ask volunteers to tear piece of him and say a slur at him.
6. Give students 30 seconds to put bully back together using masking tape.
7. Explain how targets of bullying have emotional scars from bullying.
8. Ask students to define bully, target, ally and bystander.
9. Ask students to stand under sign Bystander or target or bully or ally where they were in 8th grade.
10. Rules: Be honest with yourself, and don’t tell someone where you think they belong.
11. Ask questions to students in each group examples are:
12. Under target ask How did you feel on most days of school when you were a target.
13. Bully – Why did you bully?
14. Ally – what did you do to protect the bully?
15. Bystander - Pretend the principal called you into their office and said you are in trouble for not doing anything what would you say?
16. Have students go back to seats and explain how important it is to be an ally with bullying. Have a discussion on bullying, cyberbullying and suicide.
17. Ask 4 students from beginning of lesson to sit in corner with their stuff in classroom and explain to class that they are here but we are going to pretend they are not in class.
18. Walk around the room and the desks that are empty explain what happened to those students.
19. Describe a story that happened to student 1 = drug rehab center from bullying
20. Student 2 = dropped out of school from bullying (42% drop out of school from bullying)
21. Student 3 = is in a mental hospital from depression from bullying
22. Student 4 = on loud speaker the principal announces a moment of silence to remember the student who killed themselves from bullying.
You are sitting in class saying oh my god I wish I did something
23. Have students sit back in their seats and say I’m giving you a chance to do a do over and learn to treat each other with respect so we can avoid these situations.

Closure
Conclude lesson by asking students to list 3 changes for themselves and why being ally is so important in bullying – Explain the new dignity act
Play song Man in the mirror by Michael Jackson

Assessment
Students will be graded on participation of activity
BULLY
VICTIM
Bystander
ALLY
School Wide Based Health Ideas

For each event
Make announcements, flyers, posters through out the school, connect eds, students wear
signs, have teachers make announcements on facts/myths on each day

1. **Breast Cancer**
   - Sell Pink Ribbons, Bracelets,
   - Breast Cancer Walk before a football game
   - Wear Pink Day
   - Invite a Guest Speaker from breast cancer organization (Maurer foundation)

2. **Red Ribbon Day**
   - Give out red ribbons for students against drugs and alcohol
   - Make a bulletin board of celebrities who died from alcohol and drug overdose

3. **Silent Day** against Bullying among gays
   - Get Permission from your principal Have students wear a sign and participate in silent day
   - After day have a discussion with your classes on how they felt during day not to be able to talk and discuss what it symbolized

4. **Jeans Day**
   - Students wear jeans to protest against women’s rights in Italy

5. **No texting Day**
   - Teach students ability to detach and discuss dangers of texting and driving

6. **Health Fair**
   - Form a wellness committee of teachers, staff and students
   - Choose a date that is approved by your principal
   - Invite organizations to participate
     Possible ideas include: screenings for hypertension, cholesterol, lung cancer, American heart association (CPR practice), local dentists, doctors, eye exams, chiropractors, massage therapists, acupunctures, in house counselors, social workers, school nurse, coaches, local health department, defensive driving instructors, fire department, fitness instructors, nutritionists, speakers from AA, Al-anon or Alateen, planned parenthood, police department, spa services, whole foods,
     - Send letters to confirm date to speakers, make phone calls to confirm
     - Possible workshops to be held Yoga, Zumba, Acupuncture, Smoke Bus from Fire Department, DWI bus from Police Department
     - Have student helpers wear doctor outfits, sports team uniforms
• Have students help guests with anything they may need to carry into the school
• Make Flyers post around school
• Contact Donors Choice and Local vendors for freebies (whole foods, sports stores)
• Make a brochure for students to take when they enter the gym
• Design the gym with tables and label posters for each guest
• Have a breakfast of bagels, coffee, juice for guests prior to start time of event
• Invite superintendent, director of health and physical education
• Follow up with a thank you note to vendors