

Bienestar / NEEMA

Health Program

Teacher Guide



Preschool Nutrition/
Health Curriculum

Bienestar/NEEMA Health Program Preschool Health Curriculum Teacher's Guide

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And we acknowledge the contribution that children, teachers, and parents had in making the Bienestar/NEEMA Preschool health activities fun and the illustrations attractive to children in preschool.

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Foreword

The Social & Health Research Center (SAHRC) is excited to release its third edition of an exciting Preschool/Early Childhood version of the Bienestar/NEEMA curriculum. This new product originates out of years of research, education, and training to develop our nationally recognized Bienestar/NEEMA preschool through 8th Grade diabetes prevention curriculum. Bienestar/NEEMA evolved into the Texas Education Agency approved Coordinated School Health Program. As the childhood obesity epidemic threatens to alter the lifelong health of our most precious resource---children, the SAHRC is committed to educating and transforming the lives of our very young learners. Prevention is primary and we believe that preschool/early childhood education has the greatest opportunity to impact the knowledge, beliefs, and behaviors of our youngest learners.

We hope that you will enjoy teaching and learning from this fun and engaging adventure to help our young learners and their families learn about lifestyle habits that help them to stay healthy. The curriculum aims to help you become our partners in the fight to reduce the childhood obesity epidemic and control the onset of diabetes in our children.

So let's begin the journey to help our boys and girls eat healthier, exercise daily, drink plenty of water, and get enough sleep to grow and be healthy! The curriculum is organized into 10 chapters with 6 fun and interactive lessons. We believe that you will have fun teaching it and your young learners will look forward to each lesson! Keep us informed about your experience with the Bienestar/NEEMA Preschool/Early Childhood curriculum. Now, **let the force begin** with Ramiro's Adventures to help Sunny stop type 2 diabetes. We will see you at the end of the journey!

Roberto P. Treviño, M.D.
Executive Director
Social & Health Research Center

Introduction

The prevalence of obesity in U.S. children, as defined by body mass index at or above the 95th percentile, has increased threefold over the last 30 years. In 1971, the prevalence of obesity was 5% and now, the prevalence has increased to 15%. If children live in households with low-income parents, then the prevalence is even higher at 30%.

Here are some important facts to consider:

- The increase in childhood obesity has brought on a new illness in children. The new illness is youth-onset type 2 diabetes.
- Type 2 diabetes, the leading cause of blindness, limb amputations, kidney damage and heart disease in adults, is starting to occur in children as young as 9 years of age. This disease process, however, is programmed developmentally between the ages of 4 and 6 years.
- Children that gain excess weight between these ages are more likely to be obese and develop type 2 diabetes later in life. The amount of body fat that children develop in the future depends on the size and number of body fat cells they develop between 4 and 6 years. If fat cell size increases between these ages, it will trigger an abnormal replication of fat cell numbers.
- Once a fat cell is produced, it cannot be made to go away. Thus, it is important to start health education at a very young age.

Research and Science

Because biologic changes of children have always been present and genes have not changed in 70,000 years, behavior and environmental changes are the better explanation for the increasing rates of obesity and type 2 diabetes in children.

- Studies show that children's caloric intake has not changed much over the last 30 years. It is what they eat that has changed. Over the last 30 years, scientists and merchants promoted low-fat diets.
- This decrease in dietary fat intake resulted in an increase intake of refined and processed carbohydrates.
- Recent studies show that these carbohydrates are associated with diabetes and obesity.

Society may have taken this message to far and now to compensate, it is promoting "low-carb" foods and beverages. Instead of extreme fads, it might be better to promote variety, moderation, and balance in eating habits.

Social Changes

Another change in society over the last 30 years has been the culture of technology—computers, video games and television. Now children have access to computers, video games and 1,000s of channels to view on T.V. Children on average spend 1,095 hours a year in front of a T.V. and 960 hours a year in front of a teacher. Not only have sedentary lifestyles increased, active lifestyles have decreased too.

- Sedentary lifestyles have been associated with obesity and active lifestyles have been associated with diabetes prevention. A large study by the National Institutes of Health showed that brisk walking 150 minutes a week decreased diabetes rates by 58%, and a commonly used anti-diabetes drug decreased diabetes rates by only 31%.
- Increasing physical activity might be the most powerful agent to prevent and treat diabetes in children.

The Problem and Solutions

The trend of unhealthy eating and physical activity patterns in U.S. children, added to growing up in a low-income neighborhood is a setting for worse health outcomes. Children residing in low-income neighborhoods have smaller amounts and less variety of fruits and vegetables available in their grocery stores, have higher crime rates, and have less area for recreational activity than children residing in more affluent neighborhoods. The lack of healthful foods, safe neighborhoods, and recreational areas predisposes a sub-population of children to even higher rates of obesity and type 2 diabetes than the general children population.

Once obesity and diabetes develops in children, the approaches to control them have not been the best. Society is more willing to pay \$80,000 a year to care for a patient on dialysis than to pay \$18 a year to purchase a coordinated school health curriculum for a child.

Student's health outcomes might show better results if school cafeteria staff, school health nurses, school health educators, and parents coordinate instruction of health and physical education lessons in all the social environments that might influence children's health behaviors. **This is the approach taken by the preschool Bienestar/NEEMA health program.**

Becoming Familiar with the Bienestar/Neema Health Curriculum

The Bienestar/NEEMA Health Curriculum, *The Adventures of Ramiro with Sunny and Friends*, is a comprehensive nutrition/health preschool health education program that focuses on diabetes prevention, improving overall nutrition and increasing physical activity. The program is designed to meet the needs of children between the ages of 3 – 5 years and their families participating in Early Childhood public and private school district programs; Head Start programs; Women, Infants and Children programs; and daycare centers.

Goal

To establish healthy eating habits and increase physical activity in preschool children and their families.

Curriculum

Each lesson will include a lesson title, an objective, teacher information, points to discuss, ask students to give you their thoughts, short story time, daily song, silly moves for fun (physical activity), learning center activities, family fun time and a coloring sheet. A pre- and post-test will be administered before Lesson 1 and after Lesson 10.

- **Objective** — State what the student should be able to do after learning the concepts of the lesson.
- **Teacher Information** — Provides focal points and the teacher's overall goal of the lesson.
- **Points to Discuss** — Outlines what should be taught in the lesson. It also supplies a list of key words that students should listen for while completing the lesson activity. When referring to time such as 60 minutes, explain the concept of time and check for understanding.
- **Ask students to give you their thoughts** — This is a check for understanding, did the students comprehend what was taught in this lesson.
- **Short Story Time** — Focuses on themes of body awareness and nutrition. Coordinated coloring sheets for the students will be provided in each lesson.
- **Daily Song** — A healthy message is sung in a group setting to the tune of well-known nursery rhymes.
- **Learning Center Activities** — Provides detailed instructions for learning center preparation, materials required for the activity, specific instructions for each classroom activity. Activities are designed to help students learn and understand the concepts of the lesson content.
- **Silly Moves for Fun** — Interactive creative play, games, role-play, music and movement.
- **Family Fun Time** — A series of weekly take-home activities that are an extension of the lesson plan and will promote nutrition, literacy and parent involvement. Assignments have Option 1 or Option 2. Families may choose to complete both Options or teachers may circle the Option to be completed. Assignments may be completed on site or in other settings.

Supply List

Below is a list of supplies recommended for teaching the Bienestar/NEEMA Preschool Health

Curriculum and materials referenced in the Learning Center Activities for Chapters 1 – 10.

- * CD Player (1 per class)
- * Big pieces of white paper
- * Index cards (3X5)
- * Cut-outs of fruits/vegetables
- * Food cards or food models
- * Grocery store advertisements
- * Brown paper bag for each child
- * Paper clips
- * Fishing-pole magnets
- * String (1 roll per class)
- * Small basket (1 per class)
- * Food models from each food group
- * Pens (1 package per student)
- * Pencils (1 package per student)
- * Velcro (1 box per class)
- * Big pieces of white paper
- * Index cards (3X5)
- * Cut-outs of fruits/vegetables
- * Food cards or food models
- * Grocery store advertisements
- * Brown paper bag for each child
- * Paper clips
- * Fishing-pole magnets
- * String (1 roll per class)
- * Small basket (1 per class)
- * Food models from each food group
- * Paper Plates (1 package, 25 plates per class)
- * Crayons (1 package per student)
- * Construction Paper (1 package, 50 sheets per color; 6 colors required: red, blue, yellow, orange, green and purple for each class)
- * Non-Toxic Washable Markers (1 package per student)
- * Child-Safe Scissors (1 per student)
- * Glue (1 per student)
- * White Poster Board (1 per class)
- * Buckets, Bags or Boxes (5 per class)
- * Yarn Spools (1 per class)
- * Scotch Tape (Set of 2 per class)
- * Old magazines, newspapers, grocery store ads and circulars (Ask parents or local grocery stores to donate magazines, newspapers or ads)
- * Bienestar/NEEMA Musical Adventures CD
- * Growth Chart (1 per class)
- * MyPlate Poster (1 per class) referred to in several lessons



Preschool Pre-Test

(Preschool Pre-Test Answer Key See Page 8)

School Name _____

Name of Teacher _____ Name of Student _____

Nombre del profesor _____ Nombre del estudiante _____

Date ____/____/____

Fecha ____/____/____

Directions

The pre-/post-test should be administered before the first lesson is taught and after the last lesson. The moderator should read each question out loud. The moderator of the test should make accommodations for younger age children. For example, if the child is not able to circle the best answer, they could be asked to point to the best answer and the assistant or parent could circle the answer that the child chose. The test may be administered individually or in small groups.

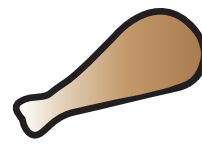
1. Circle the fruit (Circula la fruta).



apple
manzana



carrot
zanahoria

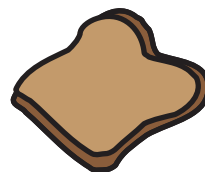


chicken
pollo

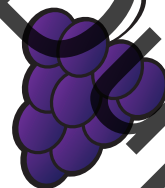
2. Circle the vegetable (Circula el vegetal).



broccoli
brócoli



wheat bread
pan integral



grapes
uvas

3. Circle the healthy drink (Circula la bebida saludable).



Fruit Punch
Ponche de frutas

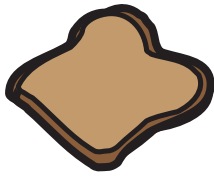


soda
soda

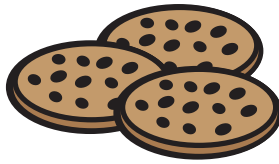


milk
leche

4. Circle the bread (Circula el pan).



wheat bread
pan integral



cookies
galletas



yogurt
yogur

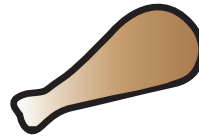
5. Circle the meat (Circula la carne).



strawberry
fresa

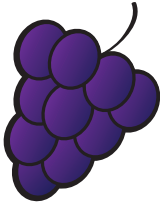


corn
elote



chicken
pollo

6. Circle the healthy (good) snack (Circula el botana saludable).



grapes
uvas

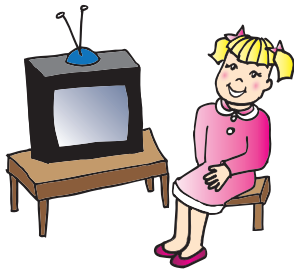


cookies
galletas



chocolate candy bar
barra de chocolate

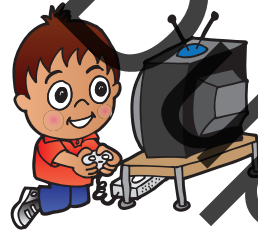
7. Circle the child that is exercising (Circula el niño que está haciendo ejercicio).



watching TV
viendo la televisión



jumping rope
saltando la cuerda



playing computer games
jugar videojuegos en la
computadora

8. Circle the food that has too much sugar (Circula el alimento que tiene mucha azúcar).



strawberry
fresa



ice cream
helado



broccoli
brócoli

11. Circle the lunch plate that is healthy to eat (Circula el platillo de comida más saludable).

Plate 1
Platillo 1



soda, Cheetos®, pizza
soda, Cheetos®, y pizza

Plate 2
Platillo 2



milk, nuggets, french fries
leche, trocitos de pollo, papas fritas

Plate 3
Platillo 3



milk, turkey, fruit, vegetable,
wheat roll
leche, pavo, fruta, vegetales y
un bolillo integral

12. Circle the child that is cleaning his hands correctly (Circula el niño que se está lavando las manos correctamente).



warm water and soap
agua tibia y jabón

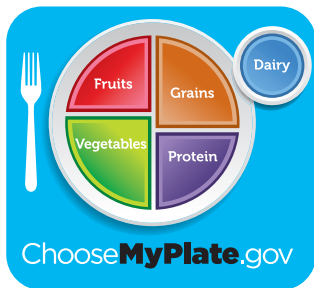


no soap
sin jabón



wiping hands on shirt
limpiando las manos en la camisa

13. Circle the picture of MyPlate (Circula el dibujo de MiPlato).



Food Group Chart
Gráfica del Grupo Alimenticio



doctor
doctora



restaurant
restaurante

Chapter 1: Growing

Lesson 1 – Growing

Objective

Children will learn the importance of eating well, exercise and getting enough sleep so that they can grow. They will also learn what the meaning of Healthy is and what MyPlate looks like.

Teacher Information

This lesson will focus on four key areas to help children understand that they can impact their overall health by **eating fruits and vegetables, eating three balanced meals a day, exercising daily and getting enough sleep.**

Points To Discuss

Keeping our bodies' healthy means doing things which makes our bodies grow:

- A. Eating Fruits and Vegetables
 - B. Eating a Healthy Breakfast, Lunch and Dinner
 - C. Exercising
 - D. Getting Enough Sleep
- **Eating healthy and exercising everyday** helps our bodies grow and stay strong.
 - **We all have different body types.** Some of us are tall and some of us are small, but what matters is that we eat to help our bodies grow and exercise every day.

Ask Students To Give You Their Thoughts

- **What does healthy mean?**
(exercising, eating healthy foods, sleeping)
- **What kinds of food help to keep us healthy?**
(fruits, vegetables, protein, dairy, grains)
- **Is sleep important for our bodies?**
(yes, we need about 8-10 hours of sleep every night)



Chapter 1: Growing

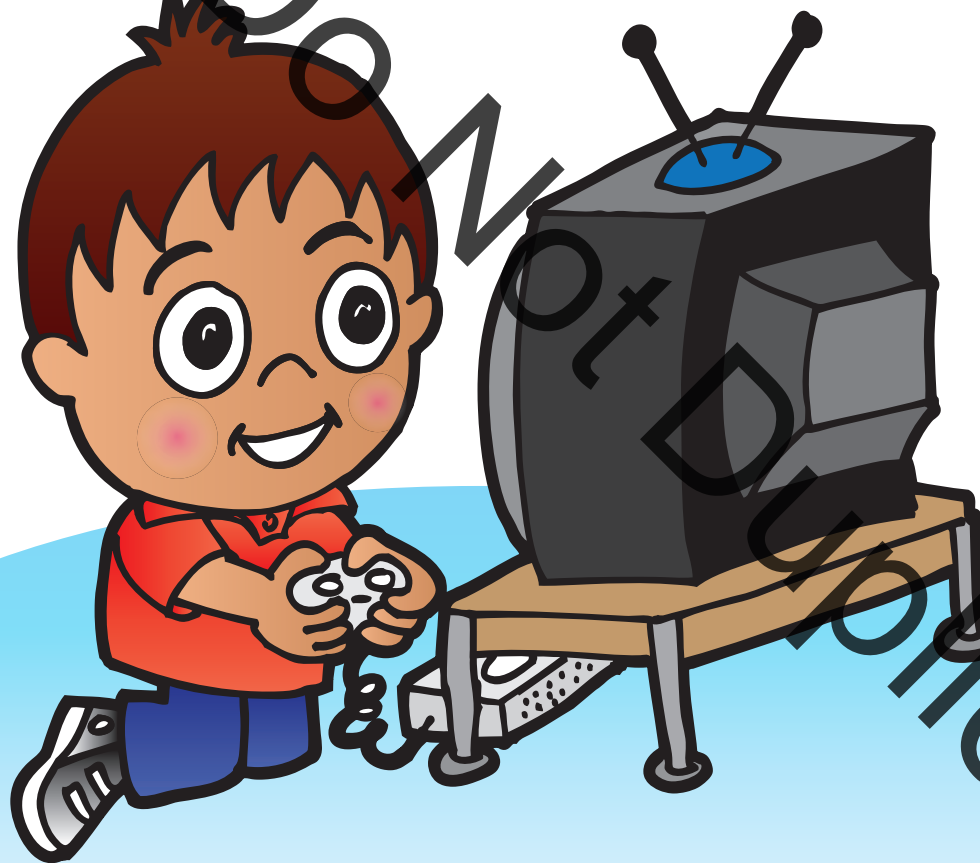
Lesson 2 – Ramiro’s Adventure

There was once a little boy named Ramiro coming home from his first day of school. The first thing Ramiro did when he got home was watch TV and play video games for a very long time. Ramiro’s mother tried to get him to play outside, but Ramiro only wanted to sit in front of the television.

When it was time to eat, Ramiro’s mother made enchiladas with rice, beans, and a salad on the side. Ramiro loved enchiladas, but he didn’t touch any of the other food on his plate. Ramiro’s dad told him to try the other food, especially the salad, but Ramiro just said, “yuck, no way José.”

After dinner Ramiro went to his bed to go to sleep. When Ramiro woke up he saw the sun rising, but it looked strange. This sun was smiling and had . . . sunglasses. Whoever heard of sunglasses on the sun? Then this sun started walking toward Ramiro’s window.

Before Ramiro could hide under his blanket, the sun spoke and said, “Hello Ramiro, my name is Sunny! I’m so glad I found you. I need your help by going on an adventure with me to save NEEMA land from a bad monster called Diabetes! Will you help me?”



Capítulo 1: Crecer

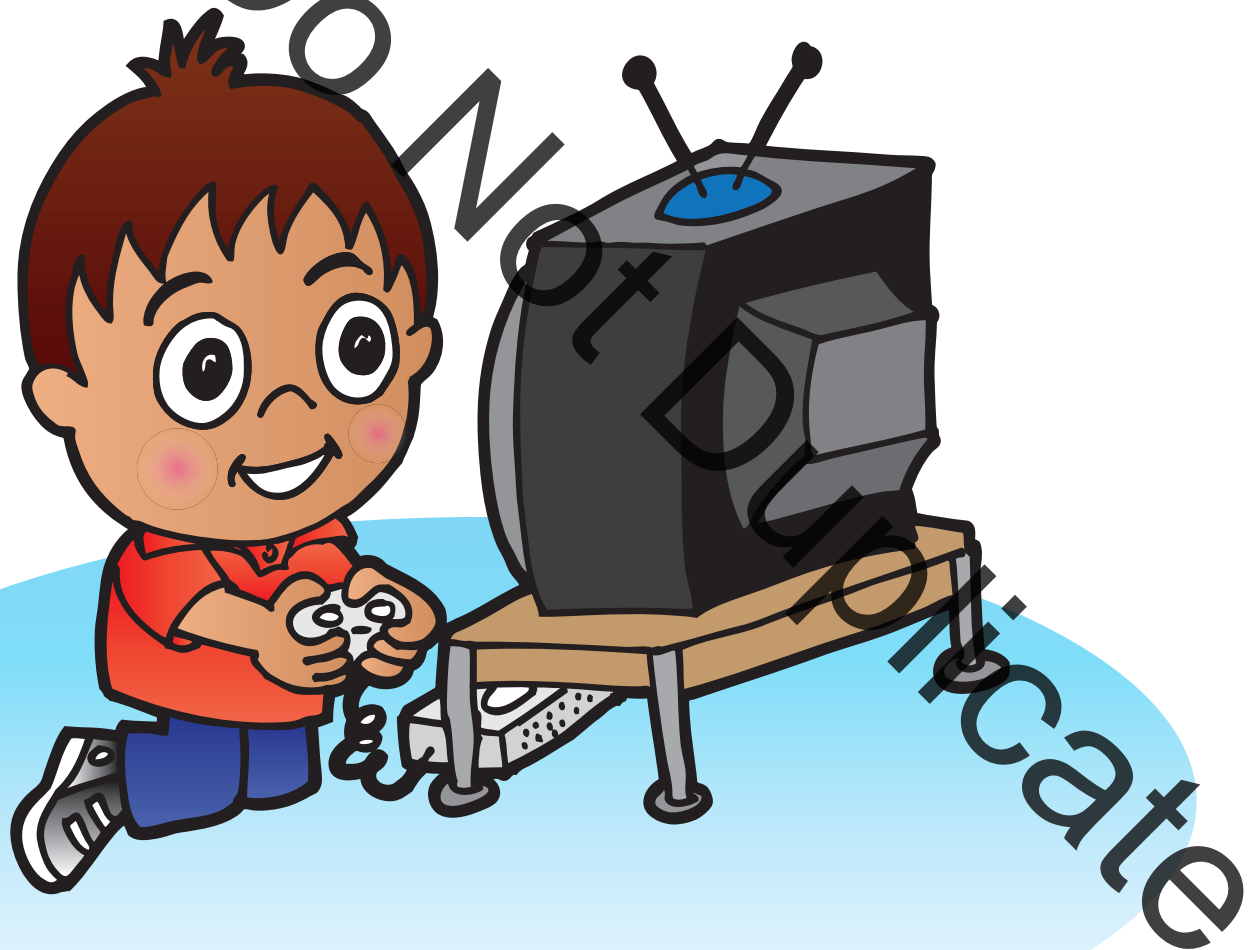
Lección 2- La Aventura de Ramiro

Había una vez un niño de nombre Ramiro quien regresaba a casa después de su primer día de clases. Lo primero que Ramiro hizo al llegar su casa fue ver la televisión y jugar sus videojuegos por muchas horas. La mamá quería que Ramiro saliera a jugar, pero Ramiro solo quería estar sentado frente al televisor.

A la hora de comer, la mamá de Ramiro hizo enchiladas, arroz, frijoles y ensalada de verduras. A Ramiro le encantaban las enchiladas, pero en su plato dejó el resto de las comidas. El papá pidió a Ramiro probar las otras comidas, especialmente la ensalada, pero Ramiro dijo, "¡No! guacala."

Después de la cena, Ramiro se fue a dormir. Al despertar, Ramiro vio que salía el sol. Y el sol se veía extraño. El sol sonreía y traía puestos unos lentes oscuros. ¿Quién ha oído hablar a un sol usando lentes oscuros? Entonces el sol se acercó a la ventana de Ramiro.

Antes de que Ramiro pudiera esconderse debajo de su cobija, el sol dijo: "¡Hola Ramiro, me llamo Sunny! Estoy muy contento de haberte encontrado. ¡Necesito tu ayuda, me gustaría que me acompañaras en una aventura para salvar la tierra de NEEMA de un monstruo malo llamado Diabetes! ¿Me ayudas?"

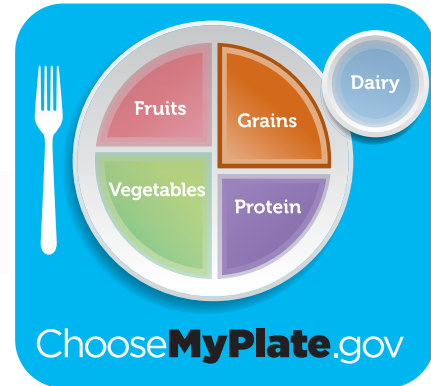


Chapter 5: Grains

Lesson 1 – Grains

Objective

Children will be able to identify what a grain is. They will also be able to identify that the grain section on MyPlate is orange.



Teacher Information

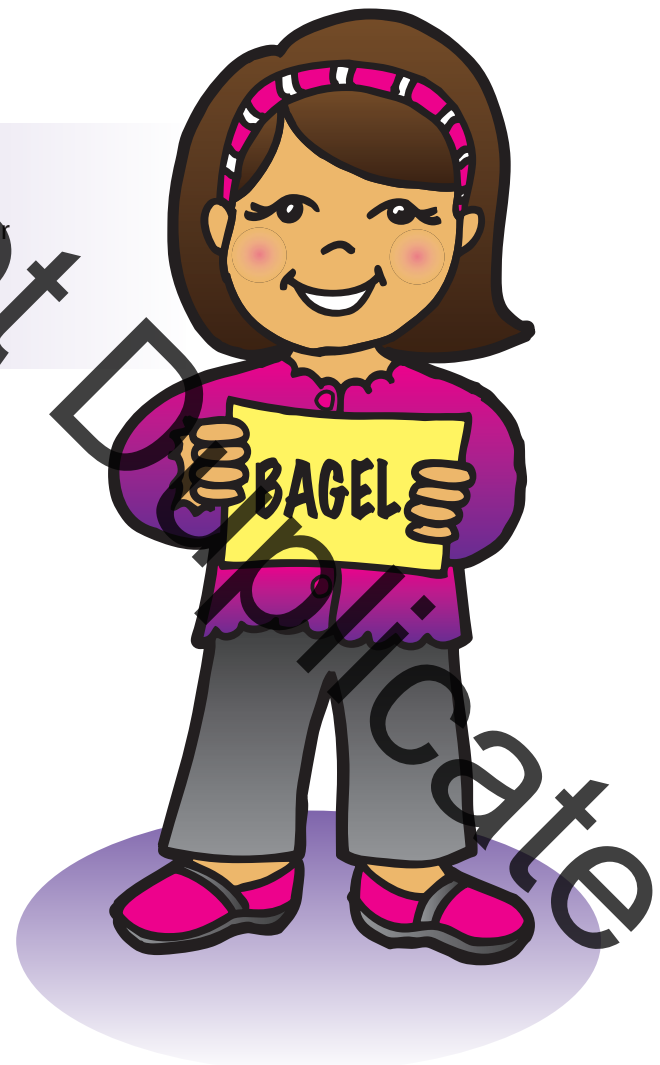
This lesson will focus on the grain food group. Some foods made from grains are bread, cereal, rice and pasta. Foods made from whole grains are darker or browner in color and usually contain more fiber. For example, whole wheat bread is better than white bread, and corn or whole wheat/multigrain tortillas are better than flour tortillas.

Points To Discuss

- Foods from grains are bread, cereals, rice, tortillas and pasta
- Some grains are healthier than others; darker grains are healthier than lighter grains
- The grains food group on MyPlate is orange

Ask Students To Give You Their Thoughts

- What kind of grains do you eat? (pasta, rice, bread)
You can show them the difference between white and brown bread as well as brown or white rice.
- What kind of foods do you think you can make with grains?
- What color are grains on MyPlate?

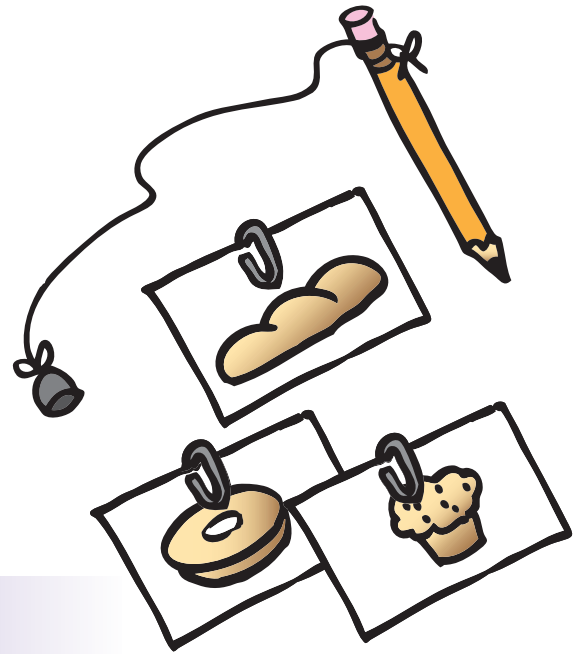


Chapter 5: Grains

Lesson 4 – Activity – Fishing for Grains

You will need:

- **Cards of grain.** You will need 20 cards, 12 of the cards should be of grain items and the other 8 can be any other food item like dairy products, protein, fruits and vegetables.
- **Paper clips for each card.** You will put a paper clip on each card so the “fishing pole” can catch the card.
- **Fishing pole-magnet string, pencil.** You will tie the string to the pencil, at the bottom of the string you will tie the magnet. The magnet will be used to catch the cards).



Directions:

In this activity you will have the students fishing for grains. You will have cards of different foods with a paper clip faced down. Give a child a “fishing pole” to let the children catch their food. If they catch a grain the student gets to keep the card, if it's not a grain let the child put it back in the pile and another student will have a chance.

Chapter 5: Grains

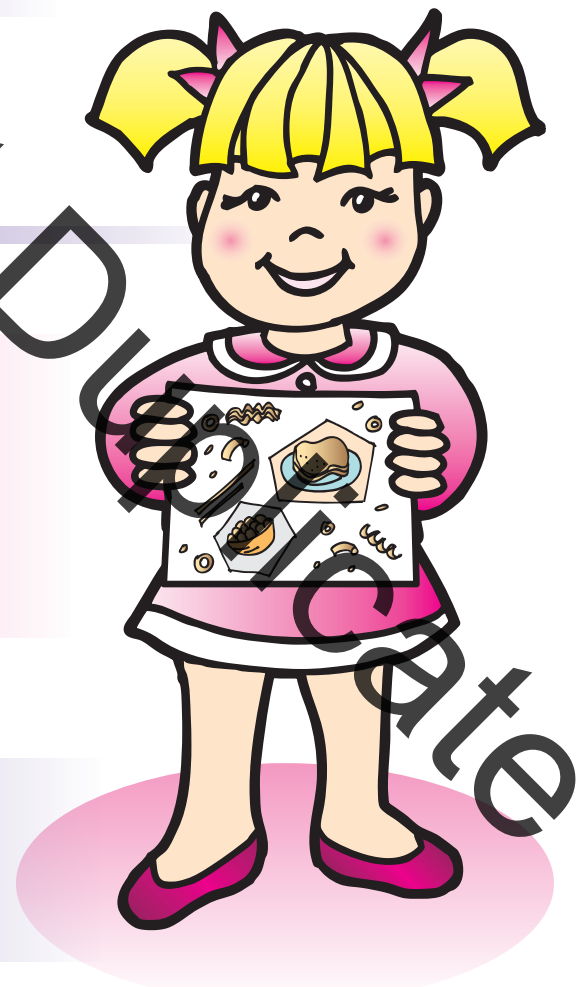
Lesson 5 – Activity – Grainy Collage

You will need:

- **Card stock** or construction paper
- **Grocery advertisements** or magazines
- **Grains** (different kinds of pastas, rice or other grain products)
- **Glue**
- **Scissors**

Directions:

In this activity, students will be making a collage. Allow students to cut up grocery advertisements or magazines to pick out grains for their collage. Also, provide pastas, rice, and any other sort of grain products that students can use for their grain collage. Let the students explore the material and create their own unique collage.




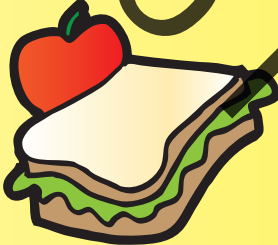

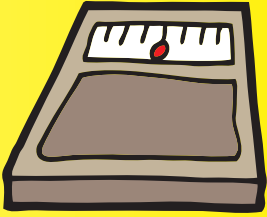


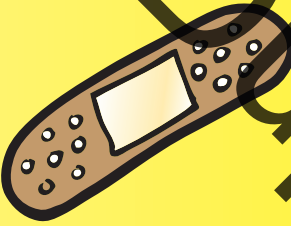

Chapter 10: Diabetes

Family Fun Time

Dear Parents & Family,

This week we learned about diabetes and how it is important to exercise and eat healthy to prevent diabetes. Type 2 diabetes is a disease that was once found only in adults, and now is increasing in young children. More children are beginning to develop type 2 diabetes, due to eating more high-fat, sugary foods and not exercising on a daily basis.

Discuss the warning signs with your child and reinforce healthy behaviors.

<p>Frequent Thirst</p> 	<p>Frequent Hunger</p> 	<p>Blurry Vision</p> 	<p>Weight Loss</p> 
<p>Numbness in the Hands or Feet</p> 	<p>Always Tired</p> 	<p>Slowly Healing Cuts or Wounds</p> 	<p>Urinating Frequently</p>  <p>BOYS GIRLS</p>

Five healthy habits that you can change today to keep you and your family healthy:

1. Eat fresh fruits and vegetables daily.
2. Eat 100 % whole grain breads and cereals.
3. Eat fewer fatty foods.
4. Cook with cooking spray or vegetable type oil (avoid cooking with lard).
5. Exercise daily.


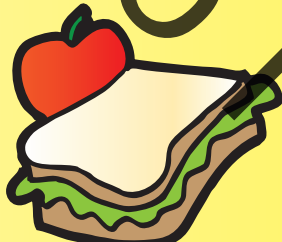

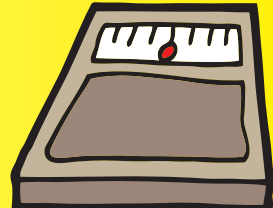
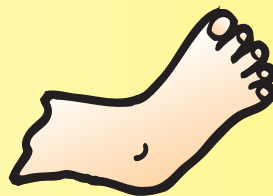

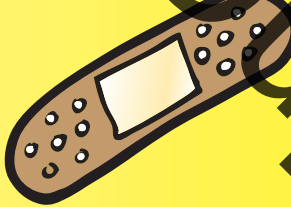

Capítulo 10: La Diabetes

Hora de Divertirse en Familia

Queridos Padres y Familia:

Esta semana hemos aprendido acerca de la diabetes y de la importancia de hacer ejercicio y comer sano para prevenir la diabetes. La diabetes tipo 2 es una enfermedad que anteriormente padecían solamente los adultos y actualmente se está incrementando en los niños. Más niños están empezando a desarrollar diabetes tipo 2 debido al creciente consumo de alimentos altos en grasa y azúcares y a la falta de ejercicio diario.

Discuta las señales de advertencia con su hijo y refuerce comportamientos saludables.

<p>Sed Frecuente</p> 	<p>Hambre Frecuente</p> 	<p>Vision Borrosa</p> 	<p>Pérdida de Peso</p> 
<p>Adormecimiento de Manos y Pies</p> 	<p>Cansancio Constante</p> 	<p>Cicatrización lenta de cortadas o heridas</p> 	<p>Orinar con Frecuencia</p>  <p>Hombres Mujeres</p>

Cinco hábitos saludables que usted puede cambiar hoy para mantener a usted y a su familia saludable:

1. Coma frutas y verduras frescas todos los días.
2. Coma panes 100% integrales y cereales 100% integrales
3. Coma menos alimentos grasosos.
4. Cocine con aceite en aerosol o aceite vegetal (evite cocinar con manteca de cerdo).
5. Haga ejercicio a diario.