

BIENESTAR/NEEMA

Teacher Guide

8th Grade

# Health Program



Healthy Minds  
Healthy Lifestyles



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BIENESTAR/NEEMA

8th Grade

Health Program

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Healthy Lifestyles

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## 8th Grade

# Health Program

### Purpose:

"The purpose of the Bienestar/NEEMA coordinated school health program is to reduce or prevent obesity, diabetes and heart disease in youth."

Healthy Minds  
Healthy Lifestyles

# **Bienestar/NEEMA Health Program 8th Grade Health Program: Healthy Minds Healthy Lifestyles (3rd Edition). Teacher Book**

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# Becoming Familiar with the Bienestar/NEEMA Health Curriculum

## I. Background Information - Teacher's Guide

*A Lesson preparation information for the teacher is listed on the first few pages of each lesson under the following headings:*

1. **Texas Essential Knowledge and Skills (TEKS)/National Health Education Standards** – These skills are addressed in the health education lesson.
2. **Objectives** — The objectives state what the student should be able to do after learning the concepts of the lesson. The objectives are written in behavioral terms from the six levels of the cognitive domain knowledge, comprehension, application, analysis, synthesis or evaluation.
3. **Materials** — The materials sections lists what items you will need to complete this lesson.
4. **Teaching Time Required** — This section provides the time required to teach the lesson. The teaching time required also accounts for the time needed to complete the lesson activity. Most lessons should take 30-45 minutes to complete. There are some lessons that have detailed activities that may take longer.

## II. Making Full Use of the Lesson – Teacher's Guide

*A. The lesson starts by reviewing the following four sections:*

1. **Directions** — Gives instructions on the sequence in which the lessons and activities should be completed.
2. **Lesson Introduction** — Provides a sample statement the teacher can use when setting up or introducing the lesson to the students. It will always appear before the lesson begins and is written at a level that 8th grade students can understand regarding the focus of the lesson.
3. **Lesson Content** — 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. These words are either subheadings of the lesson topic or bold in the body of the lesson.
4. **Teaching Concepts** — All concepts are sequentially numbered. Under the heading are the content bullets that should be taught, using age appropriate language.

### iii. Completing the Lesson Activity

*A. The sections that will describe the activity are below:*

1. **Review Sheet** — Are the activity sections in the student workbook. The top of the first sheet references the workbook pages that will be used in the lesson.
2. **Activity Introduction** — Provides a small paragraph describing what the student should learn by completing the activity.
3. **Extension Activity** — Provides an opportunity for students to continue an activity outside of the classroom. The activities are optional and can be used if students need an additional activity for better understanding the concepts of that lesson.
4. **The Journal Entry Sheet** — This sheet is designed to help the student reach weekly goals. It is completed once a week for the duration of the program. A small take-home booklet can be created with the journal entry sheets and the dietary and physical activity contracts. The students can keep this booklet for their own personal reference. One copy of the Journal Entry Sheet is provided in the teacher's guide only. The facilitator/ teacher should make photocopies of the sheet to distribute to each student once a week for the duration of the lessons.

*B. Before the first lesson and after the last lesson.*

1. The pre-exam is administered before the first lesson and post-exam after the last lesson.
2. The master copy of the exam and the answer sheet are located in the teacher's guide.



## Pre Test: 8th Grade Health Test



1. Which of the following is not a benefit of physical activity?
  - a) stronger bones
  - b) improved sleep
  - c) increased self-confidence
  - d) increased stress
2. Which of the following should you do to try to avoid injury when being physically active?
  - a) never engage in any activity alone
  - b) be sure to warm-up before and cool-down after activity
  - c) make sure your diet consists of enough fat to give you energy
  - d) all of the above
3. One who eats eggs, dairy products and plant-based foods, but does not eat meat, poultry, or fish is considered a
  - a) vegan
  - b) lacto-vegetarian
  - c) semi-vegetarian
  - d) lacto-ovo-vegetarian
4. Which of the following is an example of a short-term goal?
  - a) studying for an exam after school each day for a week
  - b) striving to make all A's for the year
  - c) making the varsity squad of a basketball team
  - d) planning to attend college
5. Which of the following can help to alleviate stress?
  - a) managing your time
  - b) using relaxation techniques
  - c) getting plenty of sleep
  - d) all of the above
6. A condition affecting especially older women that is characterized by weak bones that are easily broken is called
  - a) osteoarthritis
  - b) osteoporosis
  - c) anemia
  - d) ketoacidosis
7. Which of the following is NOT a complication of diabetes?
  - a) osteoporosis
  - b) heart disease
  - c) blindness
  - d) kidney disease



- 21. ¿Cual de los siguientes es una posible complicación de la perforación bucal?**
- a) transmisión de enfermedad
  - b) reacción alérgica
  - c) dificultad para ingerir
  - d) todas las anteriores
- 22. Los alimentos con alto contenido de lipoproteínas de baja densidad (LDL) incluyen.**
- a) salchicha, hígado, camarones y queso
  - b) granos enteros, nueces y semillas
  - c) frutas y verduras
  - d) pescado y aceite de vegetal
- 23. El colesterol ...**
- a) se utiliza para almacenar energía
  - b) produce vitaminas y hormonas
  - c) niveles mas altos de 200 mg/dl son deseables
  - d) pueden causar osteoporosis
- 24. ¿Cuál de los siguientes factores puede causar problemas de salud oral?**
- a) osteoporosis
  - b) anemia
  - c) trastornos de la alimentación
  - d) hiperlipidemia
- 25. ¿Cuál de las siguientes es una forma de protegerse de una lesión oral cuando participar en deportes o actividades relacionadas?**
- a) usando ropa reflejante
  - b) tomar bastante agua
  - c) estiramiento
  - d) usar un casco
- 26. ¿Qué efectos secundarios a largo plazo se asocian con el consumo crónico de alcohol?**
- a) Cirrosis hepática
  - b) daños en los riñones
  - c) tensión en las relacionesall of the above
  - d) todas las anteriores

**For: Answer Key/Clave De Respuestas, see pg. 125**

## Lesson 1

# Vocabulary Charades



### Health TEKS:

#### 4.A Health Information:

The student knows how to research, access, analyze, and use health information. The student is expected to use critical thinking to analyze and use health information such as interpreting media messages.



### Reading TEKS:



**2.A Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and parts of speech.

### Objectives:

Upon completion of this lesson, each student will:

- 1 Locate information pertaining to a set of health-related words.
- 2 Use their body to act out the definitions of a set of health-related words.
- 3 Access and utilize age-appropriate resources for online health information.

### National Health Education Standards:



- 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.

## Lesson Summary:

Students will use online resources (if available) to locate information pertaining to various chronic and non-communicable diseases and types of vegetarians. Upon locating the definition to each word, students will form teams and act out the definitions of the health-related terms.

### Materials:

The class will need:

- Internet Access
- Student Workbook
- Cards with names of the health terms



### Teaching Time Required:

- 45 minutes



### Procedures:

To start this lesson, say:

*"Today we will use online resources to locate information pertaining to vocabulary words related to various chronic and non-communicable diseases and types of vegetarians. After searching the internet for information about each vocabulary word, you will form teams and act out the definitions to each term, much like charades."*

- Distribute student workbooks.
- Teach Teaching Concepts provided below.
- Assist students with gaining Internet access to dictionary, encyclopedia, and health-related reference Web sites such as: [www.americanheart.org](http://www.americanheart.org), [www.diabetes.org](http://www.diabetes.org), [www.wordcentral.com](http://www.wordcentral.com), [www.kidshealth.org](http://www.kidshealth.org), [www.factmonster.com](http://www.factmonster.com), [www.m-w.com](http://www.m-w.com), [www.britannica.com](http://www.britannica.com), [www.nationaleatingdisorders.org](http://www.nationaleatingdisorders.org), [www.bam.gov](http://www.bam.gov), <http://www.mayoclinic.org/healthy-lifestyle/nutrition-and-healthy-eating/in-depth/vegetarian-diet/art-20046446>, [www.kidney.org](http://www.kidney.org), and [www.nlm.nih.gov/medlineplus/encyclopedia.html](http://www.nlm.nih.gov/medlineplus/encyclopedia.html)
- Once students have defined all of the terms, teams will be formed and students will act out the definitions to each term.

### Teaching Concept:

It is important to know the meanings and major ideas associated with health-related words. This set of 16 vocabulary words will be referred to throughout the remainder of the health lessons. These words are related to some of the major concepts that we will discuss throughout future lessons: chronic diseases related to nutrition/physical activity/diabetes and vegetarian dietary

behaviors. Rather than simply using a classroom dictionary, the class will access different kid-friendly online resources such as an online dictionary, online encyclopedia, and health-related web sites to gather information on each vocabulary term. [Option: you may choose to have the students work in pairs to gather the information.]





## Lesson 1: Vocabulary Charades



### Teaching Concept:

(cont'd)

Below are the definitions for vocabulary terms:

• **Osteoporosis** — a condition affecting especially older women that is characterized by weak bones, which are easily broken. Calcium and phosphate are two minerals that are essential for normal bone formation. Throughout youth, the body uses these minerals to produce bones. If calcium intake is not sufficient, or if the body does not absorb enough calcium from the diet, bone production and bone tissues may suffer.

• **Cancer** — a disease that happens when the body makes cells that are not normal. These cells grow very quickly to take over the normal cells and can spread to different parts of the body if a doctor doesn't treat it.

• **Anemia** — Red blood cells carry oxygen all over our bodies. People who have anemia have fewer red blood cells than normal, which can make them feel tired because not enough oxygen is getting to their bodies' cells.

• **Stress** — a physical, chemical, or emotional factor that causes bodily or mental tension and may be involved in causing some diseases.

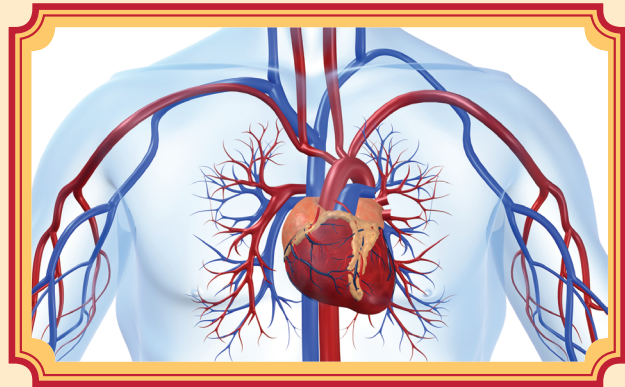
○ Eustress — a positive form of stress that is beneficial for health, motivation, performance, and emotional well-being

○ Distress — a negative, usually temporary, state of great physical or mental strain and stress

• **Body image** — how you see yourself when you look in the mirror or picture yourself in your mind.

• **Kidney disease** — kidney damage weakens its function to filter blood waste. If kidney disease gets worse, waste can build to high levels in your blood and make you feel sick. You may develop complications like high blood pressure, anemia (low red blood cell count), weak bones, poor nutritional health and nerve damage. Also, kidney disease increases your risk of having heart and blood vessel disease. These problems may happen slowly over a long period of time. Chronic kidney disease may be caused by diabetes, high blood pressure and other disorders.

• **Ketoacidosis** — Ketoacidosis, a condition that can happen to people with diabetes, and occurs when the body uses fat instead of glucose for fuel. When fat is broken down, chemicals called ketones are produced. They get into a person's blood and urine (pee). High levels of ketones cause the blood to become more acidic. Symptoms of ketoacidosis include nausea, vomiting, belly pain, fast breathing, and, in severe cases, unconsciousness. People with ketoacidosis need to get emergency medical treatment.



• **Hypertension** — a condition in which a person has blood pressure levels that are higher than normal. A good blood pressure level is 120 mm/Hg over 80 mm/Hg (millimeters of mercury). Hypertension can overwork one's heart causing it to weaken over time. Hypertension is a form of cardiovascular disease and can cause a heart attack.

• **Cardiovascular disease** — any disorder that affects the heart's ability to function normally. The most common cause of heart disease is narrowing or blockage of the coronary arteries, which supply blood to the heart itself.

• **Type 2 diabetes** — When someone has type 2 diabetes, his or her body doesn't use glucose properly. Glucose is the main source of energy for the body. A hormone called Insulin, which is made in the pancreas, controls glucose levels. In type 2 diabetes, the body can't respond normally to the insulin that is made by the pancreas.

• **Retinopathy** — Having diabetes for many years - especially if it's uncontrolled - can damage an important part of the eye called the retina. The retina is important for vision. It's the lining of the back of the eye that senses light. Retinopathy is the medical word for disease of the retina. The disease of the retina caused by diabetes is called diabetic retinopathy.

## Teaching Concept: (cont'd)

• **Osteoarthritis** — a condition affecting the joints of older people that is characterized by inflammation and degeneration of the bone. Osteoarthritis is the most common joint disorder. The chronic disease causes the cushioning (cartilage) between the bone joints to wear away, leading to pain and stiffness. It can also cause new pieces of bone, called bone spurs, to grow around the joints.

• **Lacto-vegetarian** — those who eat dairy products but no eggs or meat products.

• **Lacto-ovo-vegetarian** — those who eat dairy products and eggs but no meat products.

• **Vegan** — Vegans don't eat any products of animal origin. This includes not only meat, but also dairy products (milk, butter, cheese), eggs and sometimes even honey. The strictest vegans don't wear leather, wool or silk and also avoid health and beauty products made with ingredients derived from animals.



• **Partial vegetarian** — Many people choose to reduce their meat intake instead of eliminating meat from their diet altogether. They may choose to give up just red meat, or they may only eat meat when they know it comes from small-scale producers who treat their livestock humanely.

• **Foodborne illness** — sicknesses that are caused food that has been contaminated with disease causing microorganisms or toxins.

• **Hyperlipidemia** — having high levels of lipids (fats) in the blood. These can form plaques in the arteries which can lead to heart disease, heart attack, and stroke.

• **Oral hygiene** — keeping one's mouth clean lessening the risk of developing diseases of the mouth. This is achieved by brushing one's teeth regularly, flossing, and regularly visiting a dentist.

## Assessment/Check For Understanding:

- Read the instructions aloud.
- Provide the students with a set of Web site addresses.
- Ask if they have any questions.
- Allow students time to complete the activity as you walk around and help them.
- Play Charades.

**Vocabulary Charades:** Divide the class into two teams. One player from a team will choose a card with a health term written on it making sure that others can not see the card. Without speaking, the student will have 2 minutes to act out the definition/clues to the term for his/her teammates. Teams may have three attempts at guessing the term. If the term is guessed correctly, the definition or description of the term must be provided for a point to be earned. If time expires, the team has 3 incorrect attempts, or the team does not provide the correct definition of the term, the alternate team may try to earn a point by providing the correct term and definition in one attempt. If the alternate team guesses incorrectly, no one earns a point. If the alternate team guesses correctly, that team earns one point. Teams will alternate the giving of clues to their teammates. The team with the most points at the end of the game will win.

## Lesson 1: Vocabulary Charades

### Review Sheet: See Student Workbook



You will surf a variety of Internet websites to gather information on the health terms listed below. Briefly describe each term and provide any interesting information related to each term below:

1. Osteoporosis \_\_\_\_\_  
\_\_\_\_\_
2. Cancer \_\_\_\_\_  
\_\_\_\_\_
3. Anemia \_\_\_\_\_  
\_\_\_\_\_
4. Eustress \_\_\_\_\_  
\_\_\_\_\_
5. Distress \_\_\_\_\_  
\_\_\_\_\_
6. Body image \_\_\_\_\_  
\_\_\_\_\_
7. Kidney disease \_\_\_\_\_  
\_\_\_\_\_
8. Hypertension \_\_\_\_\_  
\_\_\_\_\_
9. Ketoacidosis \_\_\_\_\_  
\_\_\_\_\_
10. Cardiovascular Disease \_\_\_\_\_  
\_\_\_\_\_

## Review Sheet: See Student Workbook

11. Type 2 diabetes \_\_\_\_\_

12. Retinopathy \_\_\_\_\_

13. Osteoarthritis \_\_\_\_\_

14. Lactovegetarian \_\_\_\_\_

15. Lacto-ovo-vegetarian \_\_\_\_\_

16. Vegan \_\_\_\_\_

17. Partial vegetarian \_\_\_\_\_

18. Foodborne illness \_\_\_\_\_

19. Hyperlipidemia \_\_\_\_\_

20. Oral hygiene \_\_\_\_\_



## Hoja de Repaso: Vea el Cuaderno del Estudiante



Usted buscara en varios sitios del Internet información sobre los términos de salud notados abajo. Anote una breve descripción de cada termino y provee cualquier información interesante relacionado en su búsqueda:

1. Osteoporosis \_\_\_\_\_  
\_\_\_\_\_
2. Cancer \_\_\_\_\_  
\_\_\_\_\_
3. Anemia \_\_\_\_\_  
\_\_\_\_\_
4. Eustrés \_\_\_\_\_  
\_\_\_\_\_
5. Agotamiento Mental \_\_\_\_\_  
\_\_\_\_\_
6. Imagen corporal \_\_\_\_\_  
\_\_\_\_\_
7. Enfermedad Renal \_\_\_\_\_  
\_\_\_\_\_
8. Hipertensión \_\_\_\_\_  
\_\_\_\_\_
9. Cetoacidosis \_\_\_\_\_  
\_\_\_\_\_
10. Enfermedad cardiovascular \_\_\_\_\_  
\_\_\_\_\_

## Hoja de Repaso: Vea el Cuaderno del Estudiante

- 11.** Diabetes tipo 2 \_\_\_\_\_  
\_\_\_\_\_
- 12.** Retinopatía \_\_\_\_\_  
\_\_\_\_\_
- 13.** Osteoartritis \_\_\_\_\_  
\_\_\_\_\_
- 14.** Lactovegetariano \_\_\_\_\_  
\_\_\_\_\_
- 15.** Lacto-ovo-vegetariano \_\_\_\_\_  
\_\_\_\_\_
- 16.** Vegan \_\_\_\_\_  
\_\_\_\_\_
- 17.** Vegetariano parcial \_\_\_\_\_  
\_\_\_\_\_
- 18.** Enfermedades transmitidas por los alimentos \_\_\_\_\_  
\_\_\_\_\_
- 19.** Hiperlipidemia \_\_\_\_\_  
\_\_\_\_\_
- 20.** Higiene oral \_\_\_\_\_  
\_\_\_\_\_

## Lesson 3

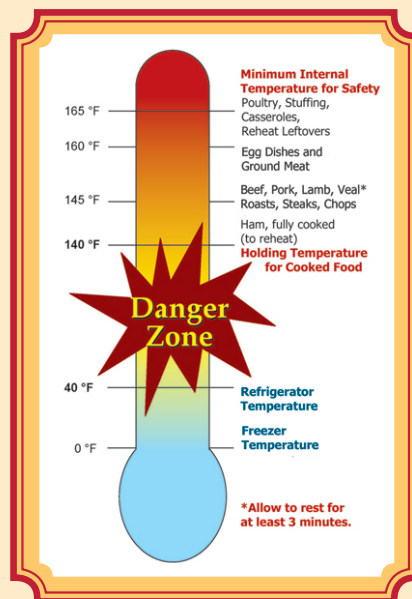
# Be Safe in the Kitchen



### Health TEKS:

**3.C Health Information.** The student comprehends and utilizes concepts relating to health promotion and disease prevention throughout the life span. The student is expected to distinguish risk factors associated with communicable and non-communicable diseases.

**4.C Health Information.** The student knows how to research, access, analyze, and use health information. The student is expected to demonstrate ways to use health information to help self and others.



### Objectives:

Upon completion of this lesson, each student will

- 1 Describe the symptoms and prevention strategies of various foodborne illnesses.
- 2 Discuss safe food preparation techniques.

### National Health Education Standards

**7.8.3** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. - Demonstrate behaviors to avoid or reduce health risks to self or others.

## Lesson 3: Be Safe In The Kitchen

### Lesson Summary:

This lesson is designed to inform students about the importance of food safety and ways to prevent foodborne illnesses in your home.

#### Materials:

The class will need:

- Student workbook



#### Teaching Time Required:

45 – 50 minutes



#### Procedures:

To start this lesson, say:

*"Today we will discuss various illnesses that you can get from eating uncooked or spoiled food. These illnesses are referred to as foodborne illnesses. We will also learn what one should do in the kitchen to keep food safe to eat."*

- Distribute student workbooks and pencil.
- Use concepts provided below as you discuss the review sheet.



### Teaching Concept:

A foodborne illness is any illness that results from consuming a contaminated food. Foodborne illnesses are serious conditions that can be fatal. Very young and very old people are at greatest risk for complications from foodborne illnesses.

**Campylobacteriosis** is a bacterial infection and one of the most common causes of diarrheal illness in the United States. Symptoms of campylobacter are diarrhea, cramping, abdominal pain, fever, nausea, and vomiting. The symptoms typically occur 2-5 days after exposure and can last up to one week. Campylobacter is typically caused by eating raw or undercooked poultry or from cross-contamination of other foods. For example, cutting raw chicken and vegetables with the same knife can cause cross-contamination.

**E. coli** is a very serious bacterial infection. This form of E. coli makes a toxin. Symptoms of this foodborne illness include severe stomach cramps, diarrhea (can be bloody),

vomiting, and low-grade fever. E. coli is most dangerous to the very young and very old as they are more likely to develop hemolytic uremic syndrome which causes organ failure, seizures, strokes, and heart attacks. Symptoms of E. coli typically appear 3-4 days after exposure. E. coli 0157 is spread by ingesting unpasteurized milk, drinking contaminated water, contact with cattle, and contact with the feces of infected people. E. coli can also occur from consuming undercooked beef, such as hamburger meat.

**Salmonella** is another form of foodborne illness caused by bacteria. Symptoms of salmonella include diarrhea, fever, and abdominal cramps which typically occur 12-72 hours after exposure. Salmonella is most commonly caused by eating foods that have been contaminated by feces. These include raw meat, poultry, and seafood, raw eggs, and fruits and vegetables. Additionally, eating undercooked poultry and raw eggs can cause salmonella. Similar to campylobacter, cross-contamination is another way many people become infected with salmonella.



## Teaching Concept:

The World Health Organization ([www.who.int/foodsafety/en](http://www.who.int/foodsafety/en)) suggests the following five keys to safer food. Following these guidelines will help prevent foodborne illnesses.

**Keep clean** – wash your hands thoroughly before, during, and after handling food; wash your hands after using the restroom; wash and disinfect all surfaces, utensils, and equipment before and after food preparation; and protect food preparation areas and food from insects and other animals.

**Separate raw and cooked foods** – separate raw meat, poultry, and seafood from other foods; use separate utensils and other equipment (knives and cutting boards) for meat, poultry, seafood and raw foods; store raw foods and prepared foods in separate containers.

**Cook thoroughly** – cook food thoroughly, particularly meat, poultry, eggs, and seafood; reheat cooked food thoroughly.

**Keep food at safe temperatures** – do not leave cooked food at room temperature for more than 2 hours; refrigerate cooked and perishable food promptly; do not thaw frozen food at room temperature.

**Use safe water and raw materials** – use safe water when cooking; select fresh and wholesome foods; choose foods processed for safety (pasteurized milk); wash fruit and vegetables before eating; do not use food beyond the expiration date.

## FOOD SAFETY

**COOK**



cook to proper  
temperatures

**SEPARATE**



do not  
cross-contaminate

**CLEAN**



wash hands and  
surfaces often

**CHILL**



refrigerate  
promptly

give bacteria no chance

## Teaching Concept:

Using the information discussed in the lesson, have students choose one of the three foodborne illnesses discussed in the lesson and create a food safety flyer to post in their home. Students should use a software program such as Microsoft Publisher or PowerPoint to create the flyer. Students must describe their chosen foodborne illness making certain to include symptoms, methods of transmission, and other characteristics unique to the disease as well as list 5 food safety tips appropriate for their chosen illness.

## Assessment/Check For Understanding:

- Have the students complete the Lesson Review & Activity Sheet: Be Safe, Advocate!
- Ask if they have any questions.
- Evaluate Lesson Review & Activity sheet for accuracy of information.



**Review Sheet:** See Student Workbook

## The Keys to Food Safety

The World Health Organization ([www.who.int/foodsafety/en](http://www.who.int/foodsafety/en)) suggests the following five keys to safer food. Following these guidelines will help prevent foodborne illnesses.

**Keep clean** – wash your hands thoroughly before, during, and after handling food; wash your hands after using the restroom; wash and disinfect all surfaces, utensils, and equipment before and after food preparation; and protect food preparation areas and food from insects and other animals.

**Separate raw and cooked foods**

– separate raw meat, poultry, and seafood from other foods; use separate utensils and other equipment (knives and cutting boards) for meat, poultry, seafood and raw foods; store raw foods and prepared foods in separate containers.



**Cook thoroughly** – cook food thoroughly, particularly meat, poultry, eggs, and seafood; reheat cooked food thoroughly.

**Keep food at safe temperatures** – do not leave cooked food at room temperature for more than 2 hours; refrigerate cooked and perishable food promptly; do not thaw frozen food at room temperature.

**Use safe water and raw materials** – use safe water when cooking; select fresh and wholesome foods; choose safe food products (pasteurized milk); wash fruit and vegetables before eating; do not use food beyond the expiration date.

**Choose one of the three foodborne illnesses discussed in the lesson.**

Create a food safety flyer to be posted in your home using Microsoft Publisher, PowerPoint, or a similar publishing software.

Make certain to describe your chosen illness in detail (include symptoms, modes of transmission, and unique characteristics) as well as list at least 5 food safety tips that are appropriate for your chosen foodborne illness.

**Be creative!**



## Hoja de Repaso: Vea el Cuaderno del Estudiante

### La Clave Para Alimentos Sanos

La Organización Mundial de la Salud sugiere las siguientes cinco claves para una alimentación más segura. Seguir estas guías ayudará a prevenir las enfermedades transmitidas por los alimentos.

**Mantenga limpio** – lávese bien las manos antes, durante y después de manejar los alimentos; lávese las manos después de usar el baño; lave y desinfecte todas las superficies, utensilios y equipos antes y después de la preparación de alimentos; y proteger las áreas de preparación de alimentos y los alimentos de los insectos y otros animales.

**Separar alimentos crudos de cocidos** – separar la carne, el pollo y los mariscos crudos de los demás alimentos; utilizar utensilios y otros equipos (cuchillos y tablas de cortar) separados para la carne, el pollo, los mariscos y los alimentos crudos; almacenar los alimentos crudos y los alimentos preparados en recipientes separados.

**Cocinar minucioso** – cocine los alimentos minuciosamente particularmente las carnes, huevos y mariscos; recalentar los alimentos adecuadamente

**Mantenga los alimentos a temperaturas adecuadas** - no deje los alimentos cocinados a temperatura ambiente por más de 2 horas; refrigere inmediatamente los alimentos cocinados y perecederos; no descongele los alimentos congelados en temperatura ambiente.

**Utilizar agua potable y materias primas** - utilizar agua potable al cocinar y seleccionar alimentos saludables. Seleccione alimentos que se procesan para su seguridad (leche pasteurizada); lave la fruta y las verduras antes de comer; no utilizar los alimentos más allá de la fecha de caducidad.

**Escoge una de las tres enfermedades transmitidas por los alimentos que se discuten en la lección.**

Crea un folleto de precaución de alimentos para pegar en su casa usando Microsoft Publisher, PowerPoint, o un software de publicación similar.

Asegúrese de describir la enfermedad que escogio en detalle (incluya los síntomas, los modos de transmisión y las características únicas), como también enumerar por lo menos 5 precauciones de preparar alimentos que sean apropiados para enfermedades transmitidas por alimentos que escogió.

Sea creativo!

### Salubridad Alimentaria

#### Cocine



cocine a la temperatura correcta

#### Separar



evitar la contaminación cruzada

#### Limpiar



lavar las manos y las superficies a menudo

#### Enfriar



inmediatamente

no dar a las bacterias ninguna oportunidad

## Hoja de Repaso: Vea el Cuaderno del Estudiante



### Los alternativos para los huevos y productos lácticos:

**Leche:** leche de soya, leche de arroz, o leche de almendras en lugar de leche de vaca

**Mantequilla:** aceite de oliva, caldo de vegetal, o aerosol de cocina sin grasa cuando saltean alimento al hornear la comida o el aceite de canola cuando cocinando comidas al horno

**Queso:** el queso de soya y levadura nutricional

**Huevos:** los productos comerciales que sustituyen al huevo o la tofu

Un vegetariano debe incluir suficientes cantidades de ciertos nutrientes en su dieta. Una dieta “vegan” elimina las fuentes de alimentos que son ricos en la vitamina B12 y el calcio. Usted puede obtener los nutrientes esenciales en fuentes sin carne de varios modos:

**Proteínas:** Los vegetarianos que comen huevos o productos lácteos tienen dietas ricas en proteínas. Otros recursos para la proteína incluyen los productos de soya, las legumbres, la nuez, las semillas y granos integrales.

**Calcio:** Los productos lácteos bajos en grasa y las verduras de color verde oscuro como las espinacas, las hojas de nabo y el brócoli son grandes fuentes de calcio. El tofu, la leche de soya y los jugos de fruta pueden contener calcio enriquecido.

**Vitamina B12:** Esta vitamina se encuentra primariamente en los productos de animales como la leche, los huevos, y el queso. Algunos cereales y productos de soya son enriquecidos con la vitamina B12. Otra opción es de tomar suplementos de vitamina B12 cada día.

**Hierro:** El frijol seco, los chícharos, los cereales enriquecidos, los granos enteros, las verduras de hoja verde oscuras y las frutas secas contienen el hierro.

**Cinc:** Los granos integrales, los productos de soya, y los frutos secos son excelentes fuentes de cinc.

**Grasa:** La nueces, los aceites vegetales y los aguacates son fuentes saludables de grasa.