

7th Grade Health Program

Road To Health

Healthy Minds
Healthy Lifestyles



BIENESTAR/NEEMA

7th Grade

Health Program

Bienestar/Neema Health Program:

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Healthy Minds
Healthy Lifestyles

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7th 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

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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** – The 7th grade TEKS and national health education standards are listed by number for each lesson. These skills are either completely or partially 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 list what items you will need to complete this lesson. Most lessons only require the student workbook and pens or pencils. However, some lessons will require other materials such as scissors, glue or magazines. This section also references the workbook pages that will be used in the 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 7th 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

The sections that will describe the activity are below:

1. **Activity Introduction** — Provides a small paragraph describing what the student should learn by completing the activity.
2. **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.
3. **The Physical Activity Contract** — Allows students to create personal goals to increase physical activity over the course of six weeks. Students complete this contract in Lesson 2 and may refer to them for tracking purposes as often as they wish.
4. **The Dietary Contract** — Allows students to create personal goals to increase healthy eating over the course of six weeks. Students complete these goals in Lesson 2 and may refer to it for tracking goals as often as they wish.
5. **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.

iv. Pre/Post Exam

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: 7th Grade Health Test



- 1. The proportion of the fat tissue and non-fat tissue in the body is called**
 - a) body composition
 - b) flexibility
 - c) muscular endurance
 - d) cardiovascular endurance
- 2. Which of the following activities best enhances your body composition?**
 - a) stretching
 - b) weight lifting
 - c) yoga
 - d) watching TV
- 3. Which of the following is a calcium-rich food?**
 - a) yogurt
 - b) chicken
 - c) beans
 - d) nuts
- 4. Which of the following is a benefit of maintaining a healthy weight?**
 - a) prevention against heart disease, stroke and type 2 diabetes
 - b) reduces muscle strains and joint pain
 - c) maintains energy levels and enhance mood
 - d) all of the above
- 5. Insulin is produced in the**
 - a) liver
 - b) pancreas
 - c) heart
 - d) stomach
- 6. Which of the following is an example of a long-term goal that improves cardiovascular health?**
 - a) practicing an instrument each day
 - b) studying for an exam
 - c) participating in a sports activity
 - d) making your bed each morning
- 7. Advertisers try to sell products by using which of the following strategies?**
 - a) convincing you that it is cool to use their product
 - b) use celebrities to sell a product
 - c) use music or jingles to make you think of the product
 - d) all of the above

Prueba (Inicial-Final) del currículo de salud: 7th Grade Health Test



- 21. El consumo de tabaco causa cuáles de las siguientes condiciones relacionadas con la salud oral:**
- a) leucoplaquia
 - b) sensibilidad al calor y frío
 - c) mal aliento
 - d) todo los de arriba
- 22. _____ causa liberación de químicas en el cerebro que hacen que anheles el tabaco.**
- a) cafeína
 - b) dopamina
 - c) serotonina
 - d) nicotina
- 23. ¿Cuál de las siguientes opciones NO es una estrategia recomendada para negarse a participar en un comportamiento nocivo para la salud?**
- a) Decir un chiste para quitarle la atención
 - b) Ser un disco rayado diciendo no repetidamente
 - c) Dando una excusa o razón por la cual no participarás en el comportamiento
 - d) Decir que estas dispuesto a calar el comportamiento nada mas una vez
- 24. ¿Cual de los siguientes NO es un paso para llegar a una meta específica?**
- a) escoger una meta que es muy difícil de alcanzar
 - b) identificar los pasos que necesitas para llegar a una meta deseable
 - c) pedir apoyo de otros
 - d) evaluar tu progreso periódicamente
- 25. Las malas elecciones de salud que afectan la salud bucal incluyen todo lo siguiente, excepto**
- a) tomar bebidas azucaradas
 - b) comer alimentos altos en fibra
 - c) visitar al dentist irregularmente
 - d) ocasionalmente usar hilo dental entre los dientes
- 26. El consumo de alcohol antes de la edad legal de 21 años puede conducir a que consecuencias**
- a) tomar malas decisiones
 - b) la pérdida de memoria o de conciencia que puede requerir atención médica
 - c) la adicción
 - d) Todas las anteriores

For: Answer Key/Clave De Respuestas, see pg. 119

Lesson 2

Got Goals?



Health TEKS:

18. F Personal/Interpersonal Skills:

Skills: The student analyzes information and applies critical thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. The student is expected to develop strategies for setting long-term personal and vocational goals.



Objectives:

Upon completion of this lesson, each student will:

- 1 Distinguish between long-term and short-term goals.
- 2 Discuss the benefits of goal-setting.
- 3 Set and attain a long-term goal and series of short-term goals.
- 4 Set and attain a long-term goal and series of short-term goals.



Reading TEKS:



6(c) Reading/Word Identification: The student uses a variety of word recognition strategies. The student is expected to locate the meanings, pronunciations and derivations of unfamiliar words using dictionaries, glossaries and other sources.

National Health Education Standards:



- 1.8.7** Students will comprehend concepts related to health promotion and disease prevention to enhance health — describe the benefits of and barriers to practicing healthy behaviors.
- 6.8.1** Students will demonstrate the ability to use goal-setting skills to enhance health — assess personal health practices.
- 6.8.2** Students will demonstrate the ability to use goal-setting skills to enhance health — develop a goal to adopt, maintain or improve a personal health practice.
- 6.8.3** Students will demonstrate the ability to use goal-setting skills to enhance health — apply strategies and skills needed to attain a personal health goal.
- 7.8.2** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks — demonstrate healthy practices and behaviors that will maintain or improve the health of self or others.

Lesson 2: Got Goals?



Teaching Concept:

There are many benefits to setting and reaching goals. For example, your self-confidence may become enhanced when you reach your goal. You may gain positive recognition and attention from others by striving and attaining your goals. Your health, grades and time-management skills may improve by sticking to your goal plan.

Teaching Concept:

Review Jeffery's goal in your student workbook.
[Read aloud]

Ask: Why would you consider becoming a starter on a soccer team next year as a long-term goal? [answer: this goal takes an extended period of time to reach]

Ask: What are three short-term goals that will help Jeffery achieve his goal of becoming a starter on the soccer team? [practicing soccer each day, eating a healthy diet, maintaining an active lifestyle, studying each day to keep good grades to stay eligible to play for the team, etc.]

Teaching Concept:

There are a series of steps that you can take to help you reach your goals. The steps include:

Set a specific attainable goal and write it down.

List the steps that you will take to reach that goal.

Request help from others such as family members, peers and other adults for support.

Give yourself a certain period of time to reach your goal.

Evaluate your progress periodically.

Once you have reached your goal, reward yourself.

Have each student complete a goal-setting plan based upon the steps above.

Extension Activity:

Have the students use newspapers, magazines and books to cut out pictures to make a collage. These pictures should represent the student's long-term and short-term goals.

Assessment/Check For Understanding:

- Review Teaching Concepts.
- Ask questions and expand on discussions as needed.
- Allow students plenty of time to develop a goal-setting plan.
- Review each plan for attainability, long-term and short-term goals, a identified support person, evaluation process, and a reward system.
- Review Extension Activity.

Review Sheet: See Student Workbook**Got Goals?**

Goals give you a direction in which to pattern your decisions and behaviors. A goal is one way to measure your achievement. Some goals are easy to achieve while others are more difficult.

Your goal should not be so easy that you do not have to put forth any effort; however, you should be able to reach your goal within a set time period so that you may not get discouraged and quit.

When determining whether a goal is easy or difficult it is important to recognize your own strengths and weaknesses.



- 1.** A long-term goal is a goal that you plan to reach over an extended period of time such as several months to a year or longer. List two examples of a long-term goal: _____

- 2.** A short-term goal is a goal that you can reach in a shorter period of time such as a day or a week. Setting and accomplishing short-term goals can help you to reach your long-term goals. List two examples of a short-term goal: _____

- 3.** Jeffery has a long-term goal of becoming a starter on the 8th grade soccer team next year. What are some short-term goals that can help Jeffery reach his long-term goal? _____



Hoja de Repaso: Vea el Cuaderno del Estudiante

¿Tienes Metas?

Las metas le dan una dirección en la cual modela sus decisiones y comportamientos. Una meta es de un solo sentido para alcanzar su logro. Algunas metas son fáciles de lograr mientras otras son más difíciles.

Su meta no debe ser tan fácil que usted no tiene que hacer ningún esfuerzo; sin embargo, usted debe poder alcanzar su meta dentro de un período de tiempo establecido para que usted no se desanime y se rinda.

Al determinar si una meta es fácil o difícil que es importante reconocer sus propias fuerzas y las debilidades.



1. Una meta de largo plazo es una meta que uno intenta cumplir a través de un periodo de tiempo desde varios meses a un año o más. Escriba dos ejemplos de una meta de largo plazo: _____

2. Una meta de corto plazo es una meta que uno puede lograr en un periodo corto desde un día hasta una semana. Formulando y cumpliendo metas de corto plazo puede ayudar a uno cumplir las metas de largo plazo. Escriba dos ejemplos de una meta de corto plazo: _____

3. Juan tiene la meta de largo plazo de hacerse miembro del equipo de fútbol en el 8vo grado el próximo año. ¿Cuales son algunas metas de corto plazo que lo pueden ayudar llegar a su meta de largo plazo? _____

Review Sheet: See Student Workbook



Got Goals?



Once you have reached your goal, reward yourself.

Evaluate your progress periodically.

Give yourself a certain period of time to reach your goal.

Request help from others such as family members, peers, and other adults for support.

List the steps that you will take to reach that goal.

Set a specific attainable goal and write it down.



Hoja de Repaso: Vea el Cuaderno del Estudiante



¿Tienes Metas?



**Cuando llegas
a tu meta,
regálate
un premio.**

**Examina como vas
progresando
periódicamente.**

**Dese un cierto período de
tiempo de alcanzar su meta.**

**Busca ayuda de otras
personas como los miembros
de la familia, compañeros, y
otros adultos.**

**Anota los pasos que vas a
tomar para llegar a esa meta.**

**Formule una meta alcanzable
y escríbela en papel.**



Review Sheet: See Student Workbook



Got Goals?

Using the Steps to Achieving a Goal, complete the goal-setting plan below. Make sure to choose a goal that is attainable.



1. Long-term goal: _____

2. In order to achieve my long-term goal, I will take the following steps (short-term goals): _____

3. When I need assistance, I will seek help and support from _____ by _____

4. Each _____ I will check my progress and make adjustments as needed to help me reach my long-term goal.
5. Once I reach my long-term goal, I will reward myself by _____

Hoja de Repaso: Vea el Cuaderno del Estudiante

¿Tienes Metas?

Con los pasos de alcanzar una meta, termine el plan de meta que se enseña abajo. Cerciórese de elegir una meta que sea alcanzable.



1. Meta de largo plazo: _____

2. Para llegar a mi meta de largo plazo, yo intento tomar los siguientes pasos (metas de corto plazo): _____

3. Cuando necesite ayuda, voy a buscar apoyo y motivación de _____ por _____

4. Cada _____ voy a examinar el progreso que he avanzado y voy hacer ajustes como sea necesario para llegar a mi meta de largo plazo.
5. Cuando llegue a mi meta de largo plazo, yo me voy a dar un premio en forma de _____

Lesson &*

Don't Push Me: Drug & Alcohol Prevention

Health TEKS:



6.7.B Health behaviors: The student engages in behaviors that reduce health risks throughout the life span. The student is expected to describe chemical dependency and addiction to tobacco, alcohol, drugs, including prescription drugs, and other substances.

6.9.E Influencing factors: The student recognizes how relationships influence individual health behaviors including skills necessary for building and maintaining relationships. The student is expected to describe strategies such as abstinence for communicating refusal to engage in unsafe behaviors.

National Health Education Standards:



1.8.1 Students will comprehend concepts related to health promotion and disease prevention to enhance health—Analyze the relationship between healthy behaviors and personal health.

4.8.2 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks—Demonstrate refusal and negotiation skills that avoid or reduce health risks.

5.8.1 Students will demonstrate the ability to use decision-making skills to enhance health—Identify circumstances that can help or hinder healthy decision making.

5.8.7 Students will demonstrate the ability to use decision-making skills to enhance health—Analyze the outcomes of a health-related decision.



Objectives:

Upon completion of this lesson, each student will

1 Know that alcohol is a drug

2 Understand how it affects the body

3 Understand how alcohol affects the body in the short and long term

4 Realize that any alcohol will affect the body

5 Be ca' X V W f [d W g e [Y fa W Y S Y W [F Z b W W b d W e g d W

6 Know that decision-making is a personal process that you have control over

7 Learn how to leave an uncomfortable situation safely

Lesson Summary:

- Alcohol is a drug that many people have deemed acceptable, which has contributed to its deadly consequences.
- Drinking even a small amount of alcohol will affect your brain and body negatively.
- Understanding intoxication and what it does to the body is important in understanding how alcohol affects your body long term.
- Consuming alcohol affects the physical condition of the individual.
- Binge drinking and continued alcohol consumption in large amounts are associated with many health problems.
- Long term binge consumption of alcohol puts people at risk for many cancers.
- The longer you consume alcohol in large amounts, the harder it is to stop.
- Teens are susceptible to fall victim to negative influences.
- People should never be pressured into drinking.
- Resisting peer pressure can be difficult, but the pros of saying no far outweigh the cons of a possible dangerous and uncomfortable situation.
- Try to get out of the situation as safely as possible.
- Medications may be considered a good drug when consumed as directed and with the help of an adult.
- Illegal drugs are bad drugs and should be avoided throughout the lifetime as they can cause many similar short and long term effects as alcohol consumption.

Materials:

- Student Workbook
- Pen or pencils

Teaching Time:
50-55 minutes



Procedures:

To start this lesson, say:

"Today's lesson is about the effects that drugs and alcohol can have on our brains as pre-teens. It is important to understand that drinks containing alcohol are not meant for anyone under the age of 21 and illegal drugs should never be consumed. It is important for pre-teens such as you to stay away from alcohol and illegal drugs because they have terrible side effects on your body and decisions. A dangerous side effect includes the slowing down of your decision making processes, which can get you into sticky situations you normally wouldn't want to be in. Drugs and alcohol also play on your emotions and can make us get really angry or really sad."

- Pass out the workbooks/notebooks and pencils
- Direct the student to the Lesson Review Sheet(s).
- Teach the bullets listed under each Teaching Concept in the procedure Section of the lesson.
- The students should use the Lesson Review Sheet in the Workbook as a visual aid to follow along with the lesson.



Teaching Concept:



Everyone knows about the common drugs that are dangerous, but everyone forgets about alcohol. We may even see our family members drink at family gatherings. However, just because it is legal for older people, does not mean it is safe for teens/pre-teens. It is important to know that like any drug, alcohol can be addictive and change how your body feels for a particular period of time.

Intoxication occurs when an excess of alcohol has been ingested. Like tobacco, alcohol affects everyone's body differently depending on factors like weight, gender, how much you have eaten beforehand, and previous exposure to alcohol. Depending on these factors, the amount of alcohol needed to become intoxicated varies amongst different people. But for all people, the level of intoxication increases as more alcohol is consumed.

Intoxication facts:

- A smaller body is more quickly and easily affected by alcohol than a bigger body.
- Consuming alcohol in a short period of time increases intoxication.
- Consuming alcohol on an empty stomach, or with little food, increases intoxication.
- Taking alcohol with drugs or medication is dangerous.
- Effects of alcohol are worse when an individual is emotional or depressed.

Teaching Concept:

There are many short-term effects of alcohol that surpass the intoxication stage. These can last one to two days depending on how much alcohol was consumed. Short term effects of alcohol include:

- Slurred speech, dizziness, blurred vision
- Making bad decisions
- Not able to walk or move properly
- Vomiting
- Loss of memory or consciousness that may require medical attention (blackouts)

The long-term effects of alcohol vary based on the amount of alcohol that is consistently consumed. Binge drinking and continued alcohol use in large amounts can lead to health problems which include:

- Addiction
- Permanent liver damage
 - which can lead to liver, gallbladder and pancreas cancers
- Cancer of the mouth and throat
- Financial problems and damaged family relations
- Permanent damage to the brain

Aside from health problems, alcohol use poses the risk of harming oneself or someone else. These injuries, usually unintentional, include car crashes, burns, falls, and fights which can also lead to jail time. Alcohol addiction also comes with the loss of productivity in the work-place and broken relationships with family and friends.

Teaching Concept:

Alcohol abuse can become associated with other dangerous activities like gambling and drugs which can all lead to addiction. When an addicted person is unable to care for his or her own health, it can destroy the lives of many people. Decision-making is a personal process that you have control over. You should never feel pressured into making important decisions quickly.

If you are with people who are making you feel uncomfortable, you need to listen to your gut feelings. Your "gut" feeling is the instinct that lets you know something is not right. This feeling will help you stay safe. Try to get out of everyone situation as safely as possible. Call your parents or an older adult to come get you, even if you think you may get in trouble.

Review Sheet: See Student Workbook



Long-term or Short-term:

Read each symptom and decide whether it is a short or long-term effect of alcohol. If it is a short-term effect, write an "S" on the line; and if it is a long-term effect, write an "L" on the line provided.

1. ☐ Addiction (L)
2. ☐ Liver Damage (L)
3. ☐ Vomiting (S)
4. ☐ Sleepiness (S)
5. ☐ Loss of bodily control (S)
6. ☐ Slurred Speech (S)
7. ☐ Broken Family Relationships (L)
8. ☐ Alcohol Poisoning (S)
9. ☐ Blurred Vision (S)
10. ☐ Trouble Walking and Standing (S)

Review Sheet: See Student Workbook**Largo-plazo o Corto-plazo:**

Lee cada sintoma y decide si es efecto de corto- o largo-plazo del alcohol. Si es efecto de corto-plazo escribe "C" en el renglon; y si es efecto de largo-plazo, escribe "L" en el renglon.

1. ☐ Adiccion (L)
2. ☐ Daño al hígado (L)
3. ☐ Vomito (C)
4. ☐ Somnoliento (C)
5. ☐ Perdida del control del cuerpo (C)
6. ☐ Balbuceo de voz (C)
7. ☐ Romper relaciones familiares (L)
8. ☐ Envenenamiento de alcohol (C)
9. ☐ Vista borrosa (C)
10. ☐ Problema al caminar o parase (C)