

Fourth Edition

Bienestar/NEEM-A

Health Program

4th Grade Health Curriculum Teacher's Guide



Bienestar/NEEMA Health Program 4th Grade Health Curriculum Teacher's Guide

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Becoming Familiar with the Bienestar/Neema Health Curriculum

I. Background Information – Teacher’s Guide

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

1. **Lesson Topic** – The title of the lesson.
2. **Health TEKS/National Standards** – The Texas Essential Knowledge and Skills and National Health Education Standards that are addressed in the health education lesson.
3. **Objective** – The behavior the student should be able to perform after learning the concepts of the lesson. The objectives are written in behavioral terms from the six levels of the cognitive domain. These include knowledge, comprehension, application, analysis, synthesis and evaluation.
4. **Lesson Summary** – A quick review of the lesson concepts. The information in the summary is also in the Procedures section of the lesson under the Teaching Concepts.
5. **Materials** – A reference to the Student Workbook that will be used in the lesson. Students will also need a pen or pencil for completing the lesson activity.

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

The lesson starts with the word **PROCEDURE**. The Procedure section is divided into three parts:

1. **What do you remember?** – These questions can be used to check for understanding, retention and to clarify confusing concepts.
2. **Lesson Introduction** – A “sample” statement the teacher can use when “setting up” or introducing the lesson to students. It will always appear in italics. It is written in words the student can understand regarding the focus of the lesson.
3. **Lesson Content** – Outlines what should be taught in the lesson.
 - a. **Directions** – Provides the lesson number for the Review Sheet in the student workbook.
 - b. **Teaching Concepts** – All concepts are sequentially numbered. The teaching concepts are written in appropriate grade level vocabulary.
 - c. **Ask** – Provides a sample question the teacher can ask the students. The questions can be used to reinforce the concept and check for student understanding. The sample questions are in bold face. A sample answer is provided in parentheses following each question.

III. Pre/Post Exam

Administer pre/post exam:

1. Administer the pre/post exam before the first lesson is taught and again after the last lesson is taught.

IV. Related Information

Student Workbooks

1. The student workbooks are consumable material and an individual copy is available for each student. To reuse the workbooks have students write in the activities in their own Health Journal notebook.
2. The student workbook includes information the student needs for each lesson.
 - a. A copy of the Lesson Review Sheet(s) for the student to follow along as the lesson is being taught.
 - b. A copy of the Lesson Activity to be completed by each student after a lesson is taught.
3. A copy of the Review Sheet and the Lesson Activity is included in the teacher's guide and all pages are referenced.
4. If a teacher prefers to use an overhead projector to present the material, powerpoints can be made from the Lesson Review Sheet(s) in the student workbook.

V. Vocabulary Reference Guide

1. As much as possible, all words used in the teaching concepts and activities are written at the appropriate grade level (i.e., the word "exercise", a 4th grade word, was used vs. "physical activity" because "physical" is a 5th grade word and "activity" is a 6th grade word).
2. Some health-related terms could not be changed. In that case, the health-related term is used in the lesson with an explanation of the word written at the appropriate grade level. This is why it is so important for the teacher to review the content bullets under the teaching concepts and use the terminology that is provided. This will enable the student to understand the concept at grade level (i.e., diabetes—when you have too much sugar in your blood.)
3. The following is the reference guide used for determining the appropriate grade level vocabulary. EDL Core Vocabularies in Reading, Mathematics, Science and Social Studies, S. Taylor, H. Frackenpohl, C. White, B. Nieroroad, C. Browning and E. Birsner. EDL Publishers, Columbia, SC, 1989.

4th Grade Pre-Test

School Name _____

Name of Teacher _____ Name of Student _____

Date ____/____/____

Directions

Read each question and choose the ONE correct answer. Circle the correct answer for that question. If you need to change your answer, completely erase the mistake and mark the new answer.
PLEASE DO NOT FOLD OR TEAR THIS PAPER. USE #2 PENCIL ONLY.

Lea cada pregunta y escoja una respuesta correcta. Luego rellene la burbuja al lado de la respuesta correcta para esa pregunta. Si usted necesita cambiar la respuesta, borre completamente el error y marque la nueva respuesta.
POR FAVOR NO DOBLE O DESPEACE ESTE PAPEL. USE LAPIZ #2 SOLAMENTE.

1. What needs to be “in balance” to stay at a healthy weight?

¿Qué se necesita tener “en equilibrio” para mantener un peso saludable?

1. eating more bread and less meat
comer más pan y menos carne
2. eating more healthy foods and getting exercise
comer más alimentos saludables y hacer ejercicio
3. getting more sleep and eating foods low in fiber
dormir más y comer alimentos bajos en fibra
4. eating more vegetables and exercising less
comer más vegetales y hacer menos ejercicio

2. What is the disease called when you have too much sugar in your blood?

¿Cómo se llama la enfermedad cuando se tiene demasiada azúcar en la sangre?

- a. glucose
glucosa
- b. insulin
insulina
- c. diabetes
diabetes
- d. stroke
derrame cerebral

3. You are getting enough exercise if each day you ...

Tú estás haciendo suficiente ejercicios si cada día tú haces ...

- a. walk up one flight of stairs
subes las escaleras
- b. play a computer game for 30 minutes
juegas en tu computadora por 30 minutos
- c. load the dishes in the dishwasher
pones los platos en el lavaplatos/lavavajilla
- d. play a game of basketball and walk the dog for a total of 60 minutes
juegas basquetbol y caminas al perro por un total de 60 minutos

24. Which of the following is NOT a food safety rule?

¿Cuál de los siguientes NO es una regla de seguridad alimenticia? ?

- a. wash your hands with soap and warm water
lavar tus manos con jabón y agua tibia
- b. leave meat out on the counter all night to thaw
dejar la carne fuera del refrigerador toda la noche para descongelar
- c. keep hot foods hot
mantener caliente las comidas calientes
- d. cook meat, especially chicken and beef, all the way through
cocinar la carne, especialmente pollo y carne, completamente

25. What adults could help you make healthy choices to avoid diabetes?

¿Qué adultos te pueden ayudar a hacer decisiones saludables para evitar la diabetes?

- a. doctors and nurses
doctores y enfermeras
- b. parents and teachers
padres de familia y maestros
- c. school nurse and cafeteria workers
la enfermera de la escuela y los trabajadores de la cafetería
- d. all of the above
todos los anteriores

26. Which of the following helps you to prevent cavities?

¿Cuál de los siguientes le ayuda a prevenir las caries?

- a. brushing and flossing when you feel like it
cepillar y usar hilo dental cuando tienes ganas
- b. using a fluoride toothpaste
usar pasta dental con fluoruro
- c. eating candy and sweets
comer dulces y postres
- d. drinking lots of water
tomar mucha agua

27. Heart disease is an illness that develops when the heart

Enfermedad del corazón se desarrolla cuando el corazón

- a. makes too much sugar for the blood
hace mucha azúcar en la sangre
- b. cannot pump enough blood to fuel the body
no late suficiente sangre para nutrir el cuerpo
- c. produces too much insulin
produce mucha insulina
- d. uses up too much oxygen
usa demasiado oxígeno

Lesson 1 – Healthy Living

Vida Sana

Health TEKS: 1F, 2A, 5A

National Standards: 1.5.1, 1.5.4, 5.5.5, 7.5.2, 7.5.3

Objectives

After the lesson is taught the student should be able to:

1. **Explain** the importance of following the healthy guidelines: eating in moderation, getting lots of exercise and getting enough sleep.
2. **Describe** some things they can do to have good health now and throughout their lives to prevent obesity, diabetes and heart disease.
3. **Select** food safety behaviors to prevent food borne illnesses.

Lesson Summary

- Healthy Living Guideline 1 - It is important to eat in moderation (not eat too much) and to eat a variety (many different kinds) of foods, in order to prevent diseases like diabetes and heart disease. Overeating is directly connected to obesity and being overweight, which leads to an alarming increase in diabetes and heart disease.
- Healthy Living Guideline 2 - A sedentary lifestyle (not moving around enough) is another factor that leads to diseases like diabetes and heart disease. Getting some exercise every day is important.
- Healthy Living Guideline 3 - A lack of sleep can interfere with a child's progress in school. He or she will often find it difficult to concentrate on school work and may become irritable.



Materials

- Student Workbook
- Pens or pencils

Lesson 1 – Healthy Living

Procedures

A. Lesson Introduction

To start this lesson, say something like:

"Today you are going to learn about three important things you can do for your health. They are called the Healthy Living Guidelines. The word guideline means it is an important habit you should do every day (like brushing your teeth). If you practice these 3 guidelines you will be healthier and it will lower your chance of getting diseases, like diabetes and heart disease."

"Hoy aprenderás sobre tres aspectos importantes que puedes hacer por tu salud, llamadas normas para una vida saludable. La palabra normas significa que es un hábito importante que debes practicarlo a diario, como cepillar tus dientes. Si practicas estas guías, estarás más sano y disminuirás el riesgo de padecer enfermedades, como diabetes y enfermedades del corazón."



B. Directions:

1. Pass out the student workbooks and pencils.
2. Direct the students to turn to the workbook for the Lesson Review.
3. Teach the content bullets listed under each Teaching Concept in the Procedure Section of the lesson.
4. The students should use the Lesson Review Sheet in the workbook as a visual aid to follow along with the lesson.

Teaching Concept 1

1. Eating in moderation means not over eating during a meal.
2. A good rule to follow– eat when you are hungry and stop eating when you feel full.

Ask: Why should you eat fruits, vegetables and food with whole grain?

Answer: Because they have more fiber, less sugar, less fat and are healthier.

Lesson 1 – Healthy Living

Teaching Concept 6

1. Whatever you decide to do for exercise, it needs to be something you like to do and can have fun while you are doing it or you will not do it as much as you should.
2. It is important to move around and play when you are at home too. Any form of moving around will help, rather than just sitting and watching TV. You should limit your TV watching to only 10 hours a week or about 1 to 1 1/2 hours a day.
3. Start with little things, like going for a walk with your family and do more and more each day.
4. Find different kinds of things you like to do. Some things you can do alone and some things you can do with friends or family.

Ask: What can you do to get exercise at school?

Answer: At school you can move around during recess by walking, skipping, jumping rope or running. You should also move around as much as possible in PE class.

Ask: How about at home?

Answer: At home you should move around as much as possible by helping around the house, like vacuuming the carpet, making the bed, sweeping or mopping, doing yard work, going for a walk with friends or family, running, biking, skateboarding, jumping rope, in-line skating, playing a game of tag, playing ball, etc. Also, walking up and down stairs is good exercise.

Teaching Concept 7

Get 9 - 10 hours of Sleep Every Night

1. Just like your body needs exercise every day, you also need lots of rest and sleep each day.
- Ask:** How do you feel when you don't get enough sleep?
- Answer:** You could have problems thinking or staying awake, you feel grumpy and you can become sick.
2. Children around 9 to 11 years of age need about 9-10 hours of sleep each night. During sleep, your body repairs itself, helps you fight germs that make you sick, helps you grow and gets you ready to do things you have to do the next day, like going to school, learning and getting exercise.

Ask: Why is getting a lot of sleep important at your age?

Answer: When you are sleeping the body rests and this helps you grow, fight off getting sick and repairs itself so you can do the things you want to do without being tired.



C. Check for understanding

1. Have the students turn to the workbook for the Student Activity.
2. Read the directions for the activity out loud. Instruct the students to follow along as you read.
3. Ask if they have any questions.
4. Allow the students time to do the activity as you walk around and assist them.
5. Review the correct answers to the activity with the students before the end of class.

Lesson 1 – Healthy Living

Activity Sheet – Student Workbook

Healthy Living Guidelines

Three (3) habits you should do every day.

1

Eat in moderation

- Stop eating when you feel full.
- Eat only when you are hungry.
- Don't over eat during a meal.
- Eat breakfast.
- Eat food high in fiber like fruits and vegetables and food made with whole grains.



2

Get lots of exercise every day

- Play at home and move around.
- Play at school during recess.
- Help with chores around the house.
- Play on a sports team.

3

Get 9–10 hours of sleep every night

- Sleep helps your body grow and stay healthy.
- Sleep helps your body repair itself.
- Sleep improves energy levels.
- Sleep improves thinking and learning ability.



Lección 1 – Vida Sana

Hoja de Actividades – Libro de Trabajo del Estudiante

Guías para una Vida Sana

Tres (3) hábitos que debes hacer cada día.

1

Come con moderación

- No comas más cuando te sientas lleno.
- Come sólo cuando sientas hambre.
- No comas demasiado en las comidas durante el día.
- Desayuna.
- Consume alimentos altos en fibra, como las frutas y las verduras, y alimentos preparados con granos integrales.



2

Haz bastante ejercicio durante el día

- Juega en casa y haz movimientos.
- Juega en la escuela durante el recero.
- Ayuda con las labores en el hogar.
- Únete a un equipo deportivo.

3

Duerme entre 9 y 10 horas diarias

- Dormir ayuda a tu cuerpo a crecer y mantenerse saludable.
- El sueño ayuda a tu cuerpo a repararse.
- El sueño mejora los niveles de energía.
- El sueño mejora la capacidad de pensar y aprender.



Lesson 1 – Healthy Living

Activity Sheet – Student Workbook

Making Smart Choices

Part 1:

Directions:

Listen to each story as it is read to you. Answer the question in the story by drawing a circle around the two (2) correct answers in each list.

1. **Manuel does not eat breakfast. He is so hungry at lunch that he eats until he is stuffed and then eats a candy bar. What are some healthy things Manuel could do instead?**
 - a. He should eat a healthy breakfast.*
 - b. He should only eat until he feels full.*
 - c. He should only eat the candy bar for lunch.
 - d. He should drink a glass of chocolate milk instead of eating the candy bar.
2. **During vacation, Juanita, Becky, James and Jose spend a lot of time sitting and watching TV. What could they do that would help them get some exercise?**
 - a. They could sit in the yard.
 - b. They could go for a walk.*
 - c. They could play tag.*
 - d. They could play video games.
3. **Maria goes to bed late every night and has to get up early for school. What can happen to Maria if she does not get enough sleep?**
 - a. It will be harder for her to pay attention in school.*
 - b. It will not make a difference in the way she feels.
 - c. She will feel tired and grumpy.*
 - d. She will feel hungry.



Lección 1 – Vida Sana

Hoja de Actividades – Libro de Trabajo del Estudiante

Haciendo Decisiones Inteligentes

Parte 1

Instrucciones:

Escucha cada cuento que se te va a leer. Contesta la pregunta del cuento y circula las dos (2) respuestas correctas en cada lista.

1. **Manuel no desayuna. Siente tanta hambre a la hora de la comida que come hasta que no puede más y luego se come un dulce. ¿Cuales son algunas cosas saludables que Manuel podría hacer en lugar de lo que hace?**
 - a. Debe de comer un desayuno saludable.*
 - b. Debe comer hasta que se sienta satisfecho/lleño.*
 - c. Debe comer solamente el dulce a la hora de la comida.
 - d. Debe de tomarse un vaso con leche de chocolate en lugar de una barra de chocolate.
2. **Durante las vacaciones, Juanita, Becky, James y José pasan mucho tiempo sentados y viendo televisión. ¿Qué podrían hacer para que les ayude a hacer ejercicio?**
 - a. Sentarse en el jardín.
 - b. Ir a caminar.*
 - c. Jugar al gato y al ratón (play tag).*
 - d. Jugar juegos de video
3. **María se va a la cama muy tarde cada noche y tiene que levantarse temprano para la escuela. ¿Qué puede pasarle a María si no duerme lo suficiente?**
 - a. Sera mas difícil para María poner atención en la escuela.*
 - b. No habrá diferencia en cómo se sentirá.
 - c. Se sentirá cansada y enojada.*
 - d. Se sentirá hambrienta.



Lesson 1 – Healthy Living

Activity Sheet – Student Workbook

Part 2:

Directions:

Listen to each story as it is read to you. Answer the questions below in your own words.

1. **Jaime has been outside playing after school with friends. Jaime is hungry for a snack before dinner. List three healthy snacks that Jaime could eat.**
Example responses: carrot sticks, an apple, a granola bar.
2. **Julie is going to her friend's house on Saturday. List three healthy activities that Julie and her friend could do.**
Example responses: go swimming, rollerblade, ride bikes.
3. **Jack wants to stay up late and watch his favorite TV show. Tomorrow Jack has a math test. What should Jack do? Why?**
Example response: Jack should go to sleep early because not getting enough sleep can interfere with his attention during the exam.



Lección 1 – Vida Sana

Hoja de Actividades – Libro de Trabajo del Estudiante

Parte 2

Instrucciones:

Escucha cada cuento que se te va a leer. Contesta las preguntas a continuación en tus propias palabras.

1. **Jaime ha estado fuera jugando después de escuela con los amigos. Jaime tiene hambre y tiene ganas de una botanita antes de la cena. Da tres ejemplos de botanitas sanas que Jaime podría comer.**

Ejemplos de respuestas: palitos de zanahoria, una manzana, una barra de granola.

2. **Julia va a la casa de su amigo el sábado. Lista tres actividades sanas Julia y sus amigos podían hacer**

Ejemplos de respuestas: ir a nadar, patinar, o montar bicicletas.

3. **Jack desea permanecer despierto y ver su programa favorito de televisión. Mañana Jack tiene una prueba de matemáticas. ¿Qué debe hacer Jack? ¿Y porque?**

Ejemplo de respuesta: Jack debe de ir a dormirse temprano porque no dormir suficiente puede interferir con su atención durante el examen.



Lesson 3 – Too Much Sugar In Your Blood

Teaching Concept 2 – Insulin

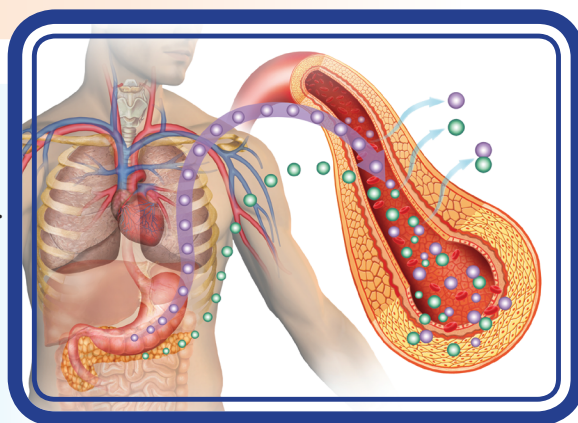
Insulin is made in one of your organs called pancreas. The pancreas sits behind the stomach.

- Insulin carries the sugar to the cells in the body, so it can be used as fuel.
- The cells won't get the sugar, or be able to use the sugar, without the insulin's help.
- Think of a bus that carries people to work. Insulin is like the bus carrying sugar so that the sugar can work to help you do all the things you like to do every day. If the bus is over loaded with sugar the bus may break down.

Ask: How does insulin help the sugar?

Answer: Insulin helps the sugar enter the cells of the body, so the body will have the fuel it needs.

Insulin is like a bus carrying sugar to work in the body.



Teaching Concept 3 – Diabetes

If there is too much sugar in the blood, a person may develop diabetes.

- When there is too much sugar, the insulin cannot carry the sugar into the cells where it will be used as fuel.
- When there is too much sugar in the blood, you may develop diabetes and it will make you weak and tired.
- Diabetes is common among children and adults who are overweight.
- Being overweight overworks the factory (pancreas) that makes insulin and may cause it to close down. **Ask:** Who can tell me something about the disease diabetes in your own words?

Answer: Your body has too much sugar in the blood; your body cannot carry sugar into the cells to be used as fuel; the eyes, the kidney and the legs start getting tired and weak; if you have diabetes, you will urinate often and eat often, but you will still lose weight.

Teaching Concept 4 – Type 2 Diabetes

There are two different kinds of diabetes. The first kind we'll talk about is type 2 diabetes.

- Type 2 is the most common kind of diabetes in adults and now is being found in children.
- 95 people out of 100 people who have diabetes will have this type.
- The insulin that is in your body is not used right because of:
 - a. Not eating enough food with fiber.
 - b. Not getting enough exercise.
 - c. Being overweight.
- When insulin isn't used right, you have too much sugar in your blood.

Lesson 3 – Too Much Sugar In Your Blood

Teaching Concept 5 – Type 1 Diabetes

- In some people with diabetes, the body does not have any insulin to use.
- The body or pancreas does not make any insulin.
- 5 out of 100 people who have diabetes will have type 1.

Ask: Which type of diabetes is the most common among adults and now being seen in children, especially children who are overweight?

Answer: Type 2

Teaching Concept 6

Ask: What is a warning sign?

Answer: Things that tell or warn people they may be in danger.

Ask: What would the warning signs of diabetes tell you?

Answer: A person may be in danger of getting diabetes.

- Discuss each warning sign from the list. Emphasize that the warning signs are like danger signals your body gives you to let you know you may have diabetes.
- Emphasize that it does not necessarily mean that you have diabetes if you just have one or two of these signs. For example, if your vision is blurry (not clear) you may only need glasses.
- If you think you have some of these signs, it is very important that you tell your parents or talk to the school nurse, so you can get tested for diabetes.

C. Check for understanding

1. Have the students turn to the workbook for the Student Activity.
2. Read the directions for the activity out loud. Instruct the students to follow along as you read.
3. Ask if they have any questions.
4. Allow the students time to do the activity as you walk around and assist them.
5. Review the correct answers to the activity with the students before the end of class.



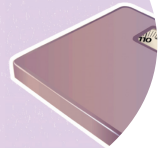
Warning 1

Going to the bathroom to urinate a lot.



Warning 2

Feeling thirsty a lot because your mouth feels dry.



Warning 3

Feeling hungry a lot, but still losing weight.



Warning 4

Feeling tired or weak most of the time.



Warning 5

Having unclear vision (blurry vision).

Lesson 3 – Too Much Sugar In Your Blood

Activity Sheet – Student Workbook

Warning Signs of Diabetes

Danger signals the body uses to warn people that they may have diabetes.

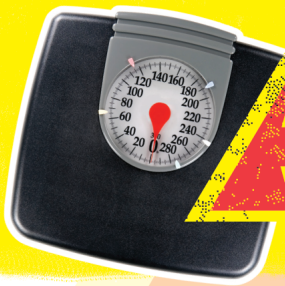


1.

Going to the bathroom to urinate frequently during the day and also having to get up during the night to go to the bathroom.

2.

Feeling thirsty frequently (drinking a lot of water because your mouth feels dry).

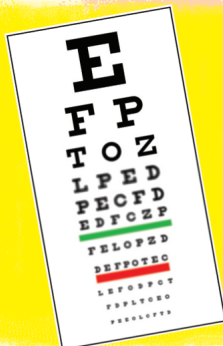


3.

Feeling hungry frequently, but still losing weight (eating more and more food at a meal and in between meals).

4.

Feeling tired or weak most of the time.



5.

Having unclear vision (blurry vision).

Lección 3 – Demasiado Azúcar En Su Sangre

Hoja de Actividades – Libro de Trabajo del Estudiante

Señales de advertencia de diabetes

Señales peligrosas que el cuerpo manifiesta para advertir a las personas de que pueden padecer de diabetes.



1.

Ir muchas veces al baño a orinar, durante el día y en las noches.

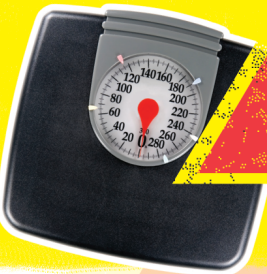
2.

Sentir bastante sed (consumir grandes cantidades de agua debido a la sequedad en la boca).



3.

Sentir bastante hambre, pero aún así, bajar de peso (consumir cada vez más alimentos en las comidas y entre éstas comidas).



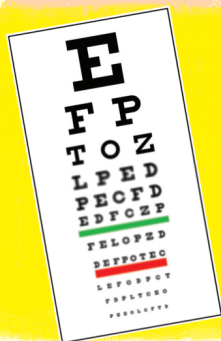
4.

Sentirse cansado o débil la mayor parte del tiempo.



5.

Tener visión deficiente (borrosa).



Tener v