

Fourth Edition

Bienestar / NEEMA

Health Program

1st Grade Health Curriculum

Sample



Teacher's Guide

Bienestar/NEEMA Health Program 1st 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 pages 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 name and page number for the Lesson 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. An alternative is that instead of writing in the books the students keep a notebook titled, "Health Journal" where they write in the activities.
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.

1st Grade Pre-Test

School Name _____

Name of Teacher _____ Name of Student _____

Date ____/____/____

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 child that IS exercising.



Playing soccer



Playing video games



Watching TV



Standing talking w/ friends

2. Circle the child NOT exercising safely.



Batting (w/helmet)



Biking (w/o helmet)



Soccer w/shin guards



Jumping rope

3. Circle the healthy drink.



Soda



Water



Orange juice



Fruit Punch

12. Circle the activity that exercise helped to improve.



Help eat ice cream



Help make good grades



Help win trophies



Help participate in class

13. Circle the thing that keeps healthy teeth.



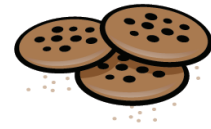
French fries



Toothbrush



Fruit punch

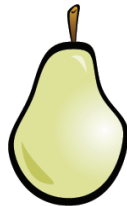


Cookies

14. People could get heart disease if they eat too much of which food?



Apple



Pear



Pizza



Water

Pre-Examen de 1er Grado

Nombre de la Estudiante: _____

Nombre de profesor _____ Nombre de estudiante _____

Date ____/____/____

Fecha ____/____/____

Instrucciones:

El Pre-examen y el Post-examen deben ser administrados antes de la primera lección que se enseña y después de la última lección. El moderador debe leer cada pregunta en voz alta. El moderador de la prueba debe hacer ajustes para los niños de menor edad. Por ejemplo, si el niño no es capaz de circular la mejor respuesta, se le puede pedir que indique la mejor respuesta y el asistente o el padre de familia podría circular la respuesta que el niño elija.

1. Circula el niño/a que está haciendo ejercicio.



Jugando fútbol



Jugando Videojuegos



Ver Televisión



De pie hablando con amigas

2. Circula el niño/a que NO hace ejercicio con seguridad.



Jugar béisbol
(con casco)



Andar en bicicleta
(sin casco)



Jugando fútbol
(con espinilleras)



Brincando la cuerda

3. Circula la bebida saludable.



Soda



Agua



Jugo de Naranja



Ponche de frutas

12. Circula la imagen que el ejercicio ayuda mejorar.



Te ayuda a comer helado



Te ayuda a mejorar en la escuela



Te ayuda a ganar trofeos



Te ayuda a participar en la escuela

13. Circula la imagen que ayuda para tener buena salud oral.



Papas fritas



Cepillo dental



Ponche de frutas

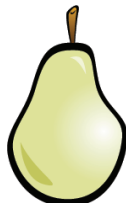


Galletas

14. Personas pueden desarrolla enfermedad del corazon si comen mucho de cual alimentos?



Manzanas



Peras



Pizza



Agua

15. ¿Qué deberías hacer si un extraño trata de darte una bebida?



Tomarlo porque no parece estar abierto



Decir "No" Pero no se lo digas a nadie.



Decir "No" y decírselo a un Adulto



Tómalo aunque esté abierto

Please see pg. 96 for English and Spanish Answer Key.

Lesson 1 – The Daily Path To Good Health

El Camino Diario Hacia Una Buena Salud

Health TEKS: 1A

National Standards: 1.2.1, 1.2.2, 4.2.2, 7.2.1

Objective

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

1. **Explain** that good health involves eating three healthy meals, healthy snacks, getting enough exercise every day, taking care of your oral health daily, and getting an adequate amount of sleep.
2. **Describe** how making healthy choices can become part of a child's life with the guidance of a parent or adult.
3. **Explain** the need for proper equipment when exercising.

Lesson Summary

- Healthy eating is very important on the path to good health. A young child should have three balanced meals and healthy snacks in between meals. Starting the day with a good breakfast is important. It will give the child the energy he or she needs to start the day. Fruits, vegetables and foods with grain have less sugar and more fiber. Fruits, vegetables and foods with grain are healthier choices than sweets or junk food.
- Get some exercise every day. It is very important to get at least 60 minutes (1 hour) of physical activity per day. The 60 minutes can include daily activities, such as walking or biking to school or playing outside with friends, as well as structured exercises, such a P.E. class or team sports.
- A child needs an adequate amount of sleep to be able to grow and stay healthy. A lack of sleep can interfere with a child's progress in school. He or she will often find it difficult to concentrate on schoolwork and may become irritable.
- These habits can become part of a child's life with the guidance of a parent or adult.
- Healthy eating and exercise is the best medicine to avoid diabetes and heart disease. Diabetes is high sugar in the blood and disease is a weakness of a body part. Thus heart disease is a weakness of the heart.



Materials

- Student Workbook
- Pens or pencils
- Health Journal Notebook

Lesson 1 – The Daily Path To Good Health

Directions:

- Pass out the student workbooks and pencils.
- Direct the students to turn to the workbook page for the Lesson Review & Activity Sheet: **Follow the Daily Path to Good Health.**
- Teach the content bullets listed under each teaching concept. When you come to a blank space along the path, have the students draw a picture of their favorite healthy food they like to eat at a meal or for a snack. When you come to the second blank space on the path, have the students draw their favorite type of activity or exercise.
- Healthy food and exercise protect you from diabetes (high sugar level in the blood) and heart disease (weak heart).
- The students should use the Lesson Review & Activity Sheet in the workbook as a visual aid to follow along with the lesson.

Teaching Concept 1

Let's all follow the daily path you see on this page. This part of the path is about eating healthy food at meals or for snacks.

- The first picture is of a healthy breakfast: a glass of milk, orange juice, oatmeal and some fruit. A good breakfast in the morning will help you get going for school or for play.
- The next thing you will see on the path are some vegetables and fruits. You can eat vegetables and fruits at meals or for a snack. They are very good for you. They protect your from diabetes and heart disease. Remind them diabetes is high sugar in the blood and heart disease is a weak heart.
- The next picture on the path are meats like fish and chicken which are good for you too. Whole grain foods like whole wheat bread, corn tortillas and brown rice are good for you and will help you grow big and strong. Whole grain foods protect you from diabetes (high sugar in the blood) and heart disease (weak heart).
- The next picture on the path is a glass of water. You should drink 8 glasses of water every day.
- Next, you will find a large blank space along the path. Draw your favorite healthy food you like to eat for a meal or snack.



Lesson 1 – The Daily Path To Good Health

Teaching Concept 2

Now let's continue along the daily path to good health. This part of the path is about moving around and getting some exercise.

- Getting exercise makes your heart and other muscles strong and protects you against diabetes.
- The first picture shows some children playing on the jungle gym during recess. It is fun to exercise and play with friends.
- Now look at the picture of a girl jumping rope. It is also fun to exercise or play by yourself.
- The next picture shows a family taking a walk together. It is a lot of fun to exercise and play as a family too.
- Now you will find another large space along the path. This time draw your favorite exercise or activity.

Teaching Concept 3

Now look at the last picture on the path. It shows a sleeping child. It is very important to get a good night's sleep. Sleeping helps your body grow and get ready for the next day.

Your parents or other responsible adults will help you practice these healthy habits every day.

D. Check for understanding

Ask the students the following questions as a lesson review.

1. What are some healthy foods that you could eat at breakfast and as snacks? (oatmeal, 100% juice, milk, vegetables, fruits)
2. Why is exercise important? (makes your heart and other muscles strong)
3. What kind of exercise can you do? (P.E. class, play on the jungle gym, jump rope, ride a bike, walking, playing with friends/by yourself, with friends and with family)
4. How can you be safe when you exercise? (proper equipment/helmets, knee pads/shin guards, equipment is not broken, follow rules for the game, watch out for other players)
5. How long each day should you exercise (60 minutes/ 1 hour)
6. Why is it important to get plenty of sleep? (helps your body grow and get ready for the next day)
7. What is diabetes? (high sugar in the blood)
8. What is heart disease? (weakness of the heart)



Lesson 1 – The Daily Path To Good Health

Review Sheet - Student Workbook



Follow The Daily Path Song (Sung to the tune "Mary had a Little Lamb")

Follow the daily path, daily path, daily path.
Follow the daily path, to a healthy life.

Eat your breakfast every day, every day, every day.
Eat your breakfast every day, to make your body go.
Move your body. Exercise, exercise, exercise.
Move your body. Exercise to make you big and strong.

Veggies are good snacks for you, snacks for you, snacks for you.
Veggies are good snacks for you. Eat some every day.

Get a lot of sleep each night, sleep each night, sleep each night.
Get a lot of sleep each night so you can learn in school.

Follow the daily path, daily path, daily path.
Follow the daily path, to a healthy life.



Lección 1 – El Camino Diario Hacia Una Buena Salud

Hoja de Revisión – Libro de Trabajo del Estudiante



Sigue El Camino Diario

Siguiendo el camino diario, camino diario, camino diario.
Siguiendo el camino diario, a una vida saludable.

Coma su desayuno cada día, cada día, cada día
coma su desayuno cada día, para que su cuerpo funcione.
Mueva su cuerpo. Ejercicio, ejercicio, ejercicio
mueva su cuerpo, el ejercicio lo hace grande y fuerte

Vegetales son buenas meriendas para usted, meriendas para usted,
meriendas para usted. Vegetales son buenas meriendas para usted,
coma algunas cada día.

Duerme bien cada noche, cada noche, cada noche.
Duerme bien cada noche, para poder aprender en la escuela.

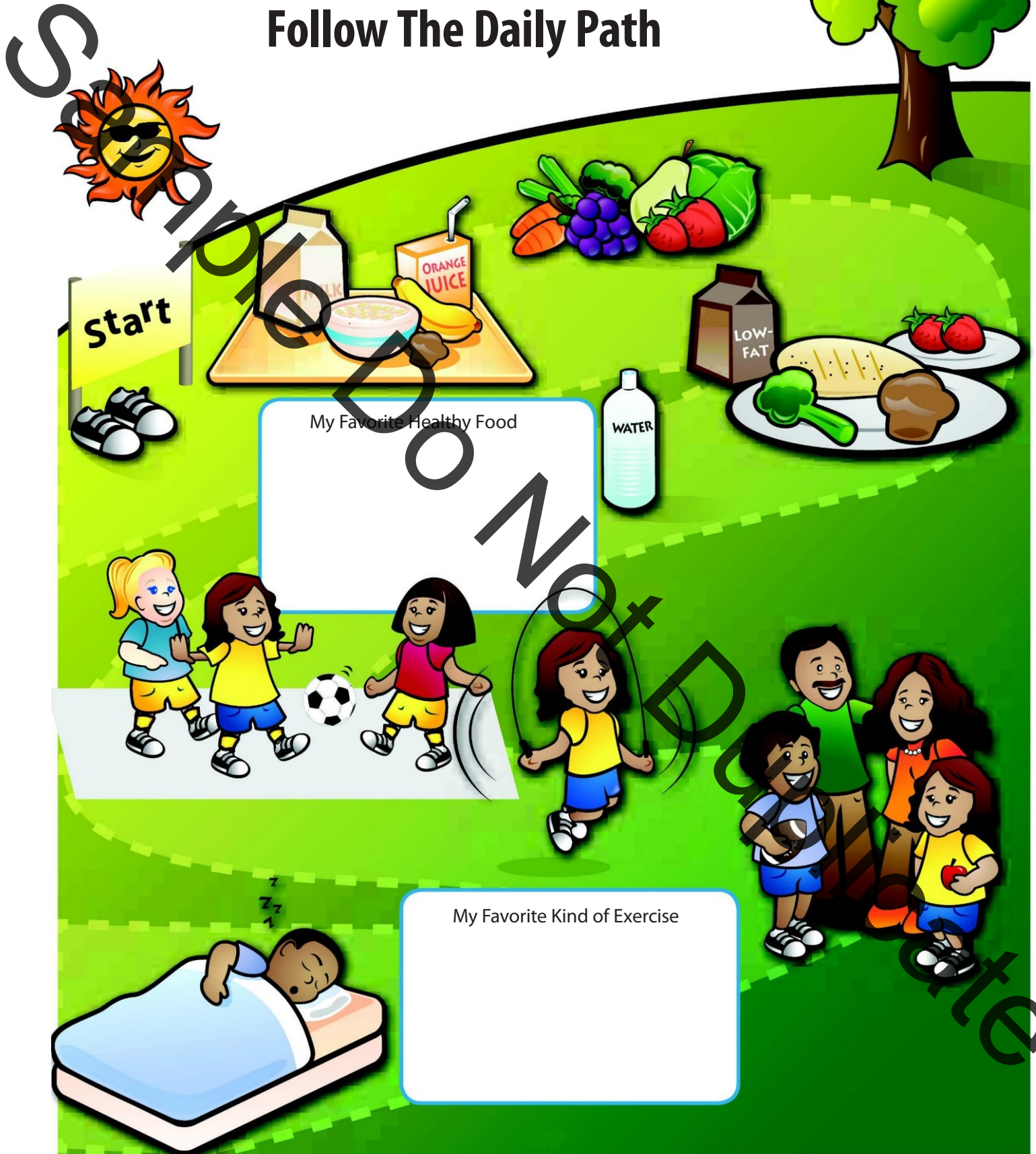
Siga el camino diario, camino diario, camino diario.
Siga el camino diario, para una vida saludable.



Lesson 1 – The Daily Path To Good Health

Activity Sheet – Student Workbook

Follow The Daily Path



Lección 1 – El Camino Diario Hacia La Buena Salud

Hoja de Actividades – Libro de Trabajo del Estudiante

Sigue El Camino Diario



Lesson 2 – The Daily Path To Good Oral Health

El Paso Diario a la Buena Salud Oral

Health TEKS: 1.B, 5.B

National Standards: 3.2.1, 7.2.1

Objective

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

1. Identify how many teeth they should have in their mouths.
2. Distinguish that the teeth they have are baby (primary) teeth and that they are temporary and will be replaced by permanent teeth.
3. Explain that most of them will have their first permanent teeth by 6 years old.
4. Discuss the importance of oral health and the relationship between oral health and general health.
5. Explain the importance of good nutrition.
6. Discuss the importance of regular visits to the dentist for check ups.

Lesson Summary

- Children usually have all twenty baby (temporary, primary) teeth by age two, this varies between children but they should definitely have all of their baby teeth by age four.
- Some children will have their first permanent teeth by age six.
- It is important to maintain good oral health.
- Good oral health may be maintained by good oral hygiene habits.
- There is a relationship between good oral health and good general health.
- Nutrition is important for proper function of the body and for healthy teeth.
- Regular visits to the dentists for check ups are important since the dentist is able to detect teeth problems and help to maintain good oral health

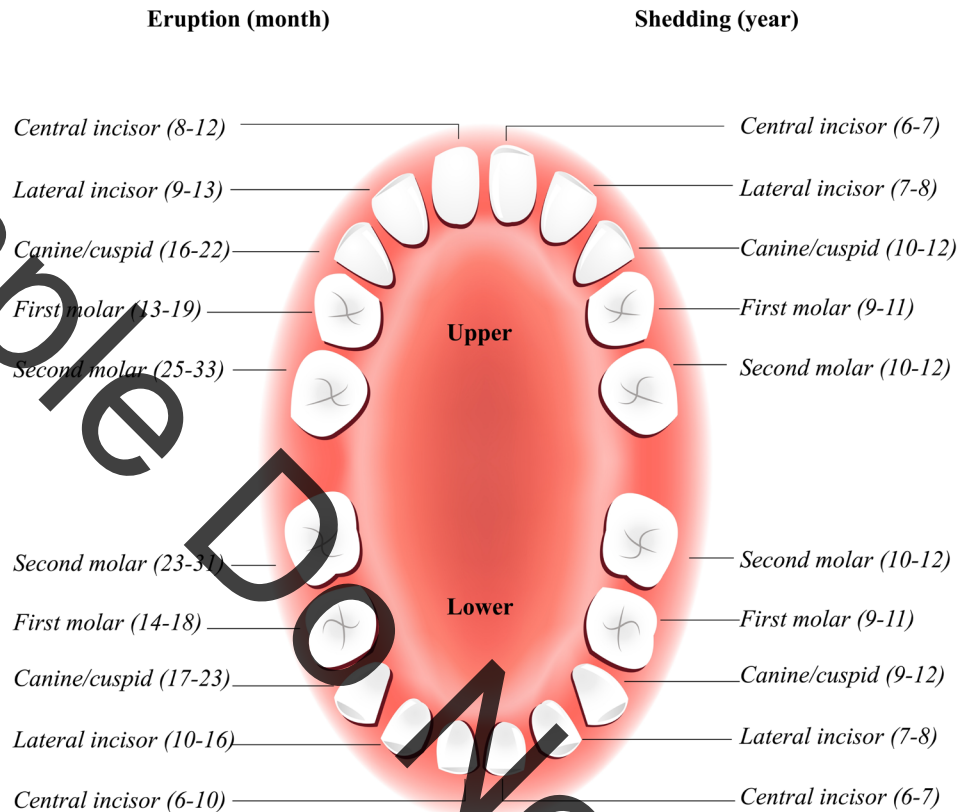
Materials

- Student Workbook
- Pens or pencils
- Health Journal Notebook



Lesson 2 – The Daily Path To Good Oral Health

Children dental chart



Ask: How many baby teeth do you have?

Answer: twenty (22-24 for some of the 5 and 6 year olds whose molars have erupted)

Teaching Concept 2

- It is important to maintain good oral health.
- Poor oral health may lead to poor general health.
- Teeth have an impact on appearance, proper food chewing and adequate nutrition for a healthy body.
- Good oral hygiene habits help to maintain good oral health.
 - a. Toothbrushing with a small toothbrush and fluoride-containing toothpaste.
 - b. Children's toothbrushing should be supervised by a parent/guardian.
 - c. Ensure that a pea-sized quantity of toothpaste is used and that none is swallowed.
- Teach children the activities they can accomplish at home and at school.

Ask: What is one of the things you can do to maintain good oral health?

Answer: brushing teeth, have mommy or daddy help, don't swallow toothpaste

Lesson 2 – The Daily Path To Good Oral Health

Teaching Concept 3

- Nutrition is important for healthy teeth.
- Tooth decay may occur if there is too much exposure to sugary foods or drinks or if teeth are not maintained clean (brushed properly).
- Healthy snacks such as fresh fruits, vegetables, milk, or water may be consumed between meals.

Ask: What kinds of foods are healthy snacks?

Answer: fresh fruits, vegetables, milk, water.

Teaching Concept 4

- Regular visits to the dentist are important.
- Dentists are trained to detect teeth problems and help maintain good oral health.
- Dentists look at your teeth with a light and sometimes take pictures to see all surfaces of the teeth.
- Dentists may place sealants on the teeth to prevent tooth decay.
- Sealants are material placed on the teeth to keep food particles out of the way.

C. Check for understanding

Ask the students the following questions as a lesson review.

1. Ask if the students have any questions.
2. Ask the children to count the teeth in their mouth.

