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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Child Guidance |
| **Lesson/Unit Title** | Promoting Health and Wellness of Children |
| **TEKS Student Expectations** | **130.278. (c) Knowledge and Skills**  (4) The student analyzes responsibilities that promote health and wellness of children. The student is expected to:  (B) practice child guidance techniques that contribute to the health and wellness of children such as adequate rest, exercise, safety, and sanitation  (C) apply procedures for creating safe environments for children  (5) The student analyzes the effect of play in the development of children. The student is expected to:  (A) create examples of play that promote the physical, intellectual, emotional, and social development of children |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Demonstrate effective verbal, nonverbal, written, and electronic communication skills * Recognize the signs of good health and symptoms of illness in children * Create a 3-d graphic organizer to take notes from the PowerPoint presentation * Analyze the resources available for managing the health care of children such as children’s insurance, children’s health insurance program, and county health clinics * Practice correct handwashing steps and recognize the importance of washing your hands properly by conducting an experiment with a potato and recording the results * Create a GlogterEDU Poster that identifies the signs of good health and symptoms of illness in children, child guidance practices that contribute to the health and wellness of children such as requirements for rest, exercise, obesity prevention, public and personal safety, and sanitation and resources available for managing the health care of children such as children’s insurance, Children’s Health Insurance Program, and county health clinics |
| **Rationale** | An important part of a quality child care health program is detection and prevention of illness and injury. to accomplish this, child care programs should set guidelines and staff members must follow correct procedures. These procedures include screening and other health assessment methods and good health and hygiene practices. |
| **Duration of Lesson** | Five 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Communicable:** When an illness can be easily passed from one person to another  **Contagious Diseases:** Are communicable by contact with a diseased person or with an object that a diseased person has used  **Health Assessments:** Is the overall process of evaluating health strengths and needs  **Hygiene:** Cleanliness to your body, hair, nails, and clothing is clean and neat.  **Infectious Diseases:** Can move from one person to another or from one part of the body to another  **Nutrition:** Includes the food eaten and the way the body uses it  **Obese:** An abnormal accumulation of body fat, usually 20% or more over an individual’s ideal body weight  **Portion control:** It is understanding how much a serving size is and how many calories a serving contains It is a critical part of successful weight loss and weight management  **Sanitation:** Refers to actions taken to protect people from disease  **Screening Tests:** Are examinations done to detect specific health problems |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with Internet for multimedia presentations * Computers/laptops with printer capability * Presenter/remote * Reserve computer lab, if needed   **Supplies:**   * Baseball * Computer mouse * Deck of cards * Four checkers * Golf ball * Empty containers of nutritious children’s food and snacks   + Bottled water   + Dried fruit   + Healthy dry cereal boxes   + Juice boxes   + Raisins   + Yogurt containers * Music cd * Plastic cup, plate (small 7-inch) plate and silverware (child size) * Play food (may be purchased for a minimal cost) * Six dice * Small soft drink lid   **Materials:**   * Hand soap * Notebook paper (1 sheet per student) * Paper towels * Plastic tubs * Rubber gloves * Scissors * Three plastic zip lock reclosable bags for potatoes * Three potatoes * Vegetable peeler   **PowerPoint:**   * Promoting Health and Wellness of Children PowerPoint   **YouTube:**   * Clean Hands Prevent the Flu Clean hands can help prevent the spread of infectious diseases, such as flu. This podcast explains the proper way to wash your hands. http://youtu.be/XHISh559oho * Cover That Cough or Sneeze Cover that cough – cover your mouth and nose with a tissue when you cough or sneeze. No tissue? Use your upper sleeve – not your hands. http://youtu.be/hhlYCHjkRg8 * 3-D Organizer for Promoting Health and Wellness of Children <http://youtu.be/IyiWftroaQs>   **Handouts:**   * GlogsterEDU Promoting Health and Wellness of Children Project * Hygiene Potato Experiment * Hygiene Potato Graph Worksheet * Rubric for Electronic Display GlogsterEDU Poster Promoting Health and Wellness of Children * Template for 3-D Organizer |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Display as many of the lesson related supplies (see Materials or Specialized Equipment Needed) that you have available, on a table in front of the room.  Begin the class with the following questions and have students share their responses:   * Why is it important to wash your hands? Explain why this task is essential for children. * When do you wash your hands? * Why is it important to teach young children the proper way to wash their hands? * What is the purpose of portion control and why is it important when feeding children? * What are five resources available for managing the health care of children? * What do the following items represent? (serving sizes for children’s food portions)   a deck of cards  a small (7-inch) plate  a small soft drink lid  a golf ball  a computer mouse  a music CD  a baseball  four checkers  six dice   We are going to learn in our lesson the correct portion size for preschool to school-age children and why it is important to control the number of calories a child consumes daily.  As a class, allow students to brainstorm, list, and possibly demonstrate several types of exercises appropriate for children of different ages, e.g., jumping jacks and stretches.   * View “3-D Organizer for Promoting Health and Wellness of Children” at http://youtu.be/IyiWftroaQs and allow students to create their 3-D organizer which they will utilize during the Direct Instruction activity.   Another option: Included is a handout Graphic Organizer-Promoting Health and Wellness of Children. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Introduce slide presentation Promoting Health and Wellness of Children.  Students will use the 3-D organizer they created during Anticipatory Set to take notes of the PowerPoint.  Display poster with instructions on how to wash your hands from Team Nutrition for the remainder of the lesson. http://teamnutrition.usda.gov/Resources/remember\_wash\_hands.pdf  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * copy of slide presentation provided * allow students to make illustrations instead of writing out information |
| **Guided Practice \*** | Teacher and students will conduct an experiment to determine how germs are spread and the importance of washing your hands properly. See Hygiene Potato Experiment.   * Distribute Hygiene Potato Graph Worksheet. Students will record the results of the experiment for the duration of the lesson.   Students can practice correct handwashing steps and recognize the importance of washing their hands properly.  Teacher note: You may take your students to a kitchen lab area to practice washing their hands or provide plastic tubs, water, hand soap and paper towels in your classroom.  Allow students to practice this procedure and time each other for accuracy.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allow the use of calculators * provide graph paper for calculations * allow additional time and/or group projects involving math * read and discuss math questions aloud |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Distribute handout, GlogsterEDU Promoting Health, and Wellness of Children Project. Inform students that they will be creating an electronic presentation entitled “Promoting Health and Wellness of Children”, preferably utilizing http://edu.glogster.com.  Alternative electronic presentation options include PowerPoint and http://prezi.com.  Online video tutorials for Glogster may be found at http://edu.glogster.com/?page=videos. Inform students that assignment may be prepared individually or with a partner. Explain that information will be expected to be retrieved only from reliable sources. Provide students with project rubric and thoroughly review all components so that students understand how their projects will be assessed.  Review Rubric for Electronic Display GlogsterEDU Poster Promoting Health and Wellness of Children so that students are aware of assessment procedures.  Assist students with research and Glogster presentation. Keep students focused and on task.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * provide outline of lessons * provide pre-written notes or designate a note-taker * summarize lessons on a regular basis |
| **Lesson Closure** | Review terms, definitions, and objectives.  Complete the handout Hygiene Potato Graph Worksheet to analyze what they have learned about the importance of properly washing their hands and good hygiene practices. |
| **Summative/End of Lesson Assessment \*** | Student projects will be presented to the class and assessed with a rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checks for understanding * minimize auditory distractions * encourage participation * extended “wait time” |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Microsoft Office Clip Art: Used with permission from Microsoft.   **Websites:**   * American Academy of Pediatrics  An official site of the American Academy of Pediatrics an organization of 60,000 pediatricians committed to the optimal physical, mental, and social health and well-being for all infants, children, adolescents, and young adults. http://www.aap.org * Centers for Disease Control and Prevention  The early years of a child’s life are very important for his or her health and development. http://www.cdc.gov/ncbddd/childdevelopment/index.html * Centers for Disease Control and Prevention Recommended immunization schedule for persons aged 0 through 6 years United States, 2012 http://www.cdc.gov/vaccines/schedules/downloads/child/0-6yrs-schedule-pr.pdf * Centers for Disease Control and Prevention Recommended immunization schedule for persons aged 7 through 18 years United States, 2012 (for those who fall behind or start late). http://www.cdc.gov/vaccines/schedules/downloads/child/7-18yrs-schedule-pr.pdf * CHIP/Children’s Medicaid Children in Texas without health insurance may be able to get low cost or free health coverage from the Children’s Health Insurance Program (CHIP) or Children’s Medicaid. http://www.chipmedicaid.org/ * Child and Adult Care Food Program (CACFP) The goal of the CACFP is to improve and maintain the health and nutritional status of children and adults, promote development of good eating habits, and integrate nutritious food service with organized child and adult day care services. http://www.squaremeals.org/Programs/ChildandAdultCareFoodProgram.aspx * Health Screening in Childcare Setting Health screening is an important component of the health program in childcare, and the first step to improved health outcomes for children and staff. http://www.healthychild.net/InSicknessandHealth.php?article\_id=26 * I CAN DO IT? Raising Confident Children When children strive to do more, they eventually become successful in performing certain tasks. http://www.bblocks.samhsa.gov/family/time/raisingconfidentchildren.aspx * Is There an Obesity Tipping Point in Infancy? According to the CDC’s National Health and Nutrition Examination Survey, rates of obesity in youngsters ages 2 to 5 have more than doubled since 1980, from 5.0% to 12.4% http://www.time.com/time/specials/packages/article/0,28804,1972947\_1973062\_1973065,00.html * Quiz: You Make the Call Young children make food choices based on the food choices that the adults in their lives make: what to eat and how much. So, it is up to adults to make good choices to ensure that children are eating healthy. http://www.bblocks.samhsa.gov/family/activities/quizzes/fastfood.aspx * Texas Department of State Health Services Primary Health Care services are available through health care providers across Texas. A list of clinic locations organized alphabetically by city. http://www.dshs.state.tx.us/phc/locator/locator.shtm * We Can! Families finding the balance-A Parent Handbook http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan\_mats/parent\_hb\_en.pdf * MyPlate.gov MyPlate, the government’s newest symbol for healthy eating, uses a dinner plate icon as a simple visual reminder of what to serve yourself, and your family for meals and at snack time. http://www.myplate.gov * Obesity and Making Healthy Food Choices Serious short-term and long-term consequences result from obesity, including the increased risk for disorders such as hypertension, high cholesterol, type 2 diabetes, and sleep apnea. http://www.bblocks.samhsa.gov/educators/lesson\_plans/obesity\_nutrition.aspx * Team Nutrition A poster with instructions on how to wash your hands  http://teamnutrition.usda.gov/Resources/remember\_wash\_hands.pdf * Wak/Med Health and Hospitals Stop the spread of germs that make you and others sick! http://www.wakemed.org/body.cfm?id=1116   **YouTube:**   * Clean Hands Prevent the Flu Clean hands can help prevent the spread of infectious diseases, such as flu. This podcast explains the proper way to wash your hands. http://youtu.be/XHISh559oho * Cover That Cough or Sneeze Cover that cough – cover your mouth and nose with a tissue when you cough or sneeze. No tissue? Use your upper sleeve – not your hands.<http://youtu.be/hhlYCHjkRg8> * 3-D Organizer for Promoting Health and Wellness of Children<http://youtu.be/IyiWftroaQs> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Pair up special needs students with others in the class who are advanced or have a special ability to work with and mentor others. * Practice newly acquired vocabulary, using it verbally and in writing during the exercises of this lesson plan. * Use various partners in pair-share opportunities so that ELL’s learn to speak and listen to various dialects within the classroom. * Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful.  Students should each print a source of information (see websites below), pair off and trade documents then use the” read, write, pair, share” strategy. First reading independently, then writing about what they have read and finally discussing in pairs their insight into the information they have read about.  I CAN DO IT? Raising Confident Children When children strive to do more, they eventually become successful in performing certain tasks. http://www.bblocks.samhsa.gov/family/time/raisingconfidentchildren.aspx  Is There an Obesity Tipping Point in Infancy? According to the CDC’s National Health and Nutrition Examination Survey, rates of obesity in youngsters ages 2 to 5 have more than doubled since 1980, from 5.0% to 12.4% http://www.time.com/time/specials/packages/article/0,28804,1972947\_1973062\_1973065,00.html |
| **Quotes** | Children must be taught how to think, not what to think.  **-Margaret Mead**  Nothing you do for children is ever wasted. **-Garrison Keillor, Leaving Home**  We may not be able to prepare the future for our children, but we can at least prepare our children for the future. **-Franklin D. Roosevelt**  Anyone who does anything to help a child in his life is a hero to me.  **-Fred Rogers**  Your kids require you most of all to love them for who they are, not to spend your whole time trying to correct them.  **-Bill Ayers** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * Children need to be taught the importance of eating right because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * I need to change my eating habits by\_\_\_\_\_\_\_\_\_\_\_. * Being active can help your body\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Child guidance providers can encourage children to be healthier by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategies:**   * Give the students a copy of the slide presentation in the form of a handout and instruct them to take notes on the content of each slide. * What-Why-How – What do you think about the topic? (your opinion) Why do you think it? (reasons) How do you know? (evidence or examples). Answering each of these questions creates a paragraph. |
| **Communication**  **90 Second Speech Topics** | * We should care about the weight of our children because\_\_\_\_\_\_\_\_\_\_\_. * What my family and I can do to encourage a healthy weight is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Portion control is important because\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Children which have a self-confidence are able to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Download “We Can! (Ways to Enhance Children’s Activity & Nutrition)” is a new public education outreach program designed to help children 8–13 years old stay at a healthy weight through improving food choices, increasing physical activity, and reducing screen time. Share with parents at a PTA meeting http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan\_mats/parent\_hb\_en.pdf   Students can develop games and activities to correlate with “We Can!” publication and develop it into a FCCLASTAR event or a Service Learning Project. |
| **Family/Community Connection** | Invite the school nurse, counselor, or social worker as a guest speaker to discuss ways to promote health and wellness of children. |
| **CTSO connection(s)** | Family, Career, Community Leaders of America (FCCLA)  http://www.texasfccla.org/  STAR Event:  Nutrition and Wellness: An individual event, recognizes participants who track food intake and physical activity for themselves, their family, or a community group and determine goals and strategies for improving their overall health. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see http://www.nylc.org/  Have students organize a school-wide food drive for healthy, non-perishable foods appropriate for children (determine age group). Donate collected items to a food bank. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)