

Health Literacy Home Activities

**Miami-Dade County Public Schools
Physical Education and Health Literacy**

Home Activities
Health Literacy
Elementary School- Grades K-2
Lesson- Hygiene

HE.B.1.1.1- Understanding the importance of hand washing

Objectives

- Practice washing hands to remove dirt and germs that causes diseases
- Understand the importance of keeping hands clean
- Take responsibility for keeping hands clean

Activities

- Write “germs” on a piece of paper and use the word as a cluster to gather prior information from your child. Ask your child why it is important to wash away germs. Explain that germs cannot be seen. They are very small. They could be on our hands. Putting unclean hands into our mouths allow germs to get into our bodies which may make us sick.
- Have your child create a collage using pictures of items needed to keep our bodies clean.
- Prepare a shoebox of assorted objects that may or may not be related to staying healthy such as a towel, toothbrush, comb, soap, washcloth, block, toy car, crayon, gum, scissors, and candy. Pair yourself and your child and take turns selecting and sorting them as being health- related or not.
- Gather various types of fruits such as lemons, oranges, mangoes and strawberries. Let your child touch and squeeze each piece of fruit (be careful with allergic reactions to some fruits). Next place about five sheets of paper on the table in a row, and let the child touch each sheet of paper. Explain that this is how germs are passed or spread. Let each fruit represent a different type of bacteria. You can substitute the fruit with finger paint. Discuss the idea that coughing or sneezing into your hands is like rubbing the fruits or paint. It leaves something behind. So it is important to use a tissue when you cough or sneeze, or wash your hands immediately
- Create a game: “Cleanliness Spin”
 - a. Make a large circle on poster board; divide the circle into 6 sections.
 - b. In each section paste pictures depicting different cleanliness habits: (Clean fingernails; combed hair; clean clothes, handkerchief, of tissue; clean hands; clean desk; etc)
 - c. Attach a spinner made of card board.
- Playing the Cleanliness Spin about three times per week.
 - a. Each week select a different family member to be “Dr. Clean”.

b. Dr. Clean has the following or similar duties: Dr. Clean spins the spinner. When the spinner lands on a cleanliness habit, the Doctor inspects his/her family members for evidence of that habit. (i.e., if the spinner stops on “clean fingernails,” the Dr. examines the fingernails of each member of the family. Each family member who passes inspection gets a star on a “cleanliness chart.”

- Demonstrate how to wash hands, face and neck.
- Your child can sing, “**This Is the Way We Wash Our Hands**”.
- Your child can cut pictures showing times either before or after that he/she needs to wash hands (i.e.; playing with pets, or preparing or eating food).
- Allow your child to create a chart to keep track of hand washing at home.

Home Activities
Health Literacy
Elementary School- Grades 3-5

Lesson- Hygiene

HE.B.1.1.1 Demonstrate ways to prevent transmission of germs.

HE.B.1.1.1 Identify methods for keeping germs from spreading.

Objectives

- Demonstrate how germs cause disease.
- Discuss ways germs are spread.
- Explain what body defenses do.

Activities

- Make two copies of the Handout **Outline of a Body**. Place one over the other and use a red marker on the top sheet to test whether the ink soaks through. You want the ink to soak through. If the ink does not soak through, use a different marker. You are going to divide your family members into four teams. Copy each statement from the Handout **Germ Relay** to index cards so that you have one card per family member and an adequate number of cards for each team. Place the index cards face down in a pile on a table. Make four copies of the Handout **Germ Relay** for the four teams that will play. Assign the following teams names: *The Germy Droplets*, *The Dirty Hands*, *The Strange Dogs*, and *The Pink Hamburgers*. Give the following instructions and walk through an example:
 - On my signal, the first family member in each row takes the copy of the Handout and walks up to the table.
 - The family member looks through the cards to find a card that says one of the ways to keep germs from spreading that is written on the handout under the team name.
 - The family member picks up the card, returns to his or her seat, and passes the handout to the second family member.
 - The second family member goes up to the table, then the third, and so on.Begin the relay with your family members. Note the order in which the teams finish. Have all family members hold up their cards. The team that finishes first and has the greatest number of correct cards wins the relay. If a team finishes before another team but has fewer correct cards, the team that has the most correct cards wins.
- Have family members work in pairs to decide two things they might do to protect themselves from the sun if no sunscreen was available. Have pairs share their ideas.

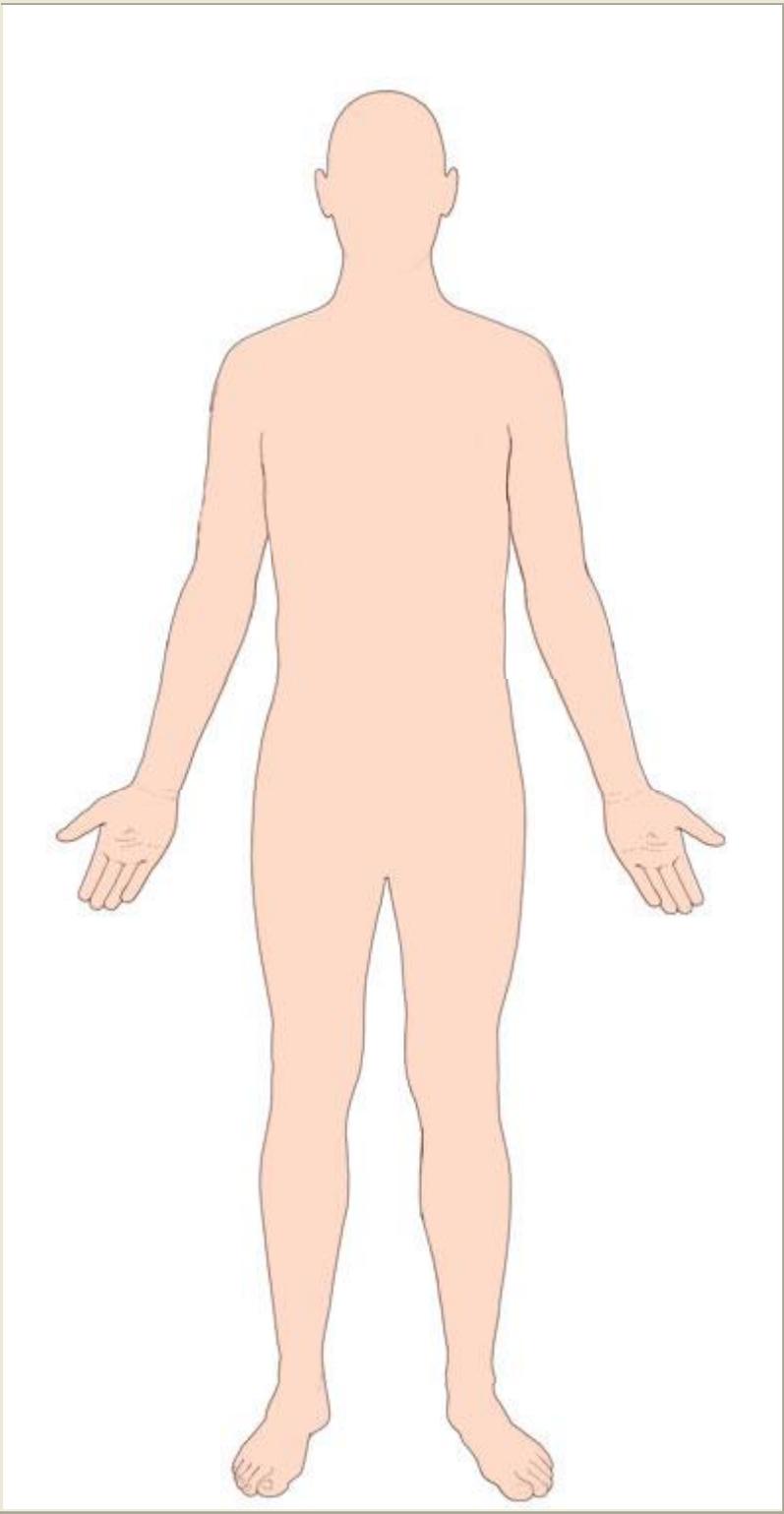
- Have your child create a pamphlet that contains information about grooming skin, hair, and nails and general information about how to use grooming products responsibly. Your child can produce the pamphlet using a software program if possible.
- Allow your child to write and perform a skit of the following scenario:
Your friend bites her nails when she is feeling anxious or stressed. You know this is not a good habit. What can you do to help her stop biting her nails?
Suggestions to stop could include talking about her anxiety to a friend, replacing the action with a positive health behavior, and using special nail polish with an unpalatable taste.
- Have your child explain why it is important to keep your skin healthy.
- Encourage your child to write about the dangers associated with being unprotected in the Sun. Remind your child that applying sunscreen can protect you from sunburn.
- Have your child draw himself/herself doing two things to take care of their skin and hair. Ask your child to share their pictures with the entire family.

Discussion Information

Explain to your child that he/she is going to learn how to keep germs from entering their bodies and how to keep from spreading germs. There are many different kinds of germs that can harm the body. **Germs** can cause disease. Define disease. Disease is an illness that keeps your body from working as it should. Two kinds of germs that can cause disease are bacteria and viruses. Define bacteria. **Bacteria** are one-celled germs. Some bacteria can make poisons that cause infections and illnesses. Define viruses. **Viruses** are germs that are much smaller than bacteria. Viruses cause disease by getting inside body cells. They make exact copies of themselves. This causes cells to burst open. The cells die.

Explain to your child that the skin prevents germs from entering the body, regulates body temperature, protects internal organs, provides us with our sense of touch, and helps protect us from the Sun's harmful rays. Discuss the idea that the body's defense against the Sun's harmful rays is to produce a pigment in skin cells. As the pigment is produced, the skin darkens. A sun tan is a sign of sun damage which can cause skin cancer later in life.

The Body Outline Handout



The Germ Relay Handout

“Ways to Control Spread of Germs”

The Gergy Droplets

1. Coughing Precautions (Keep your distance and use your arm to collect droplets)
2. Sneezing Precautions (Keep your distance and use your arm to collect droplets)
3. Airborne (when visiting a sick person at home or at a hospital; wear a mask)

The Dirty Hands

1. Hand washing Techniques
2. Hand Sanitizers
4. Hand Protection (when visiting a sick person at home or at a hospital; wear a mask)

The Strange Dogs

1. Washing hands after touching pets
2. Keeping pets indoors and safe
3. Keeping pets healthy

The Pink Hamburger

1. Cook foods to prevent bacterial infections
2. Make sure that all food items are washed and cleaned before eating
3. Store foods accordingly to maintain safe
4. Wash hands before and after eating

Home Activities
Health Literacy
Middle School- Grades 6-8

Lesson - Hygiene

Objectives

- Examine own hand washing habits.
- Consider the prevalence of lax hand washing hygiene among American adults by reading and discussing the article, “Many Don’t Wash Hands After Using Bathroom”
- Research and report on various types of communicable disease that can be spread through the hands.
- Create posters and pamphlets with information on communicable infections and diseases that can result from poor hand washing hygiene.

Activities

- Ask your child the following questions: “After which of the following activities do you typically wash your hands: -petting a cat or dog -using public transportation - handling money -preparing food -blowing your nose -sneezing -shaking hands with someone?” Based upon the responses provided, discuss why your child considers some of these activities to be more or less hygienic than the others. Under what other circumstances should people ALWAYS wash their hands? Why? Why is hand washing considered an important aspect of good hygiene?
- Ask your child to read and discuss the article **“Many Don’t Wash Hands After Using The Bathroom”** (http://www.nytimes.com/learning/teachers/featured_articles/20050927tuesday.html), focusing on the following questions: a. According to the article, in a recent poll, how many people were interviewed about their hand washing habits? b. Who conducted the survey? c. What were the results of the survey? d. How did researchers test the responses given in the survey? e. How did the survey results compare with the observations? f. Who is Michael T. Osterholm? g. Where were the observations for the study made? h. Of these locations, which had the least hand washers? i. Which area had the most hand washers? j. What role, if any, did gender play in these observations? k. What correlation could be made between level of income and hand washing hygiene? l. According to the article, what difference, if any, does a person’s level of education make when it comes to handling diapers and hand washing?
- Ask your child to imagine that he/she has been hired as a public educator by the National Institutes of Health. In order to help convey the importance of hand washing to the communities with which they will be working, "educators" will examine some of the communicable diseases that can be transmitted through poor hand washing hygiene. Your child will create an informative poster illustrating various bacterial and viral infections. Before beginning the activity, you

may wish to review terms, such as: airborne, antibodies, antigens, bacteria, contagious, epidemic, epidemiology, food-borne, infectious, quarantine, virus, and waterborne.

- Assign your child one of the following contaminants, including but not limited to: - varicella zoster (“chickenpox”) -e-coli -coxsackie virus (“hand, foot, and mouth disease”) -giardia (“beaver fever”) -influenza (“flu”) -meningococcal bacteria (“meningitis”) -mononucleosis (“mono”) -streptococcus (“strep throat”) – salmonella. Your child is responsible for researching and answering the following questions for the poster: What kind of contaminant is this? What does this contaminant look like under a microscope? DRAW a picture of this organism on the poster. Where is this contaminant found (i.e., is it airborne or waterborne?) In what environments is this contaminant commonly found (e.g., schools, restaurants, campsites, etc.?) How is this contaminant spread?
- After the poster is complete, your child will present it to the entire family or as part of a greater health and wellness project.
- Allow your child to create a one-page informative pamphlet to promote hand washing hygiene among younger students.

**Home Activities
Health Literacy
Senior High School- Grades 9-12**

Lesson - Hygiene

Objectives

- State that some diseases are the result of infection.
- Describe the risks associated with biological hazards, such as viruses.
- Name ways that infectious disease can be prevented, controlled, or cured.

Activities

- Discuss how disease spreads among people. Ask your child the following questions:
How can viruses move from person to person?
What are some ways of preventing viruses from infecting a person?
What shots have you had and for which diseases?
- Draw a data table. Your family members and friends will play six one-minute rounds and collect data after each one. You will be the official timekeeper and data recorder. Your child will be the virus carrier. Tell the family members and friends that they will be circulating around the room. At some point, you will give a signal, and the virus carrier will move quickly around the room and stick a sticker on the arm or hand of random family members. Your family members and friends should not avoid the virus carrier or actively seek him or her out.
- To begin Round 1, give the virus carrier at least one same-colored sticker for all participating family members and friends. Have your family members and friends begin to circulate slowly and quietly around the room. Start the timer and tell the virus carrier to begin applying stickers to the arm or hand of as many family members and friends as possible. After 60 seconds, say “Stop,” and have everyone stand still. Ask any family member and friend with a sticker to raise his or her hand. (Any family member and friend with multiple stickers are just counted once.) Tally and record the number of individuals tagged and then have them remove their stickers.
- Play Round 2. In this round, the virus carrier will carry three sheets of stickers of the same color as those in Round 1. The first three family members and friends he or she tags will get one of these sheets. Each of them will, in turn, sticker as many family members and friends as possible within the one minute time. After 60 seconds, tally and record the number of individuals tagged.
- Post the data from both rounds. Have the family members enter them into the table. (In Round 1, the virus carrier infects one person at a time, and the overall number of infected people grows arithmetically [i.e., 1, 2, 3, 4, 5]. In contrast, the multiple virus carriers in Round 2 infect the class more

quickly, and the overall number of infected people grows geometrically [i.e., 1, 2, 4, 8, 16].)

- Process Rounds 1 and 2 by asking the following questions:
 - What were some of the differences between Rounds 1 and 2? (In Round 2, there were more carriers transmitting the virus and more family members became infected.)
 - Which round more closely represents a real-life epidemic and why. (Both rounds resemble real-life epidemics. In their early stages, all epidemics start with one person infecting another. Soon, however, there is a critical mass of infectious people, and the transmission pattern shifts to resemble the one in Round 2.)
- The next four rounds explore how a preventive measure (inoculation) affects how quickly a virus spreads through a population. Tell family members that, once inoculated, they must keep their inoculation stickers for all remaining rounds in order to stay protected. Give 20 percent of the family members an inoculation sticker and have them put it on their right shoulder. The stickers should be a different color from the infection stickers.
- Tell family members and friends that Round 3 is essentially a rerun of Round 2 (i.e., multiple carriers), except that some family members will be inoculated. Run Round 3 for 60 seconds. Tally the number of inoculation stickers and how many family members became infected, and record these data in the data table in Step 5 on the handout. (If an inoculated family member gets an infection sticker, don't count it as an infection. In real life, even inoculated people get the virus, but their immune systems are able to prevent infection.)
- Round 4 is a repeat of Round 3, except that 40 percent of the family members and friends get inoculated. Distribute inoculation stickers to an additional 20 percent of the family members. Conduct Round 4, and then tally and record the total number of inoculation and infection stickers.
- Round 5 is a repeat of Round 4, except that 60 percent of the family members get inoculated. Distribute inoculation stickers to an additional 20 percent of the family members. Conduct Round 5, and then tally and record the total number of inoculation and infection stickers.
- Round 6 is a repeat of Round 5, except that 80 percent of the family members get inoculated. Distribute inoculation stickers to an additional 20 percent of the family members. Conduct Round 6, and then tally and record the total number of inoculation and infection stickers.
- Make a bar graph of the data. Note that Round 2 serves as the control because no family members were inoculated.