Myrtle Teachable Moments

Content-Based Fiction

Health Literacy and Character Education Series
Instructor’s Guide

S.A. Deem

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Myrtle Teachable Moments Health Literacy and Character Education

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Description</td>
<td>2</td>
</tr>
<tr>
<td>References</td>
<td>4</td>
</tr>
<tr>
<td>Reading-Aloud Lesson Plan Components</td>
<td>6</td>
</tr>
</tbody>
</table>

Health Literacy and Character Education book descriptions and worksheets:

- *Myrtle Learns How to Take Care of Boo Boos* 15
- *Myrtle Learns About Bullies* 20
- *Myrtle Makes a Choice* 24
- *Myrtle Learns About Dangerous Situations* 30
- *Myrtle Learns How to Eat Well* 34
- *Myrtle Learns About the Environment* 41
- *Myrtle Learns Why Exercise is Important* 44
- *Myrtle Learns About Families* 54
- *Myrtle Learns to Make Friends* 56
- *Myrtle Learns to Get Along* 58
- *Myrtle Learns About Hygiene* 62
- *Myrtle Learns How You Catch an Illness* 66
- *Myrtle Learns About Lice* 76
- *Myrtle Learns About Medicine* 79
- *Myrtle Learns About Persuasion* 84
- *Myrtle Learns About Safety* 93
- *Myrtle Learns About Stress* 99
Myrtle Teachable Moments
Health Literacy and Character Education Series
Content-Based Fiction

Program Description

Myrtle Teachable Moments Health Literacy and Character Education Series is a comprehensive health curriculum for primary grade students. The teachable moments program uses research based instructional and early literacy strategies that encourage students to become engaged in learning about health topics. The program includes a set of books that address physical, social and emotional health topics. The program's format also allows teachers to strengthen their students' literacy skills while teaching the health content.

As we know teachers are faced with ever increasing demands on their time. As the demands of the core curricula increase, time spent on important subjects like health often decreases. Teachers must decide what to leave out as their day is filled with Math and Language Arts Instructional requirements. The Myrtle Teachable Moments Health Literacy and Character Education Series is built on research that supports not only learning the factual content of the health standards but also using health content to strengthen students’ reading skills. This nexus of health literacy and reading instruction encourages teachers to incorporate health instruction into their regular language arts blocks and therefore create the time to teach health.

A common criticism of primary grade reading instruction is the lack of exposure to expository textual content. As students matriculate through the grades the gap between their ability to read and understand nonliterary text and the requirements to glean information from written content widens. The Myrtle Teachable Moments Health Literacy and Character Education Series is designed to bridge the gap between expository and narrative text with stories rich in health content but also of high interest to students. The series is designed to help teachers teach children to read for factual information in the context of a narrative text.

Myrtle Teachable Moments Health Literacy and Character Education Series is designed to put health standards in a context that is familiar to students. The series is also designed to put health standards in a format that is readable and comprehensible to nearly all primary age students. Teachers who use the series report a good response to the books in their regular and special education classes. Health comes alive for the students through the books’ characters. Students relate to the characters and their real life experiences portrayed in the book. Through this medium students are more apt to retain the health-related content embedded in the books and understand how the content fits into the larger scheme of things.
Health is an important subject. Over 10% of preschoolers (age 2 to 5) and over 15% of 6 to 11 year olds are overweight putting them at risk for diabetes, heart disease, and premature death. Additionally, many students live in stressful environments and do not get a foundation that provides for coping skills. The characters in the Myrtle Teachable Moments series learn about and practice good health habits. The Myrtle characters also show concern about each other’s feelings and help each other when they have a problem. The characters are empathetic, responsible, make healthy decisions, and work together.

These are also characteristics of health productive citizens. The goal is to provide health education in a way that encourages the acquisition of these traits. The Myrtle Teachable Moments Health Literacy and Character Education Series introduces health facts and healthy behaviors within the context of stories. Children and adults alike enjoy stories and relate to them. Stories take seemingly unrelated pieces of information and join them into a composition that makes the individual facts easier to remember.

The Myrtle Teachable Moments Health Literacy and Character Education Series stories work well to convey information because they are consistent with research regarding how the brain works to store new information. A recent development in brain research is the discovery of a phenomenon called plasticity. Plasticity refers to the brain’s ability to strengthen existing connections between dendrites and axons of different neurons, essentially making the brain “stronger”. Information is stored in various locations in the brain. When one encounters new information, the brain looks for existing pathways the information will fit into, thereby, strengthening those connections. All students have personal experience with health issues. That prior knowledge, coupled with new related information, as portrayed in the Myrtle Teachable Moments series, strengthens those neural pathways or networks making it easier for students to “own” the new information. The topics are also meaningful to students. The best way to teach facts is to teach for meaning. The Myrtle characters connect school learning to our students’ real world.

I hope you and your students will enjoy Myrtle and her friends!
REFERENCES

Program Description


Bullies


Eat Well


Exercise

**Families**


**Illness**


**Persuasion**


**Safety**


**Stress**


Myrtle Teachable Moments Series
Reading-Aloud Lesson Plan Components

Not every book is appropriate for every classroom. The books can be presented in any order.

Choose one or more options from the Before reading, During reading and After reading categories for your lesson plan.

Before reading
√ Find out what students already know about the story topic. List their responses on chart paper or let students draw and/or write about what they know.
√ Construct a KWL chart that displays what students already Know about the story topic, What they want to find out, and what more they want to Learn.
√ Ask students to predict from the cover and the pictures what they think will happen in the story at the beginning, middle, and end.
√ Ask students to anticipate the meaning of the topic or story. Say, “What do you think _________ means?” Brainstorm and write a list of possible meanings for the topic. Leave the list up during the reading and put a check next to correct responses.
√ Present vocabulary.
√ Introduce the story.

During reading
√ Tell students to listen carefully as the story is being read to see if their predictions were accurate.
√ Encourage students’ comprehension by allowing them to ask questions as the story proceeds. Gauge the amount of discussion during reading so as not to detract from the enjoyment of the reading and listening to the story.
√ Tell students to visualize the story as if they were watching a movie.
√ Conduct a teacher Think Aloud as the book is read to students. Pose questions such as, “I wonder why...” to demonstrate to students thinking while reading. Explore possible solutions to each teacher-posed question to demonstrate problem-solving skills.
After reading
√ Discuss the story with the students:
  - What did the students learn about the topic?
  - What do students think the main ideas of the story was? Why?
  - Ask students what else they would like to know about the topic. How could they find out?
  - What do students think the author wants them to know about the topic?
√ Retell the story orally or in writing (whole group, small group, or individually). Remember to tell what is important, tell it in a way that makes sense, and try not to tell too much.
√ Survey the class to see how many have had a similar experience or health situation as occurred in the story. Graph the results.
√ Invite a health professional to the class to discuss the topic.
√ Go on a field trip to a hospital or health clinic.
√ Make an art project related to story topic.
√ Make puppets by gluing figures to tongue depressors or Popsicle sticks. Students can retell the story, rewrite the story, or use the book as a script to reenact the story. This idea could be a cross-age tutoring activity.
√ Write a poem or song about the topic.
√ Assign students to small groups to research the topic further.
√ Write a card, letter, or draw pictures for ill students.
√ Reread the book at a later date. Rereading has been shown to increase comprehension.
√ Have students use the puppets as templates to create their own Myrtle stories. They can finish drawing the puppets as known characters or make and name their own new ones. The stories can be about health topics the class is interested in or students can choose their own health-related topics to research and write about. You can pick a problem to have the students write a story about such as lying or cheating.

Please note: Not every book is appropriate for every classroom. For example, disease specific books are meant to be read if there is a student in the classroom with that particular condition. It may be too much information for students if there is no one to relate the information to. The health condition books are also most appropriately taught by the school nurse so individual treatment differences can be addressed accurately.

Worksheets
The activity sheets encompass many skill levels. Choose activities that most fit the needs of your particular students.
Dear Parents/Guardians,

It is important that your child be ready to learn when they arrive at school. Research shows that it is important that children have adequate sleep and nutrition in order to do their best. The National Center on Sleep Disorders says that children need at least 9-10 hours of sleep a night. A lack of sleep can make it hard to focus and concentrate. Not enough sleep can also contribute to behavior problems.

To help your child sleep well at night:
1. Allow plenty of outdoor exercise during the day.
2. Have a regular bedtime schedule during the week and stick to it.
3. Provide a quiet, cool, dark place for your child to sleep.

Make sure your child eats breakfast every morning, whether it is at home or at school. Your car cannot run without gas and children cannot concentrate and think without fuel in their bodies. Children who do not eat in the morning often show up in the health office with headaches and stomachaches. Not drinking enough water and liquids during the day can also cause problems.

If your child does not like to eat in the morning, try offering different kinds of food. Sandwiches, cottage cheese and fruit, or leftovers can be eaten for breakfast.

Help us provide your child with the best education possible by bringing them to school every day physically ready to work and learn.

Sincerely,
Kindness and Caring

Kindness and caring are two of the themes used throughout this series. Point out examples of characters being kind and caring during reading. When you see a student doing something kind and caring, you can award them a certificate.
Caring Certificate

awarded to

________________________________________
for doing something kind and caring

________________________________________

School          School Official          Date
Girl Puppet
Color and cut out. Place stick between front and back. Glue front and back together.
Boy Puppet

Color and cut out. Place stick between front and back. Glue front and back together.
Woman Puppet

Color and cut out. Place stick between front and back. Glue front and back together.
Man Puppet

Color and cut out. Place stick between front and back. Glue front and back together.
Myrtle Learns to Take Care of Boo Boos

Summary
Myrtle has a boo boo after falling on the playground. The school nurse, Mrs. Tinky shows Myrtle how to take care of boo boos, including nosebleeds and keeping someone who is seriously ill still.

Objectives
Students will be able to:
1. Demonstrate care for minor scrapes and nosebleeds.
2. Explain that someone who is hurt badly should be kept still while an adult is called.

Key Concepts
√ Wash small wounds with soap and water.
√ Ice prevents swelling.
√ The best way to stop a nosebleed is by pinching the nose for 10 minutes.
√ Never move a broken bone. An adult will immobilize the broken bone.
√ Do not move someone who is seriously injured. An adult will take care of them.

Sample think-aloud questions.
Page 2
♦ Who knows what the word defend means? It means protect. It says hear that germs can get inside Myrtle’s body through a cut. That’s because our first line of defense against germs is our skin. Our skin keeps germs out of our body. Once germs get into the body, special blood cells fight the germs.

Vocabulary
germs - very tiny things that can get inside your body and make you sick
swell - when a part of your body gets bigger

Activities
Do a survey of the most frequent boo boos, determine what supplies would be needed to take care of them, and put together individual first aid kits.

Ask the school nurse or another nurse to come to the classroom to discuss, demonstrate and practice some basic first aid techniques. Role play. Have students take turns being victims and first aiders.
Students can interview adults to determine where the most accidents are occurring, what is causing the accidents and what can be done to prevent them. Students could develop a presentation with the information and invite the principal in to hear their concerns.
Call an adult when someone is badly injured.

Never touch someone else’s blood.

Never move a broken bone. Keep it very still.

Name

How to Take Care of Boo Boos

Myrtle Learns to Take Care of Boo Boos. Copy this and next page back to back. Cut out pages on dotted lines. Fold at solid line and staple pages together at solid line.
Wash boo boos with soap and water.

Keep a hurt leg up so it will not swell.

Use ice to keep a boo boo from swelling up.

Pinch a bloody nose for 10 minutes or longer.
Interview three adults. Ask them the following questions and record their answers.

Where do the most accidents happen?

1. _______________________________________________________________
2. _______________________________________________________________
3. _______________________________________________________________

What causes them?

1. _______________________________________________________________
2. _______________________________________________________________
3. _______________________________________________________________

What can be done to prevent them?

1. _______________________________________________________________
2. _______________________________________________________________
3. _______________________________________________________________

What were the similarities and differences between their answers?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Myrtle Learns About Bullies

Summary
Percy is a bully. Mrs. Little, the principal must give Percy a serious consequence for acting like a bully. Mr Winkle explains that it is important to report bullying behaviors because everyone should feel safe at school.

Objectives
Students will be able to:
1. Explain the importance of not tolerating bullying behaviors and helping to create a safe school environment.
2. Demonstrate strategies for dealing with bullies.
3. Understand that both bullies and victims have problems that need help.

Key Concepts
√ When you are angry you must not do things that hurt others.
√ There are consequences when you don’t follow rules.
√ Everyone should feel safe when they go to school.
√ It is important to tell an adult when someone is acting like a bully.
√ Some people act like bullies when they don’t feel good about themselves.
√ There are some things you can do to protect yourself from bullies.

Vocabulary
bullying - when someone hurts or scares another person on purpose
consequence - what happens when you do something
serious - very important

Teacher Information
JAMA reported that homicide perpetrators were twice as likely to have been bullies (Anderson, Kaukfman, Simon, Barrios, Paulozzi, Ryan, Hammond, Modzeleski, Feucht, Potter, & the School-Associated Violent Deaths Study Group, 2001). Other studies show:
♦ 160,000 students may stay home on a given day to avoid being bullied (Olweus, 1993).
♦ 60% of male middle school bullies had at least one criminal conviction by age 24 (Olweus, 1993).
♦ in every elementary classroom, two or three children are afraid of others and avoid public areas such restrooms (Garity, Jens, Porter, Sager & Short-Camilli, 1996).
♦ bullying seems to be a marker for more serious violent behaviors (National Institute of Child Health and Human Development, 2003; Nansel, Overpeck, Haynie, Ruan & Scheidt, 2003), and it is the best predictor of adult criminality (Silvernail, Thompson, Yang & Kopp, 2000)
Students may be afraid to report bullying behaviors because they may become victims themselves. They may also think nothing will be done or told to work it out themselves. Elementary age students do not usually have the skills to work these problems out without the help of adults. The National School Safety Center (1996) suggests the following school intervention plan:
- Help both the bully and victim develop improved self-esteem.
- Establish a no tolerance policy for bullying.
- Create and enforce rules of respectful and responsible behavior.
- Educate students about the issue.
- Train educational staff.
- Involve parents and the community.

When counseling bullies, help them learn to handle their feelings:
- Comfort them.
- Give them vocabulary and actions to use when they are angry.
- Help them understand how the other person must feel.
- Have them comfort and apologize to their victims.
- Teach them social skills.
- Teach them they always have a choice and a consequence.

**Activity**

Discuss reasons that students use violence. Here are some possible reasons to discuss:
- They feel bad about themselves.
- They don’t know how to handle their problems.
- They don’t know who they can talk to.

Why do you think they do it? Talk about the fact that Myrtle helped Percy by telling the teacher so the adults can help him with his problems. Discuss the fact that other dangerous behaviors, i.e. gangs, weapons and drugs are other things people do have when they have stress (refer back to Myrtle Learns About Stress).

Give groups of students topics for further exploration: Drugs, Gangs, Violence, Weapons worksheet and ask them to develop a poster for presentation and display based on the information on their worksheet.

Role play. Have students brainstorm situations they have seen in which someone acted like a bully. Have students take turns reenacting those situations using the techniques discussed in the book against the “bully”. Other things
they can do against the bully include standing up to the bully and making a joke. These techniques show bullies that others are not upset by them.

**Note**
There is some disagreement on the practice of making someone apologize because they may not really mean it. Percy is made to apologize so that the idea of apology as the appropriate course of action is introduced to the students.
Bullies

List three things you can do to protect yourself from a bully.

1. 

2. 

3. 

Draw a picture or write a skit showing a way to protect yourself from a bully.
Myrtle Makes a Choice

Summary
Myrtle must choose between playing with Fannie or playing soccer with Rupert. In this story she shows Fannie the steps she went through to make her choice.

Objectives
Students will be able to:
1. Understand that everything we do is a series of choices.
2. Demonstrate the steps for making a choice.

Key Concepts
√ To make a choice:
   √ Identify the problem
   √ Identify options
   √ Make a choice
   √ Evaluate choice

√ Everything we do involves choices: what to eat, who to play with, what to wear, try a cigarette, etc.

Vocabulary
choice - when you pick between two or more things

Teacher Information
Children need to be able to make good choices. When an opportunity for making a classroom choice arises, use the steps outlined here to make the decision so children get on-going practice in this skill.

Children should also realize that not making a choice or going along with others is a choice.

Activity
Brainstorm a list of common situations that require students to make choices. Choose one of the situations and brainstorm possible choices. Make a list of the choices. Do as a whole class activity to practice. Then have groups of students choose situations, go through the process, and report to the class on their choices. Discuss the consequences of poor choices. Refer back to Myrtle Learns About Bullies and Myrtle Learns to Get Along regarding the consequences of poor choices.
Use the story *The Mouse Who Had Goals* to practice test taking skills. It can also be the basis for a book on goal-setting that the students write and illustrate themselves. Story reading level is 3.7.

**Vocabulary**

*goal* - a target

answers to test 1. a, 2. d, 3. d, 4. a, 5. d, 6. a, 7. d, 8. b
Name

Choices

Think about one choice you made today and answer the following questions.

What was your problem?

List two choices and circle the one you picked.

Are you happy with your choice? What would be different if you had picked the other choice?
The Mouse Who Set Goals

Sassy loved music. She sang and hummed all the time. It drove some mice crazy. Sassy was also learning to play the violin. “I wish I could buy a new violin,” she told Rupert. “I think my music would sound even better. But my dad said I would have to pay for half of a new one. I don’t think I can do that.”

“Sure you can,” said Rupert. “Remember when you wanted to be on the honor roll? You made that goal.”

“How did I make a goal when I don’t even know what a goal is,” said Sassy.

“A goal is just a target,” said Rupert. “It’s like making a goal in soccer, you hit your target. You told me you were going to be on the honor roll. That’s the first step. Next you decided on the things that would help you meet your goal. You were going to study an extra 15 minutes every night. You also kept a homework notebook. You took the steps you planned to reach your goal.”

“Well, that sounds easier than saving money for a violin,” said Sassy.

“Maybe,” said Rupert. “Your goals have to be things you can really do. And they have to be important enough for you to work for.”

“What do you mean work for? Are you talking about a job?” asked Sassy.

“No goals are something you decide. They are things important enough for you to work for. A job or a task is often given to you by someone else,” explained Rupert. “Goals and tasks are alike in some ways and different in other ways. You have to work to finish each one. Sometimes you have to break goals and tasks into smaller parts. When you finish with all the little parts you should reach your goal or finish your task.”

“Having a new violin is a very important goal to me,” said Sassy. I think I’ll go figure out how I can reach my goal.”
1. Why are goals important?
   a. They can help you think about what you want.
   b. They make you popular.
   c. They score points in soccer.
   d. They are only important for adults.

2. Which of these is **not** important for setting goals.
   a. Decide what is important to you.
   b. Set a big goal to work for.
   c. Set little goals to help you get to your big goal.
   d. Ask someone else what your goals should be.

3. Goals are important for different kinds of things. Which of these do you think goals would help?
   a. Your future job.
   b. How well you do in school.
   c. How well you play a sport.
   d. All of the above.

4. What is the story’s main idea?
   a. Setting goals can help you get things that are important to you.
   b. Don’t sing too much.
   c. The more you work, the more money you can save.
   d. Being on the honor role is very important.

5. Retell the story in your own words.

   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
6. Think about a time when you wanted something or wanted to do something. What was it? That was your goal. What steps did you take to reach your goal?

Goal: ________________________________________________________

Steps:

1.__________________________________________________________
2.__________________________________________________________
3.__________________________________________________________
4.__________________________________________________________
5.__________________________________________________________

Did you reach your goal? What happened?

________________________________________________________________________

________________________________________________________________________
Myrtle Learns About Dangerous Situations

Summary
Police Officer Binky talks to Myrtle’s class about important safety rules.

Objectives
Students will be able to:
1. Explain things they can do to stay out of dangerous situations and prevent someone from hurting them.

Key Concepts
√ If you encounter a dangerous situation on the way home, run back to school.
√ Do not talk to strangers.
√ If someone hurts you, it is not your fault.
√ Your body belongs to you.
√ Walk in groups.
√ You have the right to say no.
√ Tell an adult you trust if someone tries to hurt you.

Sample think-aloud questions. Some questions refer back to other stories. The books are not meant to be read in a particular order. Ignore these references if you have not read these books yet.

During or after reading
♦ What are some other dangerous situations you have heard about? I saw a story in the newspaper about students finding a gun. Do you think this is a dangerous situation? Let’s figure out what you would do if you found a gun. Think about Myrtle Learns About Persuasion and Myrtle Learns About Dangerous to decide if something is dangerous and who you can talk to about it.

Page 5
♦ It looks like this picture is showing a student who is saying ‘No, you can’t touch me’. That is an example of physical abuse. Can you give me an example of emotional abuse. Emotional abuse means it makes you feel bad. (students should bring up talking about each other, this is the most common type of bulling done by girls)

Page 6
♦ In this picture the student is telling an adult they trust that someone tried to hurt them. Do you think it is important to tell someone if you are being abused emotionally?
Vocabulary

*stranger* - *someone you do not know*

**Teacher Information**
Some of your students may have experienced abuse. Watch for signs of stress and refer to appropriate personnel. Take care that students do not talk about inappropriate circumstances in this discussion.
Danger

When someone tries to hurt you, tell an adult that you trust.
To be safe, I know...

The city I live in ______________________
The state I live in ______________________
My phone number ______________________
My parents names ______________________
Myrtle Learns to Eat Well

Summary
Myrtle did not have time to eat breakfast and feels tired. Rupert’s grandmother explains why eating breakfast gives the body important energy for the day. She also shows Myrtle and Rupert what different kinds of foods do for the body.

Objectives
Students will be able to:
1. Explain the importance of good nutrition.
2. Name food groups and list foods in each group.
3. Identify healthy foods.

Key Concepts
- Breakfast gives you important energy for the day.
- The food pyramid is big on the bottom with foods you should eat the most.
- The food pyramid is little on the top with foods you should not eat very often.
- You should eat 6 or more servings of food from the bread group every day. This will give you lots of vitamins.
- Eat fruits and vegetables that are different colors to get the most vitamins.
- Foods from the milk group will make your teeth and bones strong.
- The foods in the meat group will help you grow.
- People who do not eat meat can find other things in the meat group to eat.
- Foods in the smallest part of the pyramid do not have enough vitamins in them.
- Snacks are healthy if they are made with healthy foods.

Vocabulary
- energy - power, when you feel strong enough to do things
- healthy - when you feel good and are not sick
- pyramid - triangle shape, small on top and large at the bottom
- vitamins - tiny things that make your body work right and keep you healthy

Teacher Information
Over 10% of preschoolers (age 2 to 5) and over 15% of 6 to 11 year olds are overweight (Frost, 2003). To help children from becoming overweight:
- Eat 5 fruits and vegetables every day.
- Incorporate physical exercise into daily regimen.
- Drink less sugar-sweetened beverages (and eat fruit as opposed to consuming fruit juice).
- Eat smaller meals with healthy snacks.
√ Do at least 30 minutes of physical activity daily.
√ Limit sedentary activities.
√ Participate in sports.
√ Involve family members.

**For children who are already overweight:**
Do not make them feel bad about their weight. And weighing children is often counterproductive. Encourage above behaviors for children and their entire family.

There is considerable conflicting diet information available. Children should not be put on restrictive diets unless they are under the supervision of a health care professional. In addition to the food pyramid, other general guidelines include:

*Weight control and diabetes development are influenced more by the amount of calories consumed as opposed to the type of calories.*

*Half of daily calories should come from carbohydrates (the main fuel for the brain) but use whole grains which break down more slowly in the digestive system.* A diet high in refined grains and simple sugars can lead to insulin resistance and diabetes.

*Some fats are good.* Brain cells need polyunsaturated fats. Fats should not be restricted in children under 2 years of age.
Draw a food in each part of the food pyramid.

- Bread and cereal group: 6-11
- Vegetable group: 3-5
- Meat group: 2-3
- Fruit group: 2-4
- Dairy group: 2-3
- Food with lots of sugar and fat group: Not very often

Name: ___________________________

© Myrtle Learns
Fruits and Vegetables

Draw a picture of a fruit or vegetable in each box.

<table>
<thead>
<tr>
<th>Yellow fruit</th>
<th>Yellow vegetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red fruit</td>
<td>Red vegetable</td>
</tr>
<tr>
<td>Green fruit</td>
<td>Green vegetable</td>
</tr>
<tr>
<td>Orange fruit</td>
<td>Orange vegetable</td>
</tr>
</tbody>
</table>
Eating Well

Fill in the blanks. Look in Myrtle Learns to Eat Well to find the answers.

1. It is important to eat _____________ every day because it gives you _____________ for the day.

2. A pyramid looks like a ____________.

3. The biggest part of the pyramid is on the ______________.

4. You should eat ______________ servings from the bread group every day.

5. Vitamins help your body work ______________.

6. Fruits and vegetables with different colors give you many ______________.

7. Foods from the dairy or milk group, make your ______________ and ______________ strong.

8. Foods with lots of sugar and fat in them do not have enough ______________.
Healthy and Unhealthy Foods

Too much sugar can cause cavities in teeth. Too much fat can cause heart disease. Too much fat can cause other health problems like being overweight. List the following foods in the correct category.

<table>
<thead>
<tr>
<th>Apple</th>
<th>Chocolate candy bar</th>
<th>Potato chips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butter</td>
<td>French fries</td>
<td>Cereal</td>
</tr>
<tr>
<td>Milk</td>
<td>Cheese</td>
<td>Rice</td>
</tr>
<tr>
<td>Fish</td>
<td>Potato</td>
<td>Soda</td>
</tr>
<tr>
<td>Tortilla</td>
<td>Bread</td>
<td>Beans</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Healthy Foods</th>
<th>Unhealthy Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Did you have problems deciding which box a food should be in? Why?

_________________________________________________________________

_________________________________________________________________

Show your list to two adults. Did they agree with all your choices? Why or why not?

_________________________________________________________________

_________________________________________________________________
## Name

### Diet Diary

<table>
<thead>
<tr>
<th></th>
<th>Bread &amp; Cereal</th>
<th>Fruits &amp; Vegetables</th>
<th>Dairy</th>
<th>Meat</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast &amp; Snacks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch &amp; Snacks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner &amp; Snacks</td>
<td>Need 6</td>
<td>Need 6</td>
<td>Need 2</td>
<td>Need 2</td>
<td>Need 0</td>
</tr>
<tr>
<td></td>
<td>Ate _____</td>
<td>Ate _____</td>
<td>Ate _____</td>
<td>Ate _____</td>
<td>Ate _____</td>
</tr>
</tbody>
</table>

Some good things about my diet:

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Some things I could do better:

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Myrtle Learns About the Environment

Summary
Myrtle wonders why Mr. Winkle wants them to recycle paper. Mr. Winkle explains that recycling is good for the environment. He explains what the environment is and how a healthy environment can help us stay healthy.

Objectives
Students will be able to:
1. Explain that everything in the environment affects other parts of the environment.
2. Explain that a healthy environment can keep us healthy.

Key Concepts
√ The environment is the air, water, sun, dirt, plants, animals, and everything else around us.
√ Everything in our environment is connected to other parts of the environment.
√ A healthy environment can keep us healthy.
√ If the air is dirty we might have trouble breathing.
√ If the water is dirty we might get sick.
√ The sun is good for us but too much can burn our skin.
√ Things (chemicals) can make fruits and vegetables grow well but they can make us sick.
√ Cleaners make your home look nice but they can make you sick if you eat or drink them.
√ A healthy school environment can help us learn better.

Vocabulary
energy - the environment is the air, water, sun, dirt, plants, animals, and everything else around us
recycle - making something reusable
respect - treating people and things in a way that we would like to be treated or would like to have our things treated

Teacher Information
Have students conduct a survey. Ask 5 - 10 adults what they think the most important environmental problem is. Bring results back to class, tally and graph.
Have students research one of the identified environmental problems or an environmental issue they feel strongly about. They can look at what the problem is, what the cause is, and what plans for taking care of the problem have been proposed.

**Activity**

Ask the school nurse or other health care professional to discuss specific types of environmental and weather related effects on health. Or perform a survey to determine the most common types of environmental and weather related effects on health.

Bring in magazines. Students can cut out pictures of the environment and use the pictures to make a collage. Half of the collage can be a healthy environment and the other half an unhealthy environment.
Name

The Environment

Look at page 2 and identify two examples of environmental problems pictured.

1

2

Give two examples of problems not pictured.

1

2

List two things you do to help make the environment healthier.

1

2
Myrtle Learns Why Exercise is Important

Summary
Myrtle would rather read than play at recess. Mr. Winkle, her teacher, explains how exercise makes the heart, bones, muscles, lungs, and brain work better.

Objectives
Students will be able to:
1. List the body systems and major organs in them.
2. Describe the health benefits of exercise.

Key Concepts
✓ Exercise makes you healthier.
✓ You should exercise one hour every day.
✓ Exercise makes your heart stronger. When your heart is strong, it can send blood around your body easily.
✓ Exercise makes your bones stronger. Bones help you stand up and they protect the inside part of your body.
✓ Exercise makes your muscles stronger. When your muscles are strong, you can move better and run faster.
✓ Exercise makes your lungs stronger and helps you get more air into your body.
✓ Exercise makes you feel better and helps your brain get more energy.
✓ When you feel good, and your brain works better, it is easier to learn things in school.
✓ Everybody should exercise regardless of physical infirmities or limitations.

Vocabulary
heart - the part of your body that sends blood all around
bones - the hard parts in the body that help you stand up and protect inside parts
muscles - the parts of the body that make you move
lungs - the part in the body that air goes in and out of
brain - the part in the body where you think and learn

Teacher Information
Fifteen percent of children are overweight putting them at risk for diabetes, heart disease, and premature death (Frost, 2003). Benefits of physical activity include:
✓ lower cholesterol and blood pressure
✓ reduced risk of heart disease, stroke, osteoporosis, diabetes, and colon cancer
√ stronger bones, joints and muscles
√ improvement in anxiety and depression

A California Healthy Kids survey (Hanson, Austin & Lee-Baya, 2003) found that intense physical activity programs have shown positive effects on academic achievement, test scores, and reduced disruptive behavior; even when the physical activity reduced the academic time.

Activities
Show students how to feel how fast their heart is pumping (pulse) by putting index and middle finger gently in groove at side of neck. To find the groove, they should put their fingers on the center of their necks and gently slide their fingers sideways (pulse can also be counted by feeling radial pulse on thumb side of wrist). Count how many times the heart beats in one minute. Students should then jump, run or perform other physical activity for 2-3 minutes. Take pulse again and ask what happened.

Have students trace their bodies on butcher paper or draw figures on posters. They can make their own body charts as depicted in the book. They should add the names of the body systems and organs to the chart.

Use the story The Mouse Who Was Too Tall to practice test taking skills. It can also be the basis for a book that the students write and illustrate themselves. Story reading level is 2.6.

Vocabulary
posture - the way you sit, stand and walk

answers to test 1. d, 2. a, 3. b, 4. c, 5. answers vary, 6. b, 7. d, 8. b

After reading the story ask the school nurse or other health care professional to discuss and practice good posture with the class.

After reading The Mouse Who Was Too Tall, discuss the fact that everyone grows at different rates which are normal. Give them the Growth and Development worksheet. They can take the worksheet home and interview persons of different ages for the information. Afterward, discuss answers as a class.

Use the story A Trip to the Doctor to practice test taking skills. It can also be the basis for a book that the students illustrate themselves. Story reading level is 2.4.

Answers to test 1. c, 2. d, 3. b, 4. a, 5. b, 6. answers vary
Exercise

Exercise makes body parts stronger. Fill in the blanks with the name of the correct body parts.

Your ________ is like a ________ and sends blood all around your body.

Your ________ get air into the body.

Your ___________ help you to walk and move around.

Your ___________ help you stand up and they protect the inside part of your body.

Your ___________ helps you learn.
Exercise

Exercise makes body parts stronger. Draw pictures of your favorite exercises.
The Mouse Who Was Too Tall

Dayton is an average mouse. He likes to do all the usual mouse things. He likes movies, baseball, cheese, and video games. His favorite singing group is Three Blind Mice. He doesn’t like being tall. He is taller than everyone else his age, so he walks bent over. His mother is always shouting at him, “Dayton, straighten up! You’re going to freeze bent over.” He doesn’t listen to her. He just wants to look shorter.

“You’re lucky,” said his best friend, Hubert. “I’m too short. It must be great being so tall.”

“It’s not,” replied Dayton. “Everybody expects me to act older because of my size. They say act your age even when I am acting my age.”

“Everybody treats me like a baby because of my size,” said Hubert. “My dad keeps telling me that my size is normal for me. He said he was also the smallest one in his class. I know I’m going to grow, but I wish it would happen soon.”

“My mom says that I’m having a growth spurt,” said Dayton. “She said that others will catch up with me, but I want to look like everybody else right now. Besides, my pants are too short. I know I shouldn’t walk bent over. Sometimes my back hurts from being hunched over. I know if I had good posture I would look better. It would be great if you and I could change places. I’d like to be short and you could be tall.”

“Yeah, I would love to be tall,” said Hubert. “The only thing is, I like who I am. My size is part of me. I don’t know if I would be the same person if I looked different.”

“Maybe our parents are right,” said Dayton. “Maybe we’re both normal for our age. Maybe we should worry less about our size and more about having fun.”
1. What was Dayton most worried about?
   a. He was too short.
   b. His grades.
   c. His pants were too short.
   d. He was too tall.

2. Hubert did not want to change size with Dayton because
   a. He liked himself the way he was.
   b. He liked being tall.
   c. He did not like tall people.
   d. His father was also small.

3. What was Dayton’s mother always telling him?
   a. To eat less cheese.
   b. To stand up straight.
   c. To act his age.
   d. To stop growing.

4. Posture is
   a. What you ate for lunch.
   b. The way you comb our hair.
   c. The way you sit, stand, and walk.
   d. The way you talk to others.

5. Add one fact to each part of this diagram.

6. What is the story’s main idea?
   a. Baseball is the best sport.
   b. It’s okay to be different sizes.
   c. Parents are always right.
   d. If you are small you will be treated like a baby.

7. Why does Dayton have bad posture?
   a. His dad was the shortest one in his class.
   b. He thinks he looks better.
   c. It helps him play video games better.
   d. He wants to look shorter.

8. Which of these is true?
   a. How smart you are depends on how tall you are.
   b. Everyone grows at different rates.
   c. Someone who is tall is more mature for their age.
   d. Bending over when you walk is good for you.
9. Retell the story in your own words.
A Trip to the Doctor

Cleo was worried. He was going to the doctor the next day. “I don’t want to go to the doctor,” Cleo said to Elway. “I’m afraid he will give me a shot.”

“I don’t think you should worry Cleo,” replied Elway. “I went to the doctor last week. It was kind of fun. I put headphones on and listened to very tiny sounds. I looked at a chart on the wall so the doctor could check my eyes.”

“Why did they do those things to you? Is there something wrong with you?” asked Cleo.

“No,” said Elway. “Every once in a while you have to get a check-up to make sure things are working right. I listened to sounds so the doctor would know if I could hear well. That’s called your sense of hearing. The doctor checked my eyes because seeing is called your sense of sight.”

“I’ve heard of senses,” said Cleo. “We talked about them in science class. There are five senses. The five senses are taste, touch, sight, hearing and smell. I like my sense of taste because I like to eat. Sometimes I wish my sense of smell didn’t work so well. But I guess I need it in case there is a dangerous smell like gas from an oven.”

“That’s right you need all your senses. The doctor said that once in a while one of our senses doesn’t work right. And he said if they know one of your senses doesn’t work right, they could fix it. If you have problems with your sense of sight you can wear glasses. If you have problems with your sense of hearing you can wear hearing aids. Hearing aids help you hear.”

“Yeah, think about not having a sense of touch,” said Elway. “That would be really bad. You couldn’t tell how soft a puppy was or if you were touching a hot oven.”

Cleo didn’t seem to be so worried after talking with Elway. He wanted to make sure he was healthy and his five senses worked well.
A Trip to the Doctor

Circle the correct answer.

1. What was Cleo worried about?
   a. A math test.
   b. A soccer game.
   c. Going to the doctor.
   d. Going to Elway’s birthday party.

2. Being able to see is the sense of:
   a. Hearing.
   b. Smell.
   c. Taste.
   d. Sight.

3. Sometimes Cleo did not like his sense of:
   a. Hearing.
   b. Smell.
   c. Taste.
   d. Sight.

4. What is the story’s main idea?
   a. It is good to know if you are healthy and your senses work well.
   b. The smell of gas from an oven is dangerous.
   c. Puppies feel soft.
   d. Science class is fun.

5. Which of these is not true?
   a. The senses let you enjoy things like music.
   b. There are four senses.
   c. It is important for your sense of sight to work so you can read.
   d. It is important for your sense of sound to work so you can hear the teacher.

6. Write an example of something you used each sense for today:
   Taste _________________________________________________________
   Touch _________________________________________________________
   Sight _________________________________________________________
   Hearing _______________________________________________________
   Smell _________________________________________________________
7. Retell the story in your own words.
Myrtle Learns About Families

Summary
Myrtle is confused. Rupert does not have a mother or father. Rupert explains why he lives with his grandmother and what a family is.

Objectives
Students will be able to:
1. Discuss purpose of family and their role in making their own families more healthy and happy.

Key Concepts
√ Family members help, love and care about each other.
√ Adults in a family teach children things they need to know when they grow up.
√ Because someone looks grown up, doesn’t mean they are grown up inside.
√ Some adults have a hard time taking care of themselves and can’t take care of a child also.
√ Stress can cause an adult to yell at people they love the most.
√ There are different kinds of families.

Vocabulary
family - a group of people who live together and take care of each other

Teacher Information
Statistics from the Children’s Defense Fund’s State of America’s Children: Yearbook 2002:
- over 2.5 million children are being raised by someone other than a parent (2.4 million are being raised by grandparents)
- 7 million children are left home alone without adult supervision

Activity
Have students brainstorm things they do to help their families. Use this information to discuss the following questions:
• Are the characteristics listed related?
• What does it mean to be a responsible family member?
• Why is it important for each person to be a responsible family member?
Students can use this information to complete Families worksheet.
Name

Families

Write about something you do to be a responsible family member.

Draw a picture of your family.
Myrtle Learns to Make Friends

Summary
Gertie doesn’t have many friends. Together with the school counselor, Mrs. Tuttle, Gertie and Myrtle explore steps to making friends.

Objectives
Students will be able to:
1. Explain steps to making friends.

Key Concepts
√ You can learn to make new friends.
√ To make a friend:
  - say hi and tell your name.
  - say something simple, example “I like your dress”, or ask a question.
  - suggest something to do.

Vocabulary
_ counselor_ - a person who helps you with problems

Teacher Information
Friendships are important for good mental health. And friendships help children learn many important social behaviors and skills.
Name

Making Friends

Make a list of simple things you can say to someone you don’t know.

1.

2.

Make a list of things you can do with a friend.

1.

2.

Draw a picture of you and a friend.
Myrtle Learns to Get Along

Summary
Myrtle and Fannie were caught fighting. Mrs. Little, the principal, will have to give each of them a consequence. But first, Mrs. Little, Myrtle and Fannie explore ways to stay out of trouble.

Objectives
Students will be able to:
1. Understand that there are serious consequences when poor choices are made.
2. Discuss strategies for taking care of a problem and staying out of trouble.

Key Concepts
✓ It is serious to fight and there are things you can do to prevent a fight:
   - Tell the teacher.
   - Walk away.
   - Talk about what is bothering you.
✓ You need to keep you and your friend out of trouble.

Vocabulary
consequence - what happens because of something you do
serious - very important

Teacher Information
Refer back to Myrtle Learns About Bullies when talking about what someone can do to prevent a fight. Tell the person who is bothering you to stop.

Activity
Review making choices from Myrtle Makes a Choice when discussing the Classroom Behavior chart. Stress when someone gets into trouble it is because they have made a poor choice.

Discuss Sharing Needs worksheet. As a class, discuss each scenario. Scenario one, discuss reputations and how gossiping hurts both people. Scenario two, Cleo might miss out on doing something fun because his parent thinks he’s ill or he could get into trouble if his parent finds out he’s not ill.
Getting Along

List two things you can do if:

Someone hits you on the playground.

1. __________________________

2. __________________________

Someone tells a lie about you.

1. __________________________

2. __________________________
Sharing Needs

Sometimes people get into trouble because they don’t share their needs or feelings properly. Give an example of how the person in each example could share needs in a proper way.

Gertie was angry. Fannie told a lie about her, so Gertie made up a bad story about Fannie.

Cleo didn’t want to help wash dishes so he said he had a stomachache.

What happens when people are not honest about what they want? What are the benefits of being honest about the way you feel?
Classroom Behavior
Consequences for poor choices:

Consequence #1

Consequence #2

Consequence #3

Consequence #4

Consequence #5
Myrtle Learns About Hygiene

Summary
Fannie smells funny. Myrtle’s mother explains what hygiene is, how to have good hygiene, and why it is important to have good hygiene.

Objectives
Students will be able to:
1. Discuss components of good hygiene.
2. Recognize importance of good hygiene.

Key Concepts

- Hygiene is keeping your body clean.
- Taking a bath, washing your hands, and brushing your teeth are important for good hygiene.
- If your body is dirty, germs will grow. You will look dirty and the germs will smell bad.
- Kids can do things to make their hygiene better.
- Good hygiene will help you stay healthy. When you stay healthy and smell good, people like to be near you.

Vocabulary

- germs - very tiny things that can get inside your body and make you sick
- hygiene - personal cleanliness

Note
If you are reading with older children also discuss the importance of deodorant.

Activity
Before giving students the Worksheet: My Hygiene, discuss what constitutes 1 hour of exercise. It can be 15 minutes of recess plus 30 minutes of riding a bike at home plus 10 minutes of walking to and from school, etc.
My Hygiene Story

Name

Myrtle Learns About Hygiene

© Myrtle Learns
# My Hygiene

Keep this chart for three days. Make a check in the box every time you did one of these.

<table>
<thead>
<tr>
<th>I washed my hands.</th>
<th>I got 9 - 10 hours of sleep at night.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>I exercised at least one hour a day.</td>
<td>I brushed my teeth at least two times a day.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Some good things about my hygiene:

Some things I could do better:
Myrtle Learns How You Catch an Illness

Summary
Rupert has a cold. Mr. Winkle, the teacher, explains how you catch germs, what you should do to get well, and what you should do to stay healthy.

Objectives
Students will be able to:
1. Describe how illnesses can be spread from person to person.
2. Explain ways to stay healthy.
3. Demonstrate proper hand washing technique.

Key Concepts
√ Cold germs make a person have a cold.
√ An illness that you can catch from someone else is called an infectious disease.
√ Cover your mouth when you cough or sneeze.
√ It is important to wash your hands after you cough or sneeze.
√ Different germs make you sick in different ways.
√ To get well:
   - Drink lots of fluids.
   - Get plenty of rest.
   - Take medicine only if an adult gives it to you.
√ The best way to keep from getting ill is to stay healthy. To stay healthy:
   - Eat well.
   - Get plenty of exercise.
   - Get plenty of sleep at night.

Sample think-aloud questions. Some questions refer back to other stories. The books are not meant to be read in a particular order. Ignore these references if you have not read these books yet.

Page 7
♦ Remember when we read Myrtle Learns How You Take Care of Boo Boos? We talked about special blood cells that fight germs. It is important to rest when you are ill so your body can use its energy and those special blood cells to fight the germs making you feel bad.
Vocabulary

**germs** - very tiny things that can get inside your body and make you sick

**breathe** - when air goes in and out of the body

**infectious** - diseases that can be passed from person to person

Teacher Information

Nearly 22 million school days are lost each year because of the common cold. This does not include absences due to the flu or other communicable diseases. According to the Centers for Disease Control, hand washing is the best way to prevent illness from spreading. Hand contact, not coughs and sneezes are responsible for 80% of infectious diseases. A study in the October 2000 issue of the American Journal of Infection Control found a 50.6% reduction in absences due to communicable illness when regular hand washing procedures were instituted.

Another effective way to prevent children from spreading illness is to teach them the “batman cough”. With this they cover their face with their arm and cough into the elbow.

Students need 9 - 10 hours of sleep a night. Without adequate rest students cannot concentrate and learn well, can be more accident prone, and they suffer from more emotional disorders. Researchers believe that during sleep the brain sorts through and stores information and a lack of sleep can result in lower information retention. A lack of sleep also mimics the symptoms of attention deficit disorder.

To sleep well, children should:
♦ exercise hard during the day.
♦ have a regular bedtime schedule.
♦ have a quiet, cool, dark place to sleep.

Activity

Ask the school nurse or other health care professional to discuss specific types of germs with the class; this can be tailored to address specific timely topics such as West Nile Virus, etc.

Look back at page 7. Discuss the things a person can do when not feeling well. Students can use this information to create posters about taking care of yourself when you are ill. Students can also incorporate steps to prevent the spread of infectious disease.
Or ask the school nurse to read a book on a noninfectious illness and discuss the differences and similarities. If a student in the class has asthma, diabetes or seizures, the nurse might read *Myrtle Learns About Asthma*, *Myrtle Learns About Diabetes* or *Myrtle Learns About Seizures*, Myrtle books available to health offices.

Use the story *A Mouse with Heart Disease* to practice test taking skills. It can also be the basis for a book that the students illustrate themselves. Ensure that students know vocabulary before reading story as vocabulary raises reading level to 4.1.

Answers to test 1. b, 2. d, 3. a, 4. b, 5. a, 6. a., 7. exercise, eat well, rest, 8. viruses, bacteria

**Vocabulary**

*damage* – to hurt or injure

*infectious* - diseases that can be passed from person to person

*noninfectious* - diseases that you cannot catch from someone else

*vitamins* - tiny things that make your body work right and keep you healthy
Color the pictures. The pictures will tell you the word that goes in the blank. Write the word in the blank.

When you are sick...

Wash your ________ often.

Cover your ________ and ________ when you cough or sneeze.

Throw away ________ after you use them.

To stay healthy...

Eat healthy ________.

Get plenty of ________.

Get plenty of ________.
Infectious and noninfectious diseases

Circle the disease that your group will report on.

Arthritis  Flu  Cancer  Epilepsy  Deafness
Asthma  Warts  Diabetes  Allergies  Anemia
Leukemia  Scabies  Myopia  Chickenpox  Ear infection

Where did you find your information?
__________________________________________________________________________________________________

Is this disease infectious or noninfectious? _____________________________

What does this disease do to a person?
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

What are the causes of this disease?
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

How is this disease prevented?
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Make a poster to share with the class about this disease.
Handwashing

Ask the school nurse or another nurse to talk about the importance of handwashing. The nurse then demonstrates good handwashing. Students should then take turns hand washing. Award students germbuster certificates after they successfully wash their hands.
Germbuster Certificate

awarded to

for good handwashing

School Official

School

Date
Gertie was worried. Her grandmother had heart disease. Her heart did not work well. “Grandmother, did I give you heart disease?” asked Gertie.

“No, why did you ask me that?” asked Gertie’s grandmother.

“Well, my teacher talked about infectious diseases in class,” answered Gertie. “He said you can catch them from others.”

“You’re right,” said Grandmother. “You can catch an illness if germs cause them. There are different kinds of germs. Some germs are called viruses. Some germs are called bacteria. There are other kinds of germs as well.”

“A germ does not cause heart disease,” Grandmother explained. “Heart disease is noninfectious. It happens when your heart is hurt. Different things can hurt your heart. Your heart can be hurt if you eat poorly. Your heart can be hurt if you don’t exercise. Your heart can be hurt if you are very overweight.”

“To keep your heart healthy, get plenty of exercise”, explained Grandmother. “Exercise makes your body stronger. When your body is strong, it works better. To stay healthy, get plenty of rest. When you sleep, your body can fix problems and feel strong for the next day. Your brain rests and you can think better the next day. To stay healthy, eat well. When you eat healthy foods, your body gets the vitamins it needs to grow stronger. The healthier you are the stronger your body will be.”

“Is your heart the only body part that can be hurt if you do not take care of yourself?” asked Gertie.

“No,” replied Grandmother. “You can hurt other parts of your body if you do not take care of yourself. Don’t worry about me. My doctor takes very good care of me. My doctor uses new tests to check on my heart. My doctor uses new medicines to make my heart work better.”

“Grandmother, I am glad you are taking care of your heart. I will also take care of my heart and the rest of my body. I will exercise, eat well and get plenty of rest.”
The Mouse With Heart Disease

Circle the correct answer.

1. Another word for damage is
   a. hurt.
   b. germ.
   c. party.
   d. exercise.

2. What is the story’s main idea?
   a. Sleep lets your brain rest.
   b. Tests can tell the doctor about heart disease.
   c. Gertie worries about her grandmother.
   d. You can protect yourself from heart disease and other problems.

3. Viruses cause noninfectious illnesses.
   a. True
   b. False

4. A medicine is a germ.
   a. True
   b. False

5. A bacteria is a germ.
   a. True
   b. False

6. An infectious illness is caused by a germ.
   a. True
   b. False

7. What kind of disease is heart disease?
   ________________________________

8. List 3 things you can do to stay healthy.
   ________________________________
   ________________________________
   ________________________________

9. List 2 different kinds of germs.
   ________________________________
10. Retell the story in your own words.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Myrtle Learns About Lice

Summary
Myrtle has lice. Mother is very upset. Mrs. Tinky, the school nurse, teaches Myrtle and her mother how you catch lice, how to keep from catching lice and how to get rid of them.

Objectives
Students will be able to:
1. Explain how to keep from getting lice.
2. Describe how they can help get rid of lice.
3. Understand that anyone can get lice.

Key Concepts
√ Lice are small bugs that live in people’s hair.
√ You can catch lice if you share pillows, stuffed animals, hats and other things that touch your head.
√ Lice like clean children as well as dirty children.
√ To get rid of lice you must:
  - Take the lice and lice eggs out of the hair.
  - Vacuum the furniture and floors.
  - Wash any clothes that have been worn.
  - Check the hair of every family member.

Vocabulary
lice - little bugs that live in a person’s hair
nits - lice eggs
To get rid of lice, wash sheets and blankets in hot water.

A Book About Lice

(Little bugs that live on people’s heads. They make you itch and scratch. They make you scratch and itch.)

Name

To get rid of lice, wash sheets and blankets in hot water.

Never share combs or brushes.

Myrtle Learns About Lice. Copy this and next page back to back. Cut out pages on dotted lines. Fold at solid line and staple pages together at solid line.
To get rid of lice, vacuum the furniture and floors.

To get rid of lice, check everybody at home.

Do not hang coats and sweaters close together.

To get rid of lice, wash your hair with special shampoo and pull the lice eggs out of the hair.
Myrtle Learns About Medicine

Summary
Myrtle is sick. Mother explains how medicine works in the body. Mother explains you should not take things that make your body work differently if you are not sick and you should never take medicine unless an adult gives it to her. Myrtle also learns that tobacco, alcohol and other drugs are dangerous and the steps of refusal skills.

Objectives
Students will be able to:
1. Explain that medicines can be good or bad.
2. Explain that medicine should be taken only under the direction of a parent.
3. Tobacco, alcohol and other drugs are dangerous.
4. Demonstrate refusal skills.

Key Concepts
√ Medicine changes the way your body works.
√ Immunizations keep us from catching certain infectious illnesses.
√ Medicine can be very good. Medicine can make a person well. Medicine can also hurt people.
√ Medicine and drugs change the way your body works. Never take things that make your body work differently if you are not sick.
√ Only take medicine if an adult gives it to you.

Sample think-aloud questions. Some questions refer back to other stories. The books are not meant to be read in a particular order. Ignore these references if you have not read these books yet.

Page 4
♦ Myrtle is getting a shot called an immunization to protect her. How many of you got shots before you came to school? Did you know they would help you not get sick?
♦ Remember when we read Myrtle Learns How You Catch an Illness? Immunizations can protect us from some illnesses that you can catch from other people.

Page 5
♦ It looks like someone is offering Myrtle some kind of pill that is a drug. And in this picture someone is trying to give their friend a beer. Do you think alcohol is a drug? Do you think tobacco is a drug?

Page 7
♦ Think about our other stories Myrtle Makes a Choice and Myrtle Learns About Persuasion. How can we decide if it is good for us if someone tries to give us a cigarette or other drug? Who can we talk to about this?
Vocabulary

germs - very tiny things that can get inside your body and make you sick
healthy - when you feel good and are not sick
medicine - things that change the way your body works to make you healthy again
Infectious illness - caused by a germ, it can be caught from another person

Activities

Ask school nurse or other health care professional discuss specific drugs. Groups of students can research the harmful effects of alcohol, tobacco, or other drug and write their own Myrtle story to read or act for the class.

After reading this story, refer back to Myrtle Makes a Choice and Myrtle Learns About Persuasion. Have students brainstorm and practice what to do if someone offers them a cigarette or drug.

Practice refusal skills with students. Start with brainstorming. Brainstorm reasons to stay out of trouble, examples:
“I won’t be allowed to stay overnight at your house anymore.”
“I’ll be on restriction for the rest of my life!”
“I’ll be kicked out of band.”

Brainstorm alternate activities, examples:
Soccer Video games Snack

After brainstorming, students should practice easy scenarios in which they say no. The goal is to stay out of trouble and keep their friends.
Write two sentences about medicine.

1

2
Refusal Skills

Sometimes it is hard to tell a friend no. Think about what would happen if your friend asked you to cheat on a test.

List two reasons you could give your friend not to cheat.

____________________________________________________________________________________________

____________________________________________________________________________________________

List two things you could do so your friend would not want to cheat.

____________________________________________________________________________________________

____________________________________________________________________________________________

Sometimes it is hard to tell a friend no. Think about what would happen if your friend asked you smoke a cigarette.

List two reasons you could give them about why you can’t smoke.

____________________________________________________________________________________________

____________________________________________________________________________________________

List two things you and your friend could do instead of smoke.

____________________________________________________________________________________________

____________________________________________________________________________________________
Tobacco, Alcohol, and Other Drugs

Tobacco hurts your lungs. List two things you and a friend could do to stay away from tobacco.

1

2

Alcohol changes your decision-making skills. It makes you clumsy and hurts some parts of your body. List two things you could say to someone who tried to give you alcohol.

1

2

Other kinds of drugs make your heart and lungs work faster or make different parts of your body work differently. They change your decision-making skills. They make your thinking fuzzy. List two people you could talk to if someone tried to give you other kinds of drugs.

1

2
Myrtle Learns About Persuasion

Summary
Myrtle wonders if a product advertised on television will make her prettier. Mother explains how advertisers try to make people believe certain things to sell their products. Mother explains how you can make a decision about what to believe when someone tells you something.

Objectives
Students will be able to:
1. Demonstrate a process for determining whether something is right or wrong for them.
2. List adults who can help them with a decision.

Key Concepts
✓ Persuasion is trying to get someone to believe or do something.
✓ Sometimes persuasion is good and sometimes it is bad.
✓ When you want to decide if persuasion is good:
   - Read about it or ask an adult to help you read about it.
   - Talk to an adult who knows about it.
   - Think about why someone is telling you something.
     - Do they want me to do something for them?
     - Will it be a good decision or will it get me into trouble?
     - Do they care about me?
   - Think about what is right or wrong.
✓ Good decisions can keep you healthy and happy.

Sample think-aloud questions.
Page 1
You know I’ve often watched a commercial and wondered if the cream or soap would make my face look better. Have any of you ever thought something on a commercial might help you with a problem?

Page 4
Where would you see these kinds of pictures (magazines, television, billboards). What about this picture of the man riding in the big truck? Why do you think the picture says ‘A car as tough as you are?’ Who are the advertisers trying to convince to buy this truck - a man or a woman? What do you think they want a man to think of when he sees this picture? What about the picture of laundry detergent? Who do you think this is for - men or women? Do you think most mothers want their families to be happy? Why did the soap makers put this on the picture?
After reading
The story made the point that sometimes persuasion is good. There are some products that are really good for us. Who can tell me how you would find out if something is good for us? Think of an example of something that is good for us? Think back to Myrtle Learns About the Environment. What did she do to protect her skin from the sun?

Vocabulary
persuasion - trying to get someone to believe or do something

Teacher Information
According to a study by Glantz, Kacirk and McCulloch (2004) published in the American Journal of Public Health, smoking is becoming more prevalent in top grossing films. In the 1950s there were 10.7 smoking incidents per hour of screen time. That number decreased to a low of 4.9 incidents in the early 1980s. However, since 1989 the incidents have been increasing. In 2002 there were 10.9 incidents per hour. Other studies have demonstrated a link between smoking in the movies and youth smoking habits.

Research also shows a link between television viewing and obesity. The Kaiser Family Foundation (2004) found that the more a child watches TV, the more likely they are to be overweight. Advertising was found to be the culprit. An average child sees about 40,000 television commercials a year. Most of the commercials are for candy, cereal, soda, and fast food. Another problem cited was the use of children’s favorite characters to sell the products.

Activities
Bring in print advertisements. As a class:
• find hidden messages in the advertisements.
• determine whether the messages were effective or not.
• brainstorm where someone could find information to determine the truthfulness of the messages.

Have students bring in advertisements cut out of magazines. In groups, have the students answer the questions above and report back to the class.

Have students develop commercials or print advertisements to present to the class. The class can then analyze the advertisements using the questions above.
Brainstorm a list of people or the kind of people who can help figure out if persuasion is good or bad. Each student should then make a personal list of 5 adults who can help them figure out if persuasion is good or bad. They should take their lists home and discuss them with their parents. They should take their lists home and discuss their choices with parents. Parents can help them pick more people to add to the list.

Before giving students the worksheet Health-care Products discuss technology. To demonstrate how scientific discovery has changed talk about a couple of changes that you have witnessed. For instance, when you were a child you might not have had computers or blow driers in your home. Talk about how computers have changed the way students study and work. Talk about how blow driers changed hairstyles. Health care has also seen many changes. Explain how to complete the worksheet. When students bring them back, tally the results and discuss. Ask what kind of changes they think they will see in the next few years. Students could use the information to write a futuristic story related to health.

Use the story The Mouse Who Wouldn’t Listen to practice test taking skills. It can also be the basis for a book on listening that the students write and illustrate themselves. Story reading level is 3.3.

**Vocabulary**

*listen* - to pay attention to what someone is saying

Answers to test 1. c, 2. d, 3. c, 4. a, 5. a, 6. a, 7. b, 8.b.

Reiterate the listening skills from The Mouse Who Wouldn’t Listen:

- √ look at the person who is talking
- √ don’t daydream or think about other things while someone is talking to you
- √ ask questions and repeat for clarification
- √ nod your head, turn towards the person and do other physical movements that show you are listening

Model good listening skills for your student. Ask students how they know you are listening. Students can role play situations in which they demonstrate both poor and good listening skills.
Name

Persuasion

Watch a television commercial or find an advertisement in a magazine. Answer the following questions.

What is being advertised?

What is the message they are trying to give you?

Do you believe what they are trying to tell you? Why, or why not? How did you decide that they were right or wrong?

How would you decide if a friend was asking you to do something that was wrong or unsafe?
### Listening

Think about when you are listening to other people. This chart will help you decide if you are a good listener.

Keep this chart for three days. Make a check in the box every time you did one of these.

<table>
<thead>
<tr>
<th>I looked at the person who was talking to me.</th>
<th>I was not thinking about anything else while I was listening to someone.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I asked questions and repeated what was said to make sure I understood.</td>
<td>I nodded my head or moved my body so they knew I was listening.</td>
</tr>
</tbody>
</table>

Some good things about my listening skills:

Some things I could do to be a better listener:
Health-care Products

Ask two adults the following questions. Bring your answers back to class for discussion.

Adult one
What are the most important new health-care products?

____________________________________________________________________________
____________________________________________________________________________

How has technology changed people’s health since you were my age?

____________________________________________________________________________
____________________________________________________________________________

Adult two
What are the most important new health-care products?

____________________________________________________________________________
____________________________________________________________________________

How has technology changed people’s health since you were my age?

____________________________________________________________________________
____________________________________________________________________________
The Mouse That Wouldn’t Listen

Gertie was daydreaming. She did not hear Mr. Winkle talk to the class. When everyone got up, she just sat there. “Gertie, wake up!” said Fannie. “Mr. Winkle is going to be mad.” Gertie got up and moved to her reading group. During reading group Gertie was busy reading when she thought no one else was looking. Reading was much more fun than listening to other students talk. “Gertie, what do you think?” asked Mr. Winkle.

“I don’t know,” replied a surprised Gertie. “Think about what?” Mr. Winkle did not look happy.


“Sorry, I guess I wasn’t listening to you,” replied Gertie. “I can’t work tonight.” Myrtle did not look happy.

When Gertie got home, her mother was waiting for her. “Well, what did your teacher say? Did he say it was okay for me to come to the classroom tomorrow?”

“Sorry, I didn’t hear you tell me to ask Mr. Winkle,” replied Gertie. Mother did not look happy.

“This is the second time this week you haven’t heard something important,” said Mother. “Good listening is important. It makes others feel good when you listen to them. You must pay attention. You must listen with your ears and eyes. You must listen carefully to make good choices.”

“I will try to listen well,” said Gertie. “Everybody is mad at me. I want them to feel good. What else should I do when I listen?”

“Think about what the other person is saying,” said Mother. “Ask them questions and repeat what they say. Nod your head so they know you are listening. Maybe you won’t get into trouble again if you listen well.”
The Mouse That Wouldn’t Listen

Circle the correct answer.

1. Which of these is not important for good listening?
   a. Repeat what others say.
   b. Listen with your eyes and ears.
   c. Do not look at the other person.
   d. Ask questions.

2. Gertie was not listening to Mr. Winkle? What does listening mean?
   a. To sit quietly.
   b. To read a book.
   c. To pay attention.
   d. To ignore others.

3. What is the story’s main idea?
   a. Listening is an important skill.
   b. Don’t daydream in class.
   c. Do your homework the first day possible.
   d. Walk home in groups.

4. Which of these is not true about listening.
   a. It takes too much time.
   b. It makes others feel good.
   c. It can help you make good decisions.
   d. You might hear something you need to know.

5. Retell the story in your own words.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
6. What could happen to you if you didn’t listen to an adult during an emergency?

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

7. Think of a time when someone you were talking to wasn’t listening to you. What did you do? How did you feel?

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________
Myrtle Learns About Safety

Summary
Myrtle’s friend Elway is in the hospital. He had a bicycle accident. Mrs. Tinky, the school nurse, Myrtle and her friends, discuss good safety habits.

Objectives
Students will be able to:
1. Explain that there are things they can do to prevent injuries from happening.

Key Concepts
√ Wearing the proper equipment can help prevent injuries. Proper equipment includes:
   - Bicycle helmets
   - Rollerblade elbow and knee pads
   - Life vests for swimming
   - Protective sports equipment
√ Look both ways before crossing the street.
√ Walk to school and back home in a group.
√ Wear seatbelts in a car.

Sample think-aloud questions
Before reading
♦ It looks like this book is going to talk about things we should do to keep safe. What kinds of safety rules can you think of?
Page 4
In this picture one student is wearing a helmet and pads for football. Another student is wearing a helmet and wrist and knee guards for skateboarding and one more student is wearing a special mask for baseball. What about bike riding? What do you wear when you ride a bike? What other things do you play that need special equipment for protection? What do you use?
Page 6
♦ I saw some children playing near a railroad when they were walking home from school. Do you think that that is a safe place to play? Why or why not?
After reading
♦ Do you think Myrtle and her friends covered all the rules we thought about. What rules did we think about before we read? What rules did it not talk about?

Vocabulary
*life vest* - worn like a jacket, it makes you float in the water
Teacher Information
Accidents are the leading cause of death for children. Each year approximately 3,000 children die in vehicle accidents, almost 1,000 children drown, and 275 are killed riding bikes (Woolf & Lesperance, 2003).

Most bicycle deaths are caused by head injury. The use of helmets can decrease the risk of serious head and brain injury by 85% (Woolf & Lesperance, 2003). Collisions with cars occur in only 17% of bicycle accidents (Lohse, 2003). Most victims hit their head when they fall off their bikes. The highest number of injuries occur in children between the ages of 5 and 9 years of age. In total, about 330,000 children are injured bicycling each year and another 219,000 are hurt on playground equipment.

Activities
Have students develop a list of playground safety rules and use them to make playground safety posters. Display the posters around the school.

Discuss natural disasters that can also cause injuries. Have students draw escape routes for their homes. This could be done at home with a parent as a homework assignment.

Brainstorm with the class – safety rules for:
- Home (examples: lock poisons, fence around swimming pool, escape routes, who to report dangerous situations to, etc.)
- School (examples: report bullying behaviors, report broken equipment, follow school rules at recess, etc.)
- Work (examples: don’t lift things too heavy, don’t use broken equipment, etc.)
- Play (examples: don’t play in the street or near railroad tracks, follow safe bicycling rules, don’t talk to strangers, etc.)

Have the students use the list to publish a safety magazine and display them in the classroom. Students can also use the information to write an article for the school newsletter.

Invite a police officer or other local traffic expert into the class to discuss specific bicycle safety rules. Or schedule a bicycle safety fair in conjunction with local law enforcement; helmets can be checked and safe riding practice demonstrated.

After students complete the worksheet titled Safety Survey, tally results and graph. Use information to make public service safety posters.
A Safety Mobile

Materials needed:
triangle shaped piece of tagboard
string or ribbon - 6 pieces various lengths

Punch 6 holes along bottom part of triangle. Tie end of thread or ribbon in each hole.

Color and cut out safety pictures. Punch a hole in the top of each picture. Tie other end of ribbon to picture.

Myrtle Learns About Safety. Optional, write a safety rule on the back of each picture.
Reread page 6 of Myrtle Learns About Safety and answer the following questions.

What steps would you take if you found a gun, knife or other kind of weapon in someone’s home?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What steps would you take if you found a gun, knife or other kind of weapon at school?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Safety Survey

Interview 6 friends who are not in your classroom. Record their answers to the following questions by placing a checkmark in the box with their answer. Add their answers and record next to total.

Do you always wear a seatbelt?

<table>
<thead>
<tr>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>total =</td>
<td>total =</td>
</tr>
</tbody>
</table>

Do you wear a helmet when you ride a bike?

<table>
<thead>
<tr>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>total =</td>
<td>total =</td>
</tr>
</tbody>
</table>

Do you always look both ways before crossing the street?

<table>
<thead>
<tr>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>total =</td>
<td>total =</td>
</tr>
</tbody>
</table>

If you found a gun or other weapon what would be your first step?

<table>
<thead>
<tr>
<th>pick it up</th>
<th>tell an adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>total =</td>
<td>total =</td>
</tr>
</tbody>
</table>

Do you think your friends practice safe behaviors? Why or why not?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Myrtle Learns About Stress

Summary
Myrtle feels stressed. Mrs. Tuttle, the counselor, explains what stress is and how to take care of yourself when you feel stressed.

Objectives
Students will be able to:
1. Describe things they can do to help them handle stress.
2. List adults who can help them when they feel stressed.

Key Concepts
✓ Stress can make you feel bad.
✓ Good things and bad things can cause stress.
✓ Different things make different people feel stressed.
✓ There are things you can do to help you feel less stressed.
✓ Having friends helps you handle stress.
✓ When you are healthy you can handle stress better.

Vocabulary
stress - the way your body acts when you are nervous, scared or excited

Teacher Information
In addition to stress, some mental health conditions, cause depression. A child who demonstrates symptoms of depression, i.e. lethargy, concentration problems, irritability, anxiousness, appetite problems, sleep problems or frequent complaints of aches and pains should be referred to a school nurse, or the parent should be encouraged to have the child evaluated by the family physician.

It is estimated that between 3% and 5% of preteens suffer from depression and suicide is the 3rd leading cause of death for 10 to 19 year-olds (Kalb, 2003). There are effective treatment options available for depression. When talking to parents do not offer opinions or diagnoses. State the observed behaviors, your concern and a suggestion that the child be evaluated by a health care professional.

School personnel are occasionally the only people in a student’s life who can demonstrate caring to a child. Many students do not get a foundation that provides for coping skills. And children learn how to react to stress by observing adult’s reactions to stress.
School personnel are occasionally the only people in a student’s life who can demonstrate caring to a child. Many students do not get a foundation that provides for coping skills. And children learn how to react to stress by observing adult’s reactions to stress.

Only negative stress is addressed in this book. With some classes it might also be appropriate to talk about good stress. Good stress motivates us.

Some stressful events for children, some of these are fun:
- home problems
- taking a test
- going to a new school, the new school year, or moving
- birthday parties
- being chosen last for teams
- making friends
- feeling snubbed by another student

Signs of stress:
- headaches or stomachaches
- poor academic performance
- acting out
- problems sleeping or eating
- isolation

Statistics from the Children’s Defense Fund’s State of America’s Children: Yearbook 2002:
- over 2.5 million children are being raised by someone other than a parent (2.4 million are being raised by grandparents)
- 7 million children are left home alone without adult supervision
- nearly 12 million children live in poverty
- 9.2 million children do not have health insurance
- 9 children a day are killed by firearms (three out of five were victims of homicide and 1/3 were suicides)
- over 800,000 children were abused and neglected in 1999

Activity
Brainstorm a list of people or the kind of people who can help when you have a problem. Each student should then make a personal list of 5 people who can help them with a problem. They should take their lists home and discuss their choices with parents. Parents can help them pick more people to add to the list.
List three things you can do to lower your stress.

1.

2.

3.

Draw a picture of someone who can help you when you feel stressed.
Stress

Define stress.

Give three examples of good stress.
1
2
3

Give three examples of bad stress.
1
2
3