Health and Family Life Education

Diet and Disease Sample Unit Plans And Suggested Activities

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Ministry of Education
Quality Assurance and Development Services
West Landivar, Belize City
2018
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Health and Family Life Education
Diet and Disease Strand

Infant 1: Staying Fit and Well
Total number of lessons: 11
Time per lesson: 35 minutes
Lessons per week: 2 (35 x 2)

<table>
<thead>
<tr>
<th>Number of lessons</th>
<th>Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1 Identify safe and unsafe sources of drinking water and food.</td>
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<tr>
<td>2</td>
<td>1.2 Describe how, when and why a person should wash their hands to make it less likely they will get sick.</td>
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<tr>
<td>2</td>
<td>1.3 Describe effective ways of cleaning and protecting the eyes, ears, nose, mouth, teeth, hair, toe nails and finger nails.</td>
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<tr>
<td>1</td>
<td>1.4 Identify which food and drinks are healthier and which are less healthy to consume.</td>
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<tr>
<td>2</td>
<td>1.5 Explain how playing games, physical exercise, rest and sleep help a person grow and develop.</td>
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<tr>
<td>2</td>
<td>1.6 Identify places where mosquitoes breed around their home and school.</td>
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<tr>
<td>1</td>
<td>1.7 Describe actions a person can take to keep their surroundings clean and healthy.</td>
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<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Content/Concepts</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Food and water from unsafe sources can make a person sick and should not be consumed.</td>
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<tr>
<td>1.2</td>
<td>Hands should be washed after using the bathroom, touching animals, or playing in dirt, as well as before eating and preparing food to prevent getting sick.</td>
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<tr>
<td>1.2</td>
<td>Illness-causing germs are often found on the hands, frequent practice of proper handwashing decreases the chance of illness.</td>
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<td>1.3</td>
<td>Cleaning the body effectively protects from bad odors and diseases, ineffective hygiene practices increase the risk of bad odors and disease.</td>
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<td>1.4</td>
<td>Food or drinks with a lot of fat (such as fried foods), salt (such as chips), or sugar (such as soft drinks) are less healthy to eat than food and drinks low in fat, salt, and sugar.</td>
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<tr>
<td>1.5</td>
<td>Rest and sleep help the body recover from activity and prepare for new activity.</td>
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<tr>
<td>1.5</td>
<td>Physical exercise help bones and muscles grow strong.</td>
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<tr>
<td>1.6</td>
<td>Any outdoor area that holds still water can become a breeding site for mosquitoes.</td>
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</table>
Teaching/Learning Activities

Week One: Introduction

Materials: Black pepper, liquid soap, water, photos of each step of proper handwashing or physical items to represent each step (example: step 1 = water, step 2 = soap etc.), glitter, a ball made of tape covered in glue and glitter that is still wet, paper towels, and the hand washing steps flyer

Lesson 1
• To understand the importance of handwashing students will experience how soap “scares” germs away by viewing how black pepper (representing germs) scatters when liquid soap is poured into a bowl of water with black pepper in it. Students will then work as a class to organize photos of handwashing technique (or items to represent each step of proper handwashing) into the correct sequence based on the handwashing steps flyer. (1.2)

Lesson 2
• Students will experience how germs spread from one person to another by dividing into two groups. One group will all touch a small ball covered in glue and glitter with the glitter representing the germs. The students who played with the glitter ball will shake hands with the other group of students to demonstrate how “germs” spread through physical contact. Students will then complete the steps of handwashing to ensure they get rid of all their glitter germs. (1.2)

Week Two: Development

Materials: A large cooking pot, pictures of safe and unsafe sources of drinking water, a trashcan, a doll or large Irish potato (any light-colored low-cost vegetable that can be decorated with ears, eyes, nose, arms, hair, and feet is fine), and the Mr. Potato Head worksheet.

Lesson 3
• Students will help the teacher decide if various sources of food and water are safe (no harmful germs) or unsafe (has harmful germs) by stating whether photos of each example should go in the cooking pot or in the trash. Students will discuss the actions that can make each example more or less safe. (1.1)

Lesson 4
• Students will view a demonstration involving a decorated Irish potato about how to clean and protect their ears, eyes, nose, mouth, teeth, hair, toenails, and fingernails. Students will then decorate their own potatoes (either a physical potato or using the Mr. Potato Head worksheet) and describe how to clean each body part that was demonstrated. (1.3)
• Alternative: Students will view demonstration of how to clean and protect ears, eyes, nose, hair, toenails and fingernails on a doll. Students shown different items (shades, tissue, rag, brush, nailclipper) and asked to come demonstrate on doll how to clean/protect specific body parts. Wrap-up: Students will review handout on good and bad hygiene. Brief discussion follows.

Week Three: Development

Materials: One fresh apple, one apple that has had holes cut into it and left out for one week, toothbrushes (brought from home), plastic soda bottles with their bottoms cut off or tooth model, clay dough (playdoh), yarn

Lesson 5
• Students will view an example of how cavities affect the teeth by comparing a fresh shiny apple to an apple that has had holes cut into it and left out to rot for one week. Discussion will follow. Students
will practice proper teeth brushing and flossing by using (a basic teeth model) the bottoms of plastic soda bottles as model teeth. Use a toothbrush and yarn to floss out pieces of clay that have been placed in the spaces of the (teeth in the teeth model) soda bottle bottom. (1.3)

**Lesson 6**
- Students will work as a class to create a list of activities that can help keep their surroundings (in the home, in the classroom, outside) clean. Students will then work in teams to perform these activities (examples include picking up trash, sweeping, putting toys/books away, picking up garbage around school compound, pulling out weeds, emptying/disposing of containers that may have settled water). Provide a reward for the team that completes their activity the most efficiently within the allotted time frame. (1.7)

**Week Four: Development**
**Materials:** mosquito image (one for each breeding site around school, wrappers of healthy and unhealthy foods, pictures and examples of healthy and unhealthy foods,

**Lesson 7**
- Students will work in teams to find mosquito breeding sites around the school yard identified by the mosquito picture taped on each of them. Students will record their findings and create a list as a class of the breeding sites they found as well as the similarities they notice in each of them. (1.6)

**Lesson 8**
- Students will discuss healthy and unhealthy foods using examples (either physical foods or pictures) provided by the teacher. Students will be given a healthy/unhealthy foods handout. Discussion will follow. Students will make a collage of pictures of healthy and unhealthy foods by cutting them out from a magazine/printed sheet or food wrappers. (1.4)

**Week Five: Development**
**Materials:** radio / music (optional), and Pillow Case worksheet

**Lesson 9**
- Students will discuss the importance of exercise to a healthy body. Students will complete a short 5-minute exercise routine involving standing on their toes, jumping up and down, jumping-jacks, reaching for their toes and reaching up tall above their heads, and wiggling their bodies. This can be completed with music or without. (1.5) Link to P.E.

**Lesson 10**
- Students will draw icons or stick pictures provided by teacher to show the benefits of sleep on the body on the pillow case worksheet (example: a heart to represent how sleep helps the heart). Students will pick one of the icons on their pillow case to explain to the class how it relates to sleep and its effects on the body. (1.5)

**Week Six: Conclusion and Assessment**
**Lesson 11**
- Students will work in teams to answer questions related to different topics from the unit. Students may answer questions individually to gain a full point for their team or ask their team members for help to receive half a point.

**Alternative:** Create a jeopardy game and have students work in teams to answer questions.
Areas Susceptible to Germs

Julie, John and Tom ate a raspberry tart after school for tea. Then they played hide and seek in the garden. They are very dirty when they come back indoors.

John is greedy. He forgot to wipe his mouth after tea.

Julie loves to jump in puddles.

Tom has a runny nose and he doesn't want to blow it.

Stick red labels on the dirty areas, or colour them red.

Be Clean - It's up to You

Link each part of the body with the actions which keep them clean.

1. Washing hands
2. Scrubbing face
3. Brushing teeth
4. Drying hands
5. Drying face
6. Drying hands
HANDWASHING STEPS

(a) Wet hands under running water

(b) Apply soap and rub palms together to ensure complete coverage

(c) Spread the lather over the backs of the hands

(d) Make sure the soap gets in between the fingers
HANDWASHING STEPS

(e) Grip the fingers on each hand

(f) Pay particular attention to the thumbs

(g) Press fingertips into the palm of each hand

(h) Dry thoroughly with a clean towel
Healthy Food

Match a word to a picture

1. Fruit
2. Vegetables
3. Yogurt
4. Quinoa
5. Whole grain bread
6. Grilled chicken breast
7. Orange juice
8. Fish
9. Brown rice
10. Legumes
11. High fiber cereal
12. Nuts
13. Oatmeal
14. Tofu
15. Water
16. Eggs
17. Green beans
18. Green tea
19. Olive oil
20. Lean beef
## Sample Unit Plans and Activities for HFLE Diet and Disease

### Healthy/Unhealthy Life

1. Write the name of the food. Put the words under the correct heading: **HEALTHY/UNHEALTHY**

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<tbody>
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**HEALTHY FOOD**

2. 1. Say what habits are healthy (H) or Unhealthy (U). Write H/U after the sentences.
   2. Put the number of the sentence in the heart.

### Healthy / Unhealthy Habits

1. **CUT DOWN ON SALT**
2. **BRUSH YOUR TEETH**
3. **GO JOGGING**
4. **SLEEP 12 HOURS A DAY**
5. **GIVE UP SMOKING**
6. **WALK**
7. **HAVE FIZZY DRINKS**
8. **DO YOGA**
9. **WORK LONG HOURS**
10. **EAT JUNK FOOD**
11. **EXERCISE**
12. **SUNBATHE AT MIDDAY**
KEY

1.

HEALTHY FOOD

1. GRAPES
3. MUSCLES
6. APPLE
11. NUTS (HAZELS)
12. OLIVE OIL
14. CARROTS
15. EGGS?
16. FISH
17. WATER
19. WATERMELON
20. CHERRIES

UNHEALTHY FOOD

2. FRENCH FRIES
4. BUTTER
5. HAMBURGER
7. KETCHUP
8. HOT DOG
10. BISCUITS
13. CHOCOLATES
15. FRIED EGGS
18. MEAT

2.

1. CUT DOWN ON SALT ...... H
2. BRUSH YOUR TEETH ...... H
3. GO JOGGING ...... H
4. SLEEP 12 HOURS A DAY ...... U
5. GIVE UP SMOKING ...... H
6. WALK ...... H
7. HAVE FIZZY DRINKS ...... U
8. DO YOGA ...... H
9. WORK LONG HOURS ...... U
10. EAT JUNK FOOD ...... U
11. EXERCISE ...... H
12. SUNBATH AT MIDDAY ...... U

PICTURES

5  8  10
9  3  6
7  12  2
4  1  11
Describe how to clean/protect the hair:

Describe how to clean/protect the eyes:

Describe how to clean/protect the mouth:

Describe how to clean/protect the ears:

Describe how to clean/protect the nose:

Describe how to clean/protect the nails:
Health and Family Life Education
Diet and Disease Strand

Infant 2: Preventing Common Illnesses
Total number of lessons: 11
Time per lesson: 35 minutes
Lessons per week: 2 (35 x 2)

<table>
<thead>
<tr>
<th>Number of lessons</th>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>2</td>
<td>2.1 Explain why eating a variety of food, including fruits and vegetables, helps a person grow and stay healthy.</td>
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<tr>
<td></td>
<td>2.2 Explain how a person can make sure they do not consume too much sugar in their diet.</td>
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<tr>
<td>2</td>
<td>2.3 Identify effective ways of safely storing food so that spoilage and contamination are minimized</td>
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<tr>
<td>2</td>
<td>2.4 Discuss what people can do to get better from, and make sure they do not pass on, an illness spread through sneezing and coughing, such as common cold and influenza.</td>
</tr>
<tr>
<td>2</td>
<td>2.5 Discuss what people can do to get better from, and make sure they do not pass on, an illness spread through direct contact with an infected person or contaminated object. For example, conjunctivitis, ringworm, or chickenpox.</td>
</tr>
<tr>
<td>1</td>
<td>2.6 Identify common triggers for and ways of preventing and responding to asthma attacks.</td>
</tr>
<tr>
<td>1</td>
<td>2.7 Explain why it is important to get rid of places where mosquitoes breed and how this can be done.</td>
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<tr>
<td>Learning Outcomes</td>
<td>Content/Concepts</td>
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<tr>
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<tr>
<td>2.1</td>
<td>• Consumption of foods from each of the food groups each day provides the body with all the nutrients needed to grow and stay healthy.</td>
</tr>
<tr>
<td>2.2</td>
<td>• Consumption of fruits and water in place of sugary drinks and foods can help ensure a person does not consume too much sugar in their diet.</td>
</tr>
<tr>
<td>2.3</td>
<td>• Foods stored improperly grow germs that will cause sickness.</td>
</tr>
<tr>
<td>2.4</td>
<td>• A person sick with a cold or flu requires plenty or rest and water to get better from their illness.</td>
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<tr>
<td></td>
<td>• A person who is sick should take any medicine prescribed by a doctor as it is prescribed for their condition to get better.</td>
</tr>
<tr>
<td>2.4</td>
<td>• Proper hand washing technique and covering the nose mouth.</td>
</tr>
<tr>
<td>2.5</td>
<td>• A person who is sick should limit contact with other people, avoid sharing personal items, cover any rashes when around others, wash hands frequently, and avoid touching affected areas to prevent spreading their illness to others.</td>
</tr>
<tr>
<td>2.6</td>
<td>• Physical activity, allergies, dust, smoke, and strong smells can cause an asthma attack in a person with asthma. Preventing an asthma attack involves avoiding these triggers.</td>
</tr>
<tr>
<td>2.6</td>
<td>• Difficulty breathing or talking, coughing, and wheezing can all be signs someone is having an asthma attack; when these signs are present immediate help and medicine is needed.</td>
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<tr>
<td>2.7</td>
<td>• Getting rid of places in the environment that hold still water decreases mosquito breeding so that there are fewer mosquitoes to spread disease.</td>
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**Week One: Introduction**

**Materials:** Blank Body Diagram worksheet, and Different Foods Coloring worksheet, Food Safety worksheet

**Lesson 1**
- Students will color the Food Safety Worksheet and discuss, along with teacher, the Core Four: Clean, Separate, Cook Chill method as a way to prevent food spoilage and contamination. (2.3)

**Lesson 2**
- Students will color images of different foods (via Different Foods Coloring worksheet) and discuss how different types of foods help different parts of the body. (Go, Grow, Glow Foods) Students will cut and paste their colorings onto a diagram of the body (via Blank Body Diagram worksheet) on the board and discuss which foods benefit which body part/system. (2.1)

**Week Two: Development**

**Materials:** Food Groups worksheet, high sugar / low sugar food wrappers or containers and ingredients for natural juice

**Lesson 3**
- Students will draw examples of their favorite foods in each category of the Belizean food basket. (Food Groups Worksheet). They will label discuss how each category benefits the body and write the first letter of each in the category (example: E for energy in staples box). (Go, Grow, Glow foods)
Students will recite their abbreviations as a class and practice the sayings such as saying, “E for energy!” for each category. (2.1)

Lesson 4
- Students will view and discuss different examples of foods and drinks (food wrappers/labels) that are high in sugar and foods and drinks that have an acceptable amount of sugar. They will sort the food examples into healthy and unhealthy categories as a class. (2.2)
- Homework/Extended Activity: Each student will create a low sugar, healthy natural juice. They will bring to class and present along with instructions of how they made the juice. They will see that using fruits such as bananas or other fruits work as an alternative sweetener to cut out sugar content in drinks. (2.2)

Week Three: Development
Materials: Cover your Cough coloring worksheet, tissues, glue, “We Need to Cover Our Cough” song / lyrics;
Lesson 5
- Students will color the Cover your Cough coloring page. They will then be given a tissue with a dot of glue on it. Students will paste the tissue over the coloring boy/girl’s mouth. The students will hang and display their works in the classroom as a reminder to cover their mouths when coughing or sneezing.

Lesson 6
- Students will learn and sing the We Need to Cover Our Cough song. (2.4) Discussion about words/actions found in the song.

Week Four: Development
Materials: Handwashing worksheet, soap, water, and buckets,
Lesson 7
- Discuss spread of illness through direct contact with infected person or contaminated object and ways to prevent e.g. proper handwashing. Students will complete the Handwashing worksheet and practice the proper hand washing steps. (2.5)

Lesson 8
- Students will discuss and identify potential breeding sites for mosquitoes. They will search around the school yard for possible breeding sites. Students will share what they found and their ideas to get rid of these sites at the school grounds. (2.7)

Week Five: Development
Materials: Buster is Breathless video or story, Asthma Triggers worksheet
Lesson 9
- The class will watch or read Buster is Breathless and discuss how an asthma attack was portrayed in the story. Discussion will follow; students will answer questions about the story. (Link to Language Arts)
  ○ Video links: Part 1 https://www.youtube.com/watch?v=zssq0gJJCig&t=1s
  Part 2 https://www.youtube.com/watch?v=FrxsPRmzep8&t=2s
Lesson 10
- Students will complete an Asthma Triggers worksheet and display them around the classroom. (2.6)
  Discussion will follow: what is asthma, some symptoms and what to do

Week Six: Conclusion and Assessment
Lesson 11
- The class will review and discuss the topics covered throughout the unit. They will view their work that has been displayed around the class in the previous weeks.
- In small groups, students will create mini-posters on different topics covered in the unit (ex: one group have healthy foods, one group have covering coughs, etc.)
- Alternative: Students will create a booklet on all topics covered in unit.
Asthma Triggers

Instructions: Circle all of the possible asthma triggers you can find in these two scenes.
Human Body Outline
Buster and Arthur are in the tree house, reading some dusty old joke books they found in Arthur's basement.

"Hey, Arthur," says Buster. "What did the banana say to the hippo?"

"What?" says Arthur.

"Nothing," laughs Buster. "Bananas don't talk."

The boys laugh and laugh. Then Buster starts to cough.
He coughs and coughs.

"Buster, are you OK?" asks Arthur.

"Can't... catch... my breath," coughs Buster.

Buster's mom comes and takes him to the doctor. The doctor gives Buster some medicine using a machine called a nebulizer. It helps him breathe more easily. She shows him how to breathe in his medicine using a pump called an inhaler. She also tells him to take his medicine every day before he goes to school and before he goes to bed.
"The dust and mold from the old joke books made it hard for you to breathe because you have asthma, Buster," the doctor explains.

"Does that mean I can't read books anymore? Or tell jokes?" asks Buster.

"Don't worry," says the doctor. "If you take your medicine and stay away from dust, mold, and other things that make your asthma worse, you can do all the things you like to do. You can tell jokes, play ball, eat pizza, and ride bikes."
A few days later, Buster asks his mom, "When am I going to be cured of asthma?"

"There isn't a cure for asthma yet," answers his mom. "But as long as you take your medicine and we stay away from the things that make your asthma worse, you can do all the things you like to do."

"Yeah, but my friends are acting weird," says Buster. "Arthur and Binky keep dusting off my books, my desk, even my food. And Francine says that I might have to go to a different school – one that's just for sick kids."

"You know," says Buster's mom. "I think your friends don't understand what asthma is. Maybe you can teach them."

"That gives me an idea for my science project," says Buster.
In school the next day Buster presents his science project.

"Today I am taking you on a field trip to my lungs," says Buster. "But first imagine that you are very small. Close your eyes and concentrate. Now shrink! Pretend I breathe you up and you're going down into my lungs."
"Welcome to my lungs," says Buster. "At the moment, everything is calm. But if I breathe in something that bothers my lungs, like mold or smoke, it might trigger my asthma. If that happens, the walls of my airways begin to close in. And the muscles around them tighten up. Can you feel the walls shaking around us?"

"I'm imagining it right now," says Arthur.
"Next my body produces a thick mucus that makes it even harder to breathe and that's when I begin to cough," says Buster. "That's why I keep my inhaler with me. Once I breathe in my medicine and get away from what is making my asthma worse, I will start to feel better. Now open your eyes, the imaginary field trip is over!"
"Wow, Buster. That was cool!" says Arthur.
"It felt like we were really there."

"Thanks!" says Buster. "Any questions?"

"Are you trying to tell us something?" asks Binky.

"Yes," says Buster. "I have asthma. But as long as I take my medicine, we can do the same stuff together like we always have. I'm still the same old Buster!"
Cover Your Cough and Sneeze!
Cover Your Cough and Sneeze!
Color the pyramids to match the correct food groups then color the foods!

- orange for grains
- green for vegetables
- blue for the milk
- red for fruit
- purple for the meat & beans

Visit www.ChefSolus.com for printable worksheets for kids, nutrition education games, puzzles, activities and more!

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<table>
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<tr>
<th>Staples</th>
<th>Fruit</th>
<th>Vegetables</th>
<th>Legumes and Nuts</th>
<th>Foods From Animals</th>
<th>Fats and Oils</th>
<th>Sugars and Sweeteners</th>
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HEALTHY HANDS  STEPS OF HEALTHY HAND WASHING

(Adapted with permission from Ottawa Public Health)

Cut out the following 5 pictures and glue them below in the correct order for healthy hand washing.

[Images of hand washing steps]

1.  
2.  
3.  
4.  
5.  

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**CORE FOUR**

**RULES OF HOME FOOD SAFETY**

**CLEAN**
- Wash your hands, kitchen surfaces, and utensils with hot, soapy water before and after handling food.

**SEPARATE**
- Separate produce from raw meat, seafood, poultry, eggs, and household chemicals.

**CHILL**
- Keep your refrigerator at or below 40°F and your freezer at 0°F.
- Refrigerate or freeze leftovers in shallow containers within two hours.

**COOK**
- Cook food to a high enough internal temperature to kill the harmful bacteria that cause foodborne illness.

Published by QADS, 2018
“We need to cover our cough” song

1. Ask students to stand up and make a circle.
2. Place a trash can and hand sanitizer in the middle of the circle
3. Give each student a piece of tissue
4. Teach students the words and actions to the song. Have students do all the actions in the song while singing.
5. Sing song to the tune of “The farmer in the dell”

Lyrics

We need to cover our cough. We need to cover our cough. Hi-ho the deri-o we need to cover our cough. (Action: cover mouths with tissue each time they say the word cough)

We need to cover our sneeze. We need to cover our sneeze. Hi-ho the deri-o we need to cover our sneeze. (Action: cover nose and mouth with tissue each time they say the word sneeze)

We need to use tissue. We need to use tissue. Hi-ho the deri-o we need to use tissue. (Action: hold up their tissues)

We need to throw it out. We need to throw it out. Hi-ho the deri-o we need to throw it out. (Action: Have students one by one throw their tissue in the trash can throughout this verse)

We need to wash our hands. We need to wash our hands. Hi-ho the deri-o we need to wash our hands. (Action: Pump hand sanitizer into each student’s hand and show them how to rub it on their hands throughout this verse)

(Say together) No tissue? I’ll cough or sneeze in my sleeve!
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Diet and Disease Strand

Standard 1: Eating and Fitness
Total number of lessons: 11
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<tr>
<td>1</td>
<td>3.1 Investigate the benefits of regular exercise to growth, development and good health.</td>
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<tr>
<td>2</td>
<td>3.2 Explain the benefits of eating a diet in which all food groups are consumed adequately.</td>
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<tr>
<td>1</td>
<td>3.3 Design a variety of meals that represent healthy eating.</td>
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<tr>
<td>2</td>
<td>3.4 Distinguish between effective and ineffective hygiene and body care practices.</td>
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<tr>
<td>2</td>
<td>3.5 Explore the impact that friends, family members, culture, television, newspapers and social media have on the food choices people make.</td>
</tr>
<tr>
<td>1</td>
<td>3.6 Research common causes of and ways of preventing and responding to diarrhea.</td>
</tr>
<tr>
<td>2</td>
<td>3.7 Describe some diseases linked to poor diet and lack of exercise, for example, anaemia, obesity, diabetes, high blood pressure and heart disease.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Content/Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>• Regular exercise helps to improve overall health and reduce the risk for developing lifestyle diseases.</td>
</tr>
<tr>
<td>3.2</td>
<td>• Consumption of foods from each food group on a daily basis provides the body with nutrients needed to stay healthy.</td>
</tr>
<tr>
<td>3.4</td>
<td>• Effective hygiene practices remove germs and protect from bad odors and disease.</td>
</tr>
<tr>
<td>3.5</td>
<td>• Friends, family members, culture, television, newspaper, and social media all play a role in our food choices.</td>
</tr>
<tr>
<td>3.6</td>
<td>• Proper hand hygiene and consumption of safe food and water can prevent diarrhea.</td>
</tr>
<tr>
<td>3.6</td>
<td>• Treatment for diarrhea requires the replacement of lost fluids and electrolytes and in some cases medication from a doctor.</td>
</tr>
<tr>
<td>3.7</td>
<td>• Poor diet and lack of exercise can lead to the development of lifestyle diseases such as anaemia, obesity, diabetes, high blood pressure, and heart disease.</td>
</tr>
</tbody>
</table>
**Teaching/Learning Activities**

**Week One: Introduction to Unit**

**Materials** - Examples of foods from each food group in the Belize Food Basket (or pictures of these foods), *I Can Eat A Rainbow* video, disposable plates (or sheets of paper cut into large circles like a plate), Names of each food group on individual strips of paper, definition of each food group with examples on paper, and different colors of paper cut into the correct portion sizes for each food group recommended by My Plate

Video link: https://www.youtube.com/watch?v=Pf0-bqMo9UU

**Lesson 1**
- Students (as a class) will use descriptions of each food group provided by the teacher to categorize the foods (pictures of foods) on display into their proper food groups. Students will participate in a lesson about how foods from each food group help their bodies and verbally provide additional examples of foods from each category using the displayed foods for guidance. (3.2, 3.3) (Food Plate Activity)

**Lesson 2**
- Students will view the video *I Can Eat A Rainbow* and discuss the benefits of eating fruits and vegetables by analyzing the lyrics of the song in the video. (3.2, 3.3)

**Week Two: Development**

**Materials** - Brochure-food based dietary guidelines for Belize, newspapers, magazines

**Lesson 3**
- Students will assemble their own healthy plate of food by visiting stations around their classroom dedicated to each food group and gluing pieces of paper that represent the correct portion size for each onto a paper plate. Students will discuss as a class how to implement these sample portion sizes into each meal by citing examples of each food group that can be eaten at each mealtime. (3.2, 3.3)
- **Alternative:** Teacher will give sample brochure of food dietary guidelines to students and have a brief discussion with them. Students will bring in different breakfast food items (parents’ consent). From the food buffet, students will then assemble their own healthy plate of food by choosing foods from different food groups in appropriate portion sizes.

**Lesson 4**
- Students will use provided newspapers and magazines to create a food collage and discuss as a class how many of the foods they’ve found in the magazines and newspapers they like eating. Students will participate a class discussion about how television, newspaper, and social media can affect their food choices. As homework, students will write down their favorite foods to eat at each meal time as well as their favorite snacks and dessert. Students will use the provided worksheet to record the favorites of two family members (preferably someone the student lives with) and one friend. (3.5)

**Week Three: Development**

**Materials** - Photos of people and foods from different cultures around Belize

**Lesson 5**
- Students will use the answers recorded from themselves, friends, and family to explore how they can impact food choices they make. Students will discuss as a class similarities and differences noted
between their own answers and that of their friends and family. Students will discuss how unhealthy food choices may cause diarrhea, ways to prevent it and respond to it. (3.5/3.6) (link to Math – creating charts to show data collected)

Lesson 6
- Students will participate in a lesson about the main cultures in Belize (look at some pictures of people of Belize) as well as their most common foods consumed daily. Students will use their own cultural identity and foods they eat daily to explore how much their culture has impacted their family's food choices. (3.5)

Week Four: Development
Materials: Video on obesity

Lesson 7
- Students will state what they already know or have heard about high blood pressure, heart disease, diabetes and obesity and write them on the board under each disease’s name. As students learn about each of these conditions and how they relate to lifestyle choices they will add facts about each disease under their names on the board. Students will review together all the information written on the board about each disease. (3.5, 3.7)

Lesson 8
- Students will view the video *Obesity Explained and How to Avoid It*. Students will discuss as a class the information presented in the video. A worksheet may be provided to answer questions after watching video. (3.7)
  Video link: https://www.youtube.com/watch?v=XhQBgsQolt0
- Students will view the video *Anemia*; work in 3 groups to recall and write down the definition, cause, and ways to prevent anemia and review them as a class. (3.7) (remove or do if time permits)
  Video link: https://www.youtube.com/watch?v=lfmJeWW4OyQ

Week Five: Development
Materials- Hygiene and body care products, Video on Personal Hygiene

Lesson 9
- Students will state what they know about physical exercise and cite examples of physical activity. Students participate in a lesson about how exercise contributes to growth, good health, and development. Students will make a list of their favorite ways to remain active and use 3 of the activities from this list to engage in 10 minutes of physical exercise outside. (3.1)

Lesson 10
- Students will view a demonstration by the teacher for effective and ineffective methods of body hygiene or view the video *Personal Hygiene*. Students will work in groups to role play the correct use of 1-3 age appropriate personal hygiene products in front of the class. (3.4) (may need another lesson to complete role plays)
  Video Link: https://www.youtube.com/watch?v=jQ2e0KH5Wrl
**Week Six: Assessment**

**Materials** - cardboard, index cards

**Lesson 11:**
- Students will divide into two teams to participate in a *Jeopardy* game to review all the topics from the unit (noncommunicable diseases, food groups and their benefits to the body, components of a healthy meal, impacts on food choices, diarrhea, and body care practices).
Choose MyPlate.gov
Health and Family Life Education
Diet and Disease Strand

Standard 2: Lifestyle and health
Total number of lessons: 11
Time per lesson: 45 minutes
Lessons per week: 2 (45 x 2)

<table>
<thead>
<tr>
<th>Number of lessons</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4.1 Explain the effects that regular exercise has on health.</td>
</tr>
<tr>
<td>1</td>
<td>4.2 Explain rules and guidelines for the safe handling and storage of food.</td>
</tr>
<tr>
<td>2</td>
<td>4.3 Explain how food from different food groups can contribute to health, growth and development.</td>
</tr>
<tr>
<td>2</td>
<td>4.4 Design a personal eating and exercise program for a healthy lifestyle.</td>
</tr>
<tr>
<td>2</td>
<td>4.5 Investigate the factors that make it more or less likely that a person will be affected by a lifestyle disease such as obesity, diabetes, heart disease, high blood pressure and anaemia.</td>
</tr>
<tr>
<td>2</td>
<td>4.6 Describe the symptoms and effects of diseases that can be prevented by vaccination, such as measles, mumps, rubella, tetanus and polio.</td>
</tr>
<tr>
<td>2</td>
<td>4.7 Discuss what people can do to get better from, and make sure they do not pass on, an illness caused by parasites such as lice, scabies, chagas disease and tapeworm infection.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Content/Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>- Regular exercise helps to improve overall health and reduce the risk for developing lifestyle diseases.</td>
</tr>
<tr>
<td>4.2</td>
<td>- The Core Four represent the safest method for food handling and storage; Clean hands before and after handling food, Separate raw meat and poultry from foods that won’t be cooked, Cook food thoroughly, Chill food in a refrigerator within 2 hours of cooking.</td>
</tr>
<tr>
<td>4.3</td>
<td>- Each food group provides the body with different nutrients needed for all aspects of health, growth, and development.</td>
</tr>
<tr>
<td>4.4</td>
<td>- Children should engage in at least 1 hour of physical activity each day.</td>
</tr>
<tr>
<td>4.5</td>
<td>- Foods from each food group should be consumed daily.</td>
</tr>
<tr>
<td>4.6</td>
<td>- Poor diet and lack of exercise increase a person’s chances for developing a lifestyle disease.</td>
</tr>
<tr>
<td>4.7</td>
<td>- The use of vaccine is promoted to protect people of all ages against disease.</td>
</tr>
<tr>
<td>4.7</td>
<td>- Treatment for parasitic infections requires the use of an anti-parasite medication in the form of a cream, pill, or shampoo.</td>
</tr>
<tr>
<td>4.7</td>
<td>- Spread of parasitic infections can be prevented by prompt and full treatment, not sharing personal items and good personal hygiene.</td>
</tr>
</tbody>
</table>
Teaching/Learning Activities

Week One: Introduction to Unit
Materials: Outline of the Human body, images of brain, heart, lungs, and muscles, timer

Lesson 1
• Students will participate in a series of exercises including aerobics (running, jumping jacks), stretching (V sit and reach), core exercises (sit ups), strength training (push-ups, planks), and balance training (walking heel to toe in a straight line across the classroom.) Students will check their pulse before and after the exercise and discuss changes noted in their heart rate. Students will discuss how regular exercise can affect the heart and other parts of the body and how they can incorporate different exercises into their daily routine. (4.1) (link to P.E.)

Lesson 2
• Students will watch a video “How exercise benefits your body”. Brief discussion will follow, Students will then work in four groups to learn about the ways in which exercise helps the brain, heart, lungs or muscles. Students will present the information they learned to the class and paste an image of the brain, heart, lungs, or muscles on an outline of the human body in the front of the class (or individual worksheets). (4.1)
Video link: https://www.youtube.com/watch?v=7TrcgDRcrBw

Week Two: Development
Materials: several examples of foods (or pictures foods) from each food group, a basket, a cloth to cover the basket, plate worksheet, soap, and bucket of water, Limes, sugar, pitcher, peeler or knife, a squeezer

Lesson 3
• Students will take turns picking a food item (or image) out of a basket. Students will state which food group the item belongs to and how this food group helps the body stay healthy. (4.3)
• Students will brainstorm ideas for ways they can incorporate foods from each food group into their diet. Students will use foods from each of the food groups to create a healthy breakfast, lunch and dinner on their plate worksheets. (4.4)
HW/Extended activity: Given guidelines from teacher, create a brochure showing a personal eating and exercise plan.

Lesson 4
• Students will work as class to make lime juice. Students will practice the Core Four method of safe food handling and storage in order to prepare and store their juice. Students will discuss the steps necessary to ensure food and drinks remain safe for consumption. (4.2)

Week Three: Development
Materials: paper, scenario list, list of risk factors for lifestyle diseases, list of things that reduce risk for lifestyle diseases, index cards, paper, marker

Lesson 5
• Students will receive behaviors written on strips of paper that either increase or decrease the risk of developing a lifestyle disease. Students will paste the strips on the board under their correct category and review all their choices as a class. (4.5) Students will match risky behaviours with specific lifestyle disease they may cause.
• Students will listen to scenarios read aloud by the teacher describing different behaviors. Students will walk forward if the behavior in the scenario would decrease the risk of developing a
lifestyle disease. Students will take a step backward if the behavior in the scenario would increase the risk of developing a lifestyle disease. (4.5) (similar to activity above- strips of paper may contain scenarios that talk about different types of behaviors-risky or non-risky)

**Lesson 6**
- Students will participate in the following game:
  - Provide each student with a card, with some of the cards (4-5 students depending on class size) having an “X” to identify individuals infected with a preventable disease. Some cards should have a “V” to represent individuals who received a vaccine to prevent the disease. The remaining students should have an “O” card. Instruct students to go around the room and shake hands with as many people as possible. Tell them to write the names of people they shook hands with. Have them sit down and explain that if they shook hands with someone with an “X” they were exposed to one of the diseases. Have students that were exposed raise their hands. Of those students, ask who has a “V” letter card.
  - Explain that students who received vaccination were not sick with the disease because they were protected. Explain that students with an “O” were infected because they were not vaccinated. (4.6) Follow up with a discussion to show the importance of vaccines.

**Week Four: Development**

**Materials:** Hat, comb, hairbrush, hair tie (or scrunchie), and towel, 4 large sheets of paper

**Lesson 7**
- Teacher creates a powerpoint presentation showing different diseases (pictures of persons with diseases, signs and symptoms, vaccines for diseases) to show to students. Students will each be given a paper with either the name of a vaccine-preventable disease or a symptom of a vaccine preventable disease. Students will form groups by finding classmates with matching colors on their papers. Students will present to the class the name of their group’s disease and it’s corresponding signs and symptoms (4.6)

**Lesson 8**
- Students will view a video about head lice, such as the link below. Show examples of items that can spread head lice or scabies, such as combs, towels, clothes, or hats. Students will discuss situations in which they may desire to share one of the personal items with another person. After watching the video students will discuss the importance of not sharing these items with others and how to wash them after exposure to head lice or scabies (in hot water with soap, then dry in the sun.) (4.7) Discuss also ways to treat head lice.
  - Video link: [https://www.youtube.com/watch?v=7us3ucOmrLE](https://www.youtube.com/watch?v=7us3ucOmrLE)

**Week Four: Development**

**Materials:** Video on Chagas Disease

**Lesson 9**
- Watch a video about the Chagas disease, such as the link below, and discuss how this disease can be prevented based on the information in the video. (4.7) Discuss and complete a worksheet after watching video or create a chart to show the life cycle of the Chagas bug after viewing the video.
  - Video link: [https://www.youtube.com/watch?v=XPN4Zob9f5s](https://www.youtube.com/watch?v=XPN4Zob9f5s)
Lesson 10

- Place students in four groups and provide them with information on the four diseases (Chagas, Scabies, Lice or Tapeworm). Children will create a poster and present information. Posters placed on four corners of the room, children will rotate to each corner recording information on a worksheet from the posters in the corners.

Week Five: Conclusion

Lesson 11/12

- In small groups and with guidance from the teacher, students will prepare a poster and a corresponding short narrative to inform the school population and community on the effects of regular exercise and a balanced, healthy diet in preventing lifestyle diseases. Other small groups will design an exercise program and create a poster with their ideas to hang at the school or in the community. The teacher will design the grading rubric for this assignment.

- **Alternative:** Provided with a script from the teacher, students will roleplay to include all the topics covered in the unit.
CORE FOUR
RULES OF HOME FOOD SAFETY

CLEAN
Wash your hands, kitchen surfaces and utensils with hot, soapy water before and after handling food.

SEPARATE
Separate produce from raw meat, seafood, poultry, eggs and household chemicals.

CHILL
Keep your refrigerator at or below 40°F and your freezer at 0°F. Refrigerate or freeze leftovers in shallow containers within two hours.

COOK
Cook food to a high enough internal temperature to kill the harmful bacteria that cause foodborne illness.
Health and Family Life Education
Diet and Disease Strand

Standard 3: Communicable Diseases
Total number of lessons: 12
Time per lesson: 45 minutes
Lessons per week: 2 (45 x 2)

<table>
<thead>
<tr>
<th>Number of lessons</th>
<th>Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>5.1 Describe the symptoms, effects and preventative measures of disease spread by mosquitoes such as malaria, dengue, zika, and chikungunya.</td>
</tr>
<tr>
<td>2</td>
<td>5.2 Describe activities that can help prevent the spread of diseases transmitted through air or by food, water, insects and animals.</td>
</tr>
<tr>
<td>1</td>
<td>5.3 Explain why good hygiene practices, including hand-washing and the correct disposal of waste are an important aspect of good health.</td>
</tr>
<tr>
<td>1</td>
<td>5.4 Explain how diseases can be spread from person to person via personal items such as towels, combs, and toothbrushes.</td>
</tr>
<tr>
<td>2</td>
<td>5.5 Explain why it is important for a person who has been bitten by a dog, snake, rat or other animal to clean the wound thoroughly and visit a hospital or other health centre as soon as possible.</td>
</tr>
<tr>
<td>2</td>
<td>5.6 Explain how vaccinations help prevent the spread of diseases such as measles, tetanus and the human papillomavirus.</td>
</tr>
<tr>
<td>2</td>
<td>5.7 Classify some diseases that are common in Belize by their causes, for example, bacteria, viruses, fungi, parasites, or an unhealthy lifestyle.</td>
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</tbody>
</table>

Content/Concepts

<table>
<thead>
<tr>
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<th>Content/ Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>- To prevent the spread of mosquito-borne diseases remove breeding sites from around home and school and use mosquito repellant when outdoors especially between dawn and dusk.</td>
</tr>
<tr>
<td>5.2</td>
<td>- To prevent the spread of airborne diseases cover the mouth and nose when coughing or sneezing.</td>
</tr>
<tr>
<td>5.2, 5.3</td>
<td>- To prevent the spread of food and water-borne diseases avoid consumption of food and water from contaminated sources and consumption of food that has spoiled.</td>
</tr>
</tbody>
</table>
To prevent the spread of diseases transmitted through insect or animal bites take precautions to prevent being bitten and clean bite wounds properly if they occur.

- Good hygiene practices are necessary to prevent the spread of diseases.
- Diseases can spread from one person to another via shared personal items such as towels, combs, and toothbrushes.
- Vaccines help people develop immunity against certain diseases so that they cannot become infected.

Teaching/Learning Activities for Standard III Diet and Disease

Week One: Introduction to Unit

Materials: Several index cards with different hygiene practices on them, blank copy paper, markers/crayons, video

Lesson 1
- Students will watch video on personal hygiene (Personal Hygiene 2013)
  Videolink: www.youtube.com/results?search_query=personal+hygiene+2013
  Students will play “hygiene charades” in which they will pick out a card that has either a good hygiene or bad hygiene practice written on it and act it out to the class. The rest of the class will guess what the hygiene practice is and decide if it is good or bad for overall health. (5.3)

Lesson 2
- Students will create posters in small groups, demonstrating either the proper steps for hand washing or proper waste disposal, demonstrating steps for keeping yard clean, demonstrating steps for keeping the home clean and present them to the class explaining their importance for good health. (5.3)

Week Two: Development

Materials: Bingo Sheets, facts sheet on diseases

Lesson 3
- Students will create a list of all the diseases they know about (teacher may offer hints to help students name diseases with different causes). Students will be provided with facts sheet on diseases. Students will work as a class to categorize the diseases in their list into one of the five following categories: bacteria, virus, fungi, parasite, and unhealthy lifestyle. Students will create a booklet (5.7)

Lesson 4
- Students will engage in a game of bingo using bingo sheets with the names of different diseases printed in each of their squares. Students may mark a square on their bingo sheet if they hear the description of a disease read by the teacher that matches the name of a disease on their sheet. Once a student has 5 squares in a row marked on their sheet they must call out bingo, state the name of each disease they have marked, and the cause of each disease to win the game. (5.7)
  - *Please see the General Activities section of this manual for instructions on how to create bingo sheets and how to play bingo.
Week Three: Development
Materials: towels, combs, toothbrushes, A Mosquito Story
Lesson 5
• Students will read as class A Mosquito Story which describes people with the different mosquito-borne diseases. Students will discuss the main points about each disease presented throughout the story. (5.1) (Link to Language Arts)

Lesson 6
• Students will work in 3 different groups. Each group will be assigned one of three personal items, towel, combs and toothbrushes. Students will read a scenario about a disease spreading from one person to another via the personal item assigned to their group. Students will present their scenario to the class by acting it out in a skit. (5.4)

Week Four: Development
Materials: Disease Information Chart on Measles, tetanus, and human papillomavirus
Lesson 7
• Students will be provided with a passage with different diseases. In groups, students will read and categorize diseases by the different modes of transmission (food, water, insects, or animals). Students will create a list of ways to prevent catching a disease spread by the mode of transmission assigned to their group (either food, water, insects, or animals). Students will present their lists to the class. (5.2)

Lesson 8
• Students will work in three groups: measles, tetanus, or human papillomavirus. Provide each group with a Disease Information Chart or strips of paper with definition, symptoms and treatment. Students will create a brochure with important points given. (5.6)

Week Five: Conclusion and Assessment
Materials: small pieces of paper with the names of animals that can bite humans written on them
Lesson 9
• Students will write a letter to a family member, friend, or student in another class about how vaccines help prevent the spread of diseases and why they are important. (5.6)

Lesson 10
• Students will each receive a paper that has the name of an animal (rat, snake, dog, etc.) written on it, a short description of what a bite by this animal can do, and why it is important to clean the wound/go to the hospital after a bite. Students will make the sound or actions of the animal they received in order to pair with other students who received a card with animal similar to them. Students will form pairs and share information. Students will engage in an oral class discussion about the different animals bites they’ve learned about, type of diseases caused by the bite and why it is important to clean the wound/go to the hospital after a bite. (5.5)
**Week six: Conclusion and Assessment**

**Materials:** small pieces of paper, tape, video on communicable diseases

**Lesson 11**
- To assess, ask several students to stand in the front of the class with the name of a communicable disease taped on their foreheads. The rest of the class will be divided into 3 groups – symptoms, effects, and prevention. Each group will be given facts that relate to their category on small pieces of paper. They must tape their facts on the student with the correct corresponding disease. The students will review as a class the facts taped on each student.

**Lesson 12**
- Written assessment (complete worksheet) after watching a video on communicable diseases. Video Link: https://www.youtube.com/watch?v=ee75YGaVtX0
TETANUS
SYMPTOMS

Tetanus is a serious infection that can lead to death. Although it is not contagious, it is completely preventable by a series of vaccinations.

FEVER
HIGH BLOOD PRESSURE
MUSCLE SPASMS
LOCKJAW
SWEATING
DIFFICULTY SWALLOWING
Protecting communities: Prevention of mosquito borne diseases
A road to resilience in Southeast Asia
Ton is playing, when suddenly...

Help! Ton! Help! Our village is under attack by the deadliest animal in the world!

What is it?! Crocodiles, cobras, sharks, tigers?

No, mosquitoes, and they're everywhere!

Mosquitoes don't have to eat people to be dangerous. They spread diseases like dengue, zika, chikungunya and others.

What? Mosquitoes aren't scary, they're just itchy!

Really? How?

Mosquitoes get diseases from a sick person's blood, and when they bite another person, then they can get sick too!

Ewww! So a mosquito gives me a disease it gets from someone else!! Yuk!!

How do you know if someone is sick?

If you have a fever, pain in your joints and muscles, or have a skin rash, it says that something is wrong.

If you get bitten by a mosquito and then feel sick, you should go to a health centre or hospital to get checked.

Make sure you don't get bitten by another mosquito in case you are ill, which could help spread the disease.

Mosquitoes kill more people than all other animals put together by spreading diseases!

They even hurt babies!

Zika is so bad; it can hurt babies that are still inside their mummy.

What? Let's get them! I have a fly swatter!
No, getting them one at a time is not good enough. These are our tools!

**In the garden**

We need to empty out any standing water. This is where mosquitoes lay their eggs.

This water garden is OK as there are small fish living in it which eat mosquito eggs.

Until we get more mosquito netting, let's keep the doors and windows closed, especially at night time.

But the Aedes mosquito likes to bite during the day. We need to be careful all the time.

mosquitoes lay eggs anywhere there is water.

Make sure that any water containers in your house have a lid on them...

Let's cover up with long sleeves and trousers.

Wear light colours. Mosquitoes love dark clothes!

**In the bedroom**

Put up a mosquito net so your family can sleep safely.

Let's make it a no-go mosquito area.

Never stop fighting mosquitoes.

Empty all standing water. Bye-bye mosquito larva, pupa, and eggs.

Spray can hurt if you are under 4 years old, so check with an adult.

Light mosquito coils...

...Mosquitoes hate the smell!

You can put on mosquito spray too!

Netting on windows

Closed doors

Cover water containers

Mosquito nets

Mosquito spray and coils

Light colour clothes

Diseases from mosquitoes are dangerous. 

Clean Up, Cover Up, and Keep it Up!
Clean Up, Cover Up and Keep it Up

Below is a list of things to remember about diseases you can catch from mosquitoes. Study it well, these tips could make all the difference for you and your family!

- Diseases such as dengue, zika, chikungunya and others are spread by the bites of infected mosquitoes
- All people are at risk of catching these diseases. Children under five years of age and pregnant women are at greatest risk. The zika virus is especially bad for unborn children
- The most common signs of diseases caught from mosquitoes include:
  - Fever and headache
  - Skin rashes and red or pink eyes
  - Pain in joints, muscles and behind the eyes
  - Vomiting
- Early medical treatment for diseases caught from mosquitoes can prevent long term illnesses and death. If you feel sick get treated by a medical doctor and health personnel from health services as soon as possible. Remember to always complete the full course of treatment even if you are feeling better
- Take special care to avoid mosquitoes if you are ill because you might have a disease which mosquitoes could pass on to other people if you get bitten
- Using mosquito nets when sleeping can reduce the chances of a person being bitten by a disease-infected mosquito
- You can also avoid mosquito bites by:
  - Putting mosquito netting on windows and doors
  - Wearing long sleeved tops and trousers
  - Burning mosquito coils recommended by health care professionals
  - Using mosquito repellent, especially on young children, recommended by healthcare professionals
  - Wearing light coloured clothes – mosquitoes love dark colours where they can hide
- Make sure there is nowhere for mosquitoes to lay their eggs by keeping your surroundings clean and making sure there is no stagnant or standing water in, or near, your home and community areas

To learn more about mosquitoes and the diseases they carry, please visit www.ifrc.org/dengue

International Federation of Red Cross and Red Crescent Societies
Country Cluster Support Team, Bangkok

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10110 Bangkok, Thailand
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www.rcrc-resilience-southeastasia.org
HOW TO RECOGNISE measles

Fever
Sore, red eyes
A runny nose or a sniffle
Generally feeling unwell

MEASLES VIRUS
A red, blotchy rash that spreads from the face down the body

RASH

MOUTH SPOTS
Spots inside the mouth
A dry cough

Human papillomavirus (HPV) is the most common sexually transmitted infection in the United States. Some health effects caused by HPV can be prevented by the HPV vaccines.

What is HPV?
HPV is the most common sexually transmitted infection (STI). HPV is a different virus than HIV and HSV (herpes). 79 million Americans, most in their late teens and early 20s, are infected with HPV. There are many different types of HPV. Some types can cause health problems including genital warts and cancers. But there is a vaccine that can stop these health problems from happening.

How is HPV spread?
You can get HPV by having vaginal, anal, or oral sex with someone who has the virus. It is most commonly spread during vaginal or anal sex. HPV can be passed even when an infected person has no signs or symptoms.

Anyone who is sexually active can get HPV, even if you have had sex with only one person. You also can develop symptoms years after you have sex with someone who is infected. This makes it hard to know when you first became infected.

Does HPV cause health problems?
In most cases, HPV goes away on its own and does not cause any health problems. But when HPV does not go away, it can cause health problems like genital warts and cancer.

Genital warts usually appear as a small bump or group of bumps in the genital area. They can be small or large, raised or flat, or shaped like a cauliflower. A healthcare provider can usually diagnose warts by looking at the genital area.

Does HPV cause cancer?
HPV can cause cervical and other cancers including cancer of the vulva, vagina, penis, or anus. It can also cause cancer in the back of the throat, including the base of the tongue and tonsils (called oropharyngeal cancer).

Cancer often takes years, even decades, to develop after a person gets HPV. The types of HPV that can cause genital warts are not the same as the types of HPV that can cause cancers.

There is no way to know which people who have HPV will develop cancer or other health problems. People with weak immune systems (including those with HIV/AIDS) may be less able to fight off HPV. They may also be more likely to develop health problems from HPV.
How can I avoid HPV and the health problems it can cause?

You can do several things to lower your chances of getting HPV.

Get vaccinated. The HPV vaccine is safe and effective. It can protect against diseases (including cancers) caused by HPV when given in the recommended age groups. (See “Who should get vaccinated?” below) CDC recommends 11 to 12 year olds get two doses of HPV vaccine to protect against cancers caused by HPV. For more information on the recommendations, please see: https://www.cdc.gov/vaccines/vpd/hpv/public/index.html

Get screened for cervical cancer. Routine screening for women aged 21 to 65 years old can prevent cervical cancer.

If you are sexually active

- Use latex condoms the right way every time you have sex. This can lower your chances of getting HPV. But HPV can infect areas not covered by a condom - so condoms may not fully protect against getting HPV;

- Be in a mutually monogamous relationship – or have sex only with someone who only has sex with you.

Who should get vaccinated?

All boys and girls ages 11 or 12 years should get vaccinated.

Catch-up vaccines are recommended for boys and men through age 21 and for girls and women through age 26, if they did not get vaccinated when they were younger.

The vaccine is also recommended for gay and bisexual men (or any man who has sex with a man) through age 26. It is also recommended for men and women with compromised immune systems (including those living with HIV/AIDS) through age 26, if they did not get fully vaccinated when they were younger.

How do I know if I have HPV?

There is no test to find out a person’s “HPV status.” Also, there is no approved HPV test to find HPV in the mouth or throat.

There are HPV tests that can be used to screen for cervical cancer. These tests are only recommended for screening in women aged 30 years and older. HPV tests are not recommended to screen men, adolescents, or women under the age of 30 years.

Most people with HPV do not know they are infected and never develop symptoms or health problems from it. Some people find out they have HPV when they get genital warts. Women may find out they have HPV when they get an abnormal Pap test result (during cervical cancer screening). Others may only find out once they’ve developed more serious problems from HPV, such as cancers.

How common is HPV and the health problems caused by HPV?

HPV (the virus): About 79 million Americans are currently infected with HPV. About 14 million people become newly infected each year. HPV is so common that almost every person who is sexually-active will get HPV at some time in their life if they don’t get the HPV vaccine.

Health problems related to HPV include genital warts and cervical cancer.

Genital warts: Before HPV vaccines were introduced, roughly 340,000 to 360,000 women and men were affected by genital warts caused by HPV every year.* Also, about one in 100 sexually active adults in the U.S. has genital warts at any given time.

Cervical cancer: Every year, nearly 12,000 women living in the U.S. will be diagnosed with cervical cancer, and more than 4,000 women die from cervical cancer—even with screening and treatment.

There are other conditions and cancers caused by HPV that occur in people living in the United States. Every year, approximately 19,400 women and 12,100 men are affected by cancers caused by HPV.

*These figures only look at the number of people who sought care for genital warts. This could be an underestimate of the actual number of people who get genital warts.

I’m pregnant. Will having HPV affect my pregnancy?

If you are pregnant and have HPV, you can get genital warts or develop abnormal cell changes on your cervix. Abnormal cell changes can be found with routine cervical cancer screening. You should get routine cervical cancer screening even when you are pregnant.
Can I be treated for HPV or health problems caused by HPV?

There is no treatment for the virus itself. However, there are treatments for the health problems that HPV can cause:

1. **Genital warts** can be treated by your healthcare provider or with prescription medication. If left untreated, genital warts may go away, stay the same, or grow in size or number.

2. **Cervical precancer** can be treated. Women who get routine Pap tests and follow up as needed can identify problems before cancer develops. Prevention is always better than treatment. For more information visit [www.cancer.org](http://www.cancer.org).

3. **Other HPV-related cancers** are also more treatable when diagnosed and treated early. For more information visit [www.cancer.org](http://www.cancer.org).

Where can I get more information?

- **HPV Topic Page**
  - [www.cdc.gov/hpv/index.html](http://www.cdc.gov/hpv/index.html)

- **HPV Vaccination**
  - [www.cdc.gov/vaccines/vpd/hpv/index.html](http://www.cdc.gov/vaccines/vpd/hpv/index.html)

- **Cancer Prevention and Control**
  - [www.cdc.gov/cancer/](http://www.cdc.gov/cancer/)

- **Cervical Cancer – What Should I Know About Screening?**
  - [www.cdc.gov/cancer/cervical/basic_info/screening.htm](http://www.cdc.gov/cancer/cervical/basic_info/screening.htm)

- **CDC’s National Breast and Cervical Cancer Early Detection Program**
  - [www.cdc.gov/cancer/nbccedp/](http://www.cdc.gov/cancer/nbccedp/)

- **Division of STD Prevention (DSTDP)**
  - Centers for Disease Control and Prevention
  - [www.cdc.gov/std](http://www.cdc.gov/std)

- **CDC-INFO Contact Center**
  - 1-800-CDC-INFO
  - (1-800-232-4636)
  - [www.cdc.gov/dcs/ContactUs/Form](http://www.cdc.gov/dcs/ContactUs/Form)

- **CDC National Prevention Information Network (NPIN)**
  - [npin.cdc.gov/disease/stds](http://npin.cdc.gov/disease/stds)
  - P.O. Box 6003
  - Rockville, MD 20849-6003
  - E-mail: npin-info@cdc.gov

- **American Sexual Health Association (ASHA)**
  - P. O. Box 13827
  - Research Triangle Park, NC 27709-3827
  - 1-800-783-9877
Health and Family Life Education
Diet and Disease Strand

Standard 4: Non-Communicable Disease
Total number of lessons: 11
Time per lesson: 45 minutes
Lessons per week: 2 (45 x 2)

<table>
<thead>
<tr>
<th>Number of lessons</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2 Describe the causes, symptoms and recommended methods for the prevention of cavities and diseases that affect the mouth.</td>
</tr>
<tr>
<td>2</td>
<td>3 Describe the causes, symptoms, effects and recommended methods for the prevention of anaemia, diabetes, high blood pressure, obesity and heart-related diseases.</td>
</tr>
<tr>
<td>1</td>
<td>4 Explain the similarities and differences between communicable and non-communicable diseases.</td>
</tr>
<tr>
<td>1</td>
<td>5 Investigate the effectiveness and dangers of a range of traditional and alternative responses to disease.</td>
</tr>
<tr>
<td>1</td>
<td>6 Describe common symptoms of depression</td>
</tr>
<tr>
<td>2</td>
<td>7 Identify dangers associated with excessive exposure to the sun, including dehydration, heat rash, sunburn, heat stroke, and skin cancer.</td>
</tr>
<tr>
<td>2</td>
<td>8 Design a campaign aimed at the prevention of non-communicable diseases.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Content/Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>• To prevent cavities it is necessary to avoid overconsumption of sugary foods and drinks and brush the teeth with toothpaste at least two times a day.</td>
</tr>
<tr>
<td>6.1</td>
<td>• Cavities can cause tooth pain and sensitivity.</td>
</tr>
<tr>
<td>6.2</td>
<td>• Consumption of a healthy balanced diet can help prevent diseases like anaemia, diabetes, high blood pressure, obesity, and heart diseases.</td>
</tr>
<tr>
<td>6.3</td>
<td>• Communicable diseases can be spread from one person to another whereas non-communicable diseases cannot be spread from one to another.</td>
</tr>
<tr>
<td>6.7/6.3</td>
<td>• Both communicable and non-communicable diseases can be avoided by taking necessary precautions.</td>
</tr>
<tr>
<td>6.4</td>
<td>• Some alternative responses can be hazardous to a person’s health, however some can be very useful.</td>
</tr>
<tr>
<td>6.5</td>
<td>• Symptoms of depression include feelings of hopelessness, decreased interest in previously enjoyed activities, irritability, sadness</td>
</tr>
<tr>
<td>6.6</td>
<td>• When engaging in outdoor activities during the day it is necessary to protect the skin for damage by the sun and hydrate frequently to prevent heat-related illness.</td>
</tr>
</tbody>
</table>
Teaching/Learning Activities

Week One: Introduction to Unit

Materials: Four hardboiled white or light colored eggs (that have no cracks) left overnight in water, soda, vinegar, and coffee), Tooth Anatomy Worksheet

Lesson 1
- Students will compare the differences they see in four eggs that have been left overnight in four different solutions (coca cola, purified water, coffee, and vinegar). Students will then view a diagram of a healthy tooth and engage in a discussion about how certain foods and drinks can negatively impact teeth. (6.1)

Lesson 2
- Students will view two photos depicting the x-ray of a healthy tooth and the x-ray of an unhealthy tooth. Students will decide as a class which tooth they believe to be the healthy one and which is the unhealthy one and why. Students will complete the Tooth Anatomy worksheet and make a list as a class of foods and drinks that are high in sugar or acid and are bad for teeth. (6.1)

Week Two: Development

Materials: facts sheet on diseases

Lesson 3
- Students will use the definition of communicable disease and non-communicable disease (provided by the teacher) to work as a class to make two lists, one with examples of communicable diseases and one with examples of non-communicable diseases. Students will use the definitions of communicable and non-communicable disease as well as additional facts provided by the teacher to find the similarities between communicable and non-communicable diseases as well as all the differences between them. (6.3)

Lesson 4
- Students will work in five groups, provide groups with a facts sheet on diseases to learn about one of each of the following diseases: diabetes, anaemia, heart disease, high blood pressure and obesity. Students will create a poster about their assigned diseases. (6.2)

Week Three: Development

Materials: Dehydration photo, Heat Rash Photo, Heat Stroke Photo, Sunburn photo, Skin cancer photo,

Lesson 5
- Presentation of posters on diseases. Each group will present the causes, symptoms, and effects for their assigned disease. After each presentation students will discuss as class methods of preventing each disease based on the presentation provided by their peers. (6.2)

Lesson 6
- Students will discuss activities they typically do outside on a sunny day and list them in the center of a large Sun previously drawn on the board by the teacher. Students will discuss what they know about the Sun and how it affects people and list each on one of the Sun’s rays. Students will view five pictures on the board that each depict a harmful effect of the Sun. Students will discuss each harmful effect shown, related symptoms, and how each of them related to excessive sun exposure. Students will brainstorm how to protect their skin in order to avoid these harmful effects. (6.6)
Week Four: Development

Materials: 2 sheets of black construction paper, sunscreen, Common Myths about depression, Facts about depression

Lesson 7
• Students will compare two sheets of black construction paper that have been left in the sun for at least 6 hours (one sheet should be covered with sunscreen before being placed in the Sun) and discuss how sunscreen can protect people from the harmful effects of the Sun. (6.6)

Lesson 8
• Students will separate myths and facts about depression from a list written on the board. Students will define depression. Students will participate in a discussion about common myths believed about depression including those they may have heard in their communities. (6.5)

Week Five: Development

Materials: symptoms of depression printed or written on individual strips of paper, dark or non-transparent plastic bag

Lesson 9
• In teams of two, students will select a symptom of depression from a bag and act out the symptoms for the class. The rest of the class will use a list of symptoms on the board to guess what is being depicted by the presenting team. Students will discuss how these symptoms may affect someone’s everyday life who is experiencing depression. Students will discuss ways to help someone suffering from depression. (6.5)

Lesson 10
• Students will ask their family members for local remedies used to treat diabetes, high blood pressure, anaemia, asthma, skin rash, diarrhea, and flu. Students will discuss their results as a class and compare these alternative treatments to traditional medical treatments for each. Students will listen to a presentation by the village Community Health Worker, Nurse, or other local health personnel about the effectiveness and dangers of both types of treatment. (6.4)

Week Six: Conclusion and Assessment

Lesson 11
• Students will participate in a classroom game of jeopardy consisting of all material covered in the current unit. The class will be divided in two teams. The team with the most points at the end of the game win a prize or other form of reward.
**Tooth Anatomy!**

Draw a line from the name of the tooth part to its corresponding label.

Color the tooth to look like a healthy tooth!

<table>
<thead>
<tr>
<th>Nerves</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dentin</td>
<td>B</td>
</tr>
<tr>
<td>Enamel</td>
<td>C</td>
</tr>
<tr>
<td>Crown</td>
<td>D</td>
</tr>
<tr>
<td>Blood Vessels</td>
<td>E</td>
</tr>
<tr>
<td>Pulp</td>
<td>F</td>
</tr>
<tr>
<td>Root</td>
<td>G</td>
</tr>
<tr>
<td>Gums</td>
<td>H</td>
</tr>
</tbody>
</table>
HEAT STROKE

INFOGRAPHIC ELEMENTS

AVOID THE SUN

RAPID HEARTBEAT
NO SWEATING
HOT / RED SKIN
DIZZINESS & HEADACHE

UNCONSCIOUSNESS
VOMITING

PREVENTION

NO ALCOHOL
DON'T WEAR THE THICK CLOTHES
LIMIT OUTDOOR TIME

WEAR PROTECTION
USE A SUNSCREEN
USE AN UMBRELLA
DRINK ENOUGH WATER
COOL SHOWERING

THE DANGER OF WORKING OUT IN THE HOT WEATHER
Health and Family Life Education
Diet and Disease Strand

**Standard 5: HIV, AIDS, & STIs**
Total number of lessons: 10
Time per lesson: 45 minutes
Lessons per week: 2 (45 x 2)

<table>
<thead>
<tr>
<th>Number of lessons</th>
<th>Learning Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7.1 Describe the symptoms and effects of HIV, AIDS and other sexually transmitted infections.</td>
</tr>
<tr>
<td>1</td>
<td>7.2 Describe ways in which HIV can and cannot be transmitted.</td>
</tr>
<tr>
<td>2</td>
<td>7.3 Explain how patterns of sexual behaviour, including abstinence or having unprotected sex with multiple partners, can increase or reduce the risk of contracting HIV and other sexually transmitted infections.</td>
</tr>
<tr>
<td>2</td>
<td>7.4 Explain that people living with HIV and AIDS have the same rights as all citizens, including the right to be treated in a manner that is non-discriminatory and non-stigmatizing.</td>
</tr>
<tr>
<td>1</td>
<td>7.5 Discuss how the consumption of alcohol or drugs can increase a person's risk of contracting a sexually transmitted infection such as HIV.</td>
</tr>
<tr>
<td>1</td>
<td>7.6 Identify sources of health information and services related to HIV and AIDS.</td>
</tr>
<tr>
<td>2</td>
<td>7.7 Design messages to promote awareness among students of the symptoms, effects, and prevention of HIV.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes:</th>
<th>Content and Concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>• HIV and AIDS are both diseases that affect the body’s immune system making it easier for persons with this disease to become infected with other illnesses.</td>
</tr>
<tr>
<td>7.1</td>
<td>• Some sexually transmitted infections may be present without any noticeable symptoms.</td>
</tr>
<tr>
<td>7.2/7.3</td>
<td>• Symptoms of Sexually Transmitted Infections typically appear externally in the genital areas.</td>
</tr>
<tr>
<td>7.4</td>
<td>• HIV, AIDS, and STIs can have social, emotional, and economic effects on an infected person regardless if physical effects are present.</td>
</tr>
<tr>
<td>7.3</td>
<td>• HIV can only be transmitted when body fluids from an infected person are injected directly into the bloodstream of a non-infected person or come into contact with any of their mucous membranes (found within the penis, vagina, mouth, nose, anus and eyes).</td>
</tr>
<tr>
<td>7.5</td>
<td>• Increased sexual activity especially with multiple partners or without proper protection, heavy alcohol use, and heavy drug use increases a person’s risk for contracting HIV or other sexually transmitted infections.</td>
</tr>
<tr>
<td>7.3</td>
<td>• The use of barriers during sexual activity as well as abstaining from sexual activity</td>
</tr>
</tbody>
</table>
altogether reduces a person’s risk for contracting HIV and other sexually transmitted infections.

- Person’s living with HIV and AIDS have the same rights as all citizens including the right to be treated in a manner that is non-discriminatory and non-stigmatizing.
- The National AIDS Commission of Belize and Belize Family and Life Association are both sources of health information and services related to HIV and AIDS.

**Teaching and Learning Activities:**

**Week One: Introduction to Unit**

**Materials:** Myths vs. Facts HIV/AIDS, and STI list; Blank Human Body Outline activity sheet, facts about HIV, AIDS, and common STIs

**Lesson 1**

- Students will decide if statements regarding HIV and AIDS are factual or based on myths by voting with their feet (walking to one side of the room if they believe the statement is myth or the other side of the room if they believe it is fact). Students will view the video entitled “HIV AIDS Education and Awareness” and following the video discuss the “Myth vs. Facts” statements again. (7.1, 7.2, 7.3, 7.4) **Assessment:** worksheet with list of myths and facts together; students indicate True or False

**Lesson 2**

- Students will define STIs. Students will break into 4 groups to go around the room and learn the symptoms and effects about 2 STIs each. These students will become experts on the two STIs they've studied and present the information to the rest of the class. Students will use the blank human outline activity sheet to mark down symptoms and effects of each condition they learn about during class. Discuss as a class how these symptoms may affect a person’s life. (7.1)

**Week Two: Development**

**Materials:** Index cards with high, possible, and low/no risk behaviors written on them, red, yellow, and green Bristol board.

**Lesson 3**

- In small groups, students will write down all the ways in which they have heard that HIV can be transmitted to create one comprehensive list. Students will then “vote with their feet” on whether they agree or disagree if HIV can be transmitted in those ways. Students will recall relevant information highlighted in the video shown during the previous week with the help of the teacher. Students will engage in a class discussion about the ways in which HIV can and cannot be transmitted. (7.2)

**Lesson 4**

- Students will then receive cards with different behaviors on them. Students will tape these cards on large red, yellow, or green sheets of paper (or Bristol board) (using red, yellow, green sheets of paper create a stoplight chart to be used in activity instead) posted in the classroom depending on if the behaviors written on their cards pose a high, possible, or low to no risk for disease exposure. Students will review the behaviors posted as a class and correct any behaviors incorrectly categorized. (7.3)
**Week Three: Development**

**Materials:** Computer, projector, *After the Party-Drugs and HIV* video, drug and alcohol scenarios, *HIV in Belize* video

**Lesson 5**
- Students will view the *After the Party-Drugs and HIV* video about the relationship between drugs and alcohol and contracting HIV. Students will discuss as a class the information presented in the video. Then in groups students will role play how they would respond to given scenarios involving drug and alcohol consumption justifying their responses by indicating if the scenario would increase or decrease their risk for contracting HIV. (7.5)
  - Video link: https://www.youtube.com/watch?v=_7ltjqBn8K4
  - **Alternative activity:** Teacher will prepare different scenarios that involve drugs, alcohol and HIV contraction. In small groups, students will read and discuss the scenarios, and prepare role plays to show the class.

**Lesson 6**
- Students will view the *HIV in Belize* video depicting services and information about HIV and AIDS available in Belize. Students will discuss as a class the different sources indicated in the video as well as identify other sources within their community or nearby communities. Students will choose one of the identified sources to gather information about HIV and AIDS over the following week. Students will present their findings in class. (7.6)
  - Video link: https://www.youtube.com/watch?v=ZTQZeG3fvDI

**Week Four: Development**

**Materials:** Computer, projector, dictionary

**Lesson 7**
- Guest speaker will visit the class and present on HIV and AIDS prevention and care. Discussion.
  - **Local Resource:** Consider inviting a local Community Health Worker, District Health Educator, Nurse, or BFLA (Belize Family and Life Association) representative to present a session for students about the services they provide in Belize that are related to HIV/AIDS as well as the information they have available. (7.6)

**Lesson 8**
- Students will review a dictionary definition for stigma and discrimination. Students will discuss as a class what they feel these definitions mean in their own words and provide some examples of these from real life. Students will then engage in a discussion about why stigma and discrimination exists for people living with HIV/AIDS. Students will then discuss what they can do as members of society to combat this discrimination. (7.4)

**Week Five: Development**

**Materials:** *Living With The Stigma of HIV* video, Various HIV/AIDS publications from local sources (such as flyers, pamphlets, and posters), bristol board or large paper sheets, pens, markers, crayons, old magazines,

**Lesson 9**
- Students will view the video entitled *Living With The Stigma of HIV* video. Students will discuss the examples of discrimination that people in the video faced. Students will discuss how they how they think they might feel if they experienced the same things shown in the video.
Video link: https://www.youtube.com/watch?v=mdhEun0l-nM

Alternative Activity: As students enter the classroom the teacher will treat a certain group with preferential treatment (ex: all students with long hair have to stand in the back of the classroom instead of sitting at their desks). After a while, the students will rejoin the class and discuss how being treated unfairly made them feel. Afterwards, the teacher will read statements about how people with HIV are or should be treated and the class will vote if the statement is fair or unfair treatment.

Lesson 10/Conclusion and Assessment

- Students will create a public awareness campaign for the prevention of HIV using examples from other HIV/AIDS publications as their guide. Advise students that they can create a poster, brochure (like those provided in clinics), flyer, or skit that will promote awareness of HIV symptoms, effects, and prevention.(7.7)

Informal Assessment: Students will use the *Rotating Reel to review content learned throughout the unit to prepare. (Needed material: list of questions that cover all the topics discussed throughout the unit)

*See General Activities Section for instructions on conducting the Rotating Reel Activity.
<table>
<thead>
<tr>
<th>MYTHS</th>
<th>FACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You can get HIV from sharing a toilet seat.</td>
<td>1. You can get an STI through oral sex.</td>
</tr>
<tr>
<td>2. You can get HIV from sharing utensils.</td>
<td>2. You cannot get HIV through a mosquito bite.</td>
</tr>
<tr>
<td>3. You can use a condom more than once as long as it’s not broken.</td>
<td>3. Baby oil and Vaseline are not good to use with condoms, as they can</td>
</tr>
<tr>
<td>4. It is shameful to get an STI.</td>
<td>break down the latex and allow STIs to pass through.</td>
</tr>
<tr>
<td>5. I will always know if I get an STI.</td>
<td>4. Not all STIs are curable.</td>
</tr>
<tr>
<td>6. I had unprotected sex. I feel fine, so I must be fine.</td>
<td>5. Some STIs don’t show obvious symptoms or may take a while to</td>
</tr>
<tr>
<td>7. An STI check includes tests for all STIs.</td>
<td>appear visibly.</td>
</tr>
<tr>
<td>8. I am only likely to get an STI one time.</td>
<td>6. A cervical smear does not include tests for STIs.</td>
</tr>
<tr>
<td>9. I am on a birth control pill, so I am protected from getting STIs.</td>
<td>7. Birth control methods do not protect you from getting STIs.</td>
</tr>
<tr>
<td>10. If I ask my partner to use a condom, they will think I don’t trust them.</td>
<td>8. Condoms do not completely eliminate the risk of contracting an STI. Make sure you and your partner get tested!</td>
</tr>
</tbody>
</table>

Everyone is at risk for getting HIV and other STIs. Protect yourself and know your status. STIs don’t care about your sexual history; they can be passed through sex (oral, anal, vaginal) if it’s the first time or the hundredth time.

Resources:
http://www.ashasexualhealth.org/stdsstis/myths-and-facts/


Human Body Outline
Health and Family Life Education
Diet and Disease Strand

**Standard 6: Health for Life**
Total number of lessons: 11
Time per lesson: 45 minutes
Lessons per week: 2 (45 x 2)

<table>
<thead>
<tr>
<th>Number of lessons</th>
<th>Learning Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8.1 Distinguish between appropriate and inappropriate ways to care for all the external parts of the body.</td>
</tr>
<tr>
<td>2</td>
<td>8.2 Explore the relationship between diet, exercise, and health.</td>
</tr>
<tr>
<td>1</td>
<td>8.3 Explore the relationship between hygiene and health.</td>
</tr>
<tr>
<td>1</td>
<td>8.4 Explore the relationship between the environment and health.</td>
</tr>
<tr>
<td>2</td>
<td>8.5 Describe a range of actions that can be taken by an individual to reduce their chances of being affected by a communicable disease.</td>
</tr>
<tr>
<td>2</td>
<td>8.6 Describe a range of actions that can be taken by an individual to reduce their chances of being affected by disease related to lifestyle.</td>
</tr>
<tr>
<td>2</td>
<td>8.7 Describe a range of actions that can be taken by an individual to reduce their chances of being affected by HIV.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Content/concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1</td>
<td>• Appropriate care of the body is necessary to prevent disease and injury.</td>
</tr>
<tr>
<td>8.2</td>
<td>• Healthy diet and regular exercise are fundamental to establish and maintain overall health and reduce chances of being affected by a lifestyle related disease.</td>
</tr>
<tr>
<td>8.3</td>
<td>• Poor hygiene can lead to development of diseases, body odor, and injury.</td>
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<tr>
<td>8.4</td>
<td>• A neat and tidy environment helps to reduce the spread of diseases.</td>
</tr>
<tr>
<td>8.5</td>
<td>• To reduce chances of being affected by a communicable diseases keep all vaccinations up to date, wash hands frequently, and avoid consuming contaminated or spoiled foods and drinks.</td>
</tr>
<tr>
<td>8.6/8.7</td>
<td>• Abstinence and the use of barriers when engaging in sexual activity are effective ways to reduce the chances of contracting HIV.</td>
</tr>
</tbody>
</table>
**Teaching and Learning Activities:**

**Week One: Introduction**

**Materials:** *How to Keep Your Body Clean* video, bristol board, markers, outline of the human body, small cut out images of soap and water

**Lesson 1**

Students will watch the *How to Keep Your Body Clean* video and discuss methods to keep the body clean. On a diagram of the body they will label the most critical parts of the body to maintain hygiene by applying a sticker in the correct areas. Students will draft and design their own hygiene routine. (8.1)

Video link: [https://www.youtube.com/watch?v=i6wB95mumaY](https://www.youtube.com/watch?v=i6wB95mumaY)

**Lesson 2**

- In small groups, students will create songs or poems to demonstrate the relationship between hygiene and health. (8.3)

**Week Two: Development**

**Materials:** examples or pictures of local foods, strips of paper with a sign, symptom definition or prevention method for different NCDs, poster board

**Lesson 3**

- Presentation of songs or poems on relationship between hygiene and health. (8.3)

**Lesson 4**

- On a chart in the front of the room, students will categorize examples of local Belizean foods in “healthy foods” and “unhealthy foods”. They will discuss the effects of both and how they impact your health. (8.2)

**Week Three: Development**

**Materials:** strips of paper

**Lesson 5**

- Students will do a chosen exercise activity (quick run, football game, etc). Students will check their heart rates before and after this activity by feeing their pulse in their neck or wrist and counting the beats they feel in one minute. They will discuss the impact physical activity has on their bodies. (8.2)

**Lesson 6**

- Students will be given strips of paper with a sign, symptom, definition, or prevention method for a particular non-communicable disease. After reviewing their paper, students will travel around the classroom and place them on the correct non-communicable disease their paper corresponds to. Students will discuss how to prevent and manage NCDs through diet and exercise, along with other lifestyle changes. (8.6)

**Week Four: Development**

**Materials:** 1 unopened pack of bread (remove bread from pack in front of students after washing hands with soap and water), 2 Ziploc bags, a permanent marker, soap, water, paper towel (or a clean dry towel),

**Lesson 7**

- Students will work in groups to create a presentation about why different hygiene practices are important (such as proper handwashing, brushing and flossing teeth, bathing properly etc.) In small groups, students will prepare a poster on a method of preventing communicable diseases
(hand washing, covering mouth when coughing, sneezing into elbow, staying home when sick, etc.) (8.3, 8.5)

Lesson 8
- *(Prepared in advance the investigation of bread in zip lock bag)* Students will compare the differences marked over time between a slice of bread that was only touched by one person (after they washed their hands with soap and water) and placed in a Ziploc bag marked “clean hands,” and a slice of bread that was handled by every student in the classroom with unwashed hands and placed in a Ziploc bag marked “dirty hands.” Students will use this experiment to discuss the importance of handwashing. (8.3)

Week Five: Development
Materials: *What Really Happens to the Plastic You Throw Away* video, plastic bags to collect trash, soap and water

Lesson 9
- Students will discuss methods of preventing, testing for, and managing HIV. In small groups, students will prepare an informational brochure or flyer on the key aspects of HIV and AIDS. (8.7)

Lesson 10
- Students will watch a video *What Really Happens to the Plastic You Throw Away* and discuss how littering can affects the environment and as result, people. Students will spend time in the school yard and nearby community picking up trash. Students will make a list of the different types of trash they find, sort/classify trash and state how different types affect health. (8.4)
  Video link: https://www.youtube.com/watch?v=_6xlNyWPpB8

Week six: Conclusion

Lesson 11
- Informal Assessment: In small groups, each group should prepare short, creative presentation on a different health topic covered in this unit.