Preview Materials

Grade 4

Educators love our K-12 curriculum based on a user-friendly design and its supreme effectiveness in delivering comprehensive health knowledge and skills.

- Health Promotion Wave (HPW) is **research based** and has been **proven effective** upon the results of an independent evaluation. We provide the connections between the latest proven teaching methodologies and strategies and the most current health information available.
- Health Promotion Wave's **materials are reusable** year after year because no consumable student text is required; in addition, the program provides **updated inserts** on a regular basis at minimal cost.

- Health Promotion Wave's lessons can be **integrated within the current frameworks** of a variety of subjects like reading, writing, math, science, art and music (Grades K-5).
- Health Promotion Wave is **engaging**, with lessons designed to promote **direct participation of students, parents and teachers**.
- Health Promotion Wave incorporates a variety of quality custom made and collected multimedia outlets to **accommodate diverse teaching and learning styles**. Multimedia resources include literature, posters, games, videos, software and models all used to enhance the enrichment of the information and skills taught by our program.

Using this Preview:

Refer to the bookmarks on the left to navigate to the page you need. **I**ncluded in the PDF files are:

Lesson Plans: The complete Teacher Edition contains lessons that cover a broad range of health topics including Personal and Mental Health; Family Life; Stress Management; Safety and Injury Prevention; Nutrition and Fitness; Drug Prevention; Growth and Development; Community Health and Disease Prevention.

Student Activities: Reproducible activity sheets that easily accommodate any class size. These hands-on activities are designed for use directly with the corresponding lessons in the Teacher Edition. No additional planning or drafting of lesson plans from a student text is required.

Parent Activities: These blackline masters are provided to keep parents informed and engaged in the health education of their children.

Sessions 13-14 Interacting with Your Community and Environment

GOALS

To learn ways in which the environment impacts health.

OBJECTIVES

1 **Learning About Living Things**
Illustrate the interdependence among living things and their environments.
Skills: *critical thinking, personal responsibility*

2 **Environmental Impact of Garbage**
Illustrate the amount of garbage humans produce, and explore the many ways we need to work together to recycle usable waste.
Skills: *critical thinking, communication*

3 **Community/Environmental Problems**
Identify and analyze common environmental and community health problems.
Skills: *communication, problem solving, personal responsibility*

PARENT/ COMMUNITY CONNECTION

4 **Parent Component**
Plan and initiate positive interactions with the community and environment.
Skills: *interpersonal relations, communication, critical thinking, responsibility*

MATERIALS

Book: *Every Living Thing*, by Cynthia Rylant
Book: *Where Does the Garbage Go*, by Paul Showers
Student Activity 9, Community and Environmental Problems
Student Activity 10, Solving Community Problems
Parent Activity 7, My Community

CURRICULUM CONNECTION

literature, science, writing, vocabulary, art

Community and Environmental Health

Introduction

Community and environmental health has gained tremendous support as world leaders begin to recognize our dwindling natural resources, overflowing landfills, and general destruction of our precious planet. Children willingly embrace the challenge of preserving safe communities and protecting natural resources as they realize how important these elements are to their future.

The sessions which follow heighten student awareness of the need for healthy communities and environments, and provide ample opportunities for children to interact positively to protect, preserve, and improve the community and environment.

Learning About Living Things

OBJECTIVE 1

Purpose: To illustrate the interdependence among living things and their environments.

Skills: *critical thinking, personal responsibility*

Introductory Activity

ACTIVITY 1

Materials: Book: *Every Living Thing*, by Cynthia Rylant

Time: about 20 minutes for each story

Every Living Thing is a collection of short stories covering many different aspects of community and environmental health, including animal and plant life, and interactions with humans. Students may enjoy reading one or two stories a day. Use the following questions and activity suggestions as you read the story.

Slower Than the Rest:

- *What special bond did Leo and Charlie share?* [They both were slower than others]
- *How did Charlie help Leo to feel important and special?* [Helped to build self-confidence, gave Leo something to love and care for]
- *What do you think the author was trying to say in writing this story?*

Activity: Have a show and tell with students' favorite animals or pets (drawings, pictures, or the real thing). Students should share how these animals are special in their lives.

Retired:

- *What did Velma and Miss Cutcheon have in common?* [They were both getting old and tired.]
- *How did they change each other's lives?* [They brought each other joy and companionship; they began journeying every day together.]
- *Have you ever had a special pet that changed your life?*

Activity: Write a brief essay or tell a story about how a pet or a good friend has changed your life.

Boar Out There:

- *Why was everyone in Glen Morgan afraid of the boar?* [They imagined he was wild and dangerous.]
- *What happened when Jenny found the boar?* [They sized each other up – both in fear of the other; then the boar was scared away by a bluejay.]
- *Have you ever been afraid of an animal?*

Activity: Draw a picture or write a story about a favorite wild animal.

Papa's Parrot:

- *Why did Harry stop going to his father's candy store?* [He and his friends were developing new and different interests as they got older.]
- *Why did Harry's father get a parrot?* [He was lonely.]
- *What do you do when you get lonely?*
- *How did the parrot help Harry to understand his father?* [The bird repeated what Mr. Tillian had been saying "Where's Harry. Miss him"]

A Pet:

- *Why did Emma's parents get her a fish for a pet?*
- *Do you think the fish made a good pet for Emma?*
- *How did Emma feel when her fish got sick and died?*
- *Have you ever lost a pet or someone close to you? How did you feel?*

Activity: Invite volunteers to share the loss of a beloved pet.

Drying Out:

- *Why did Jack begin drinking and get into trouble with the law?* [He was lonely. He had lost his wife, his kids, and his job.]
- *How did the squirrels help Jack?* [They gave him a reason to stay at the hospital and get the medical help he needed.]
- *How did Jack help the squirrels?* [He fed them.]

Stray:

- *How did the stray dog affect Doris and her parents?* [It helped them to focus more on each other, rather than on being poor.]
- *Has a pet ever changed your life?*
- *Why did Mr. Lacey keep the dog?* [He couldn't bear to put it down at the pound.]

Activity: Have students find out what animal shelters or animal rescue groups there are in your town. Have them visit one and find out how they help strays.

Planting Things:

- *Why did Mr. Willis enjoy planting?* [It gave him a sense of accomplishment and helped him to feel young.]
- *Have you ever planted something? How did it turn out?*
- *Why was the robin so special to Mr. Willis?* [It brought back memories of caring for his own child.]

Activity: Have students plant seeds or a class planter and nurture it.

A Bad Road For Cats:

- *Why was Louie Louis special to Magda?* [She was alone.]
- *Why do you think the boy stole Louie?*
- *Why do you think Magda gave the boy a woolen kitten of his own?*

Activity: Have students do something special for someone today.

Safe:

- *Why did Denny feel safe in Maine?* [He found comfort in the rural environment -- the clean fresh air, the cows, the open land.]
- *Why did Denny go visit the cows each night as his mother and uncle were talking?* [To avoid talk of scary things like war and the end of the world.]
- *Do you think Denny's mom and uncle meant to scare him?* [No, that is why they apologized when they realized what effect their conversation was having on Denny.]
- *Have you ever been scared by something you heard? What did you do?*
- *What type of environment do you find comfort in?*

Activity: Write a poem about a favorite animal or other part of nature that helps you to feel peaceful, safe, or happy.

Shells:

- *How did Michael and his Aunt Esther get along in the beginning of the story?* [Very poorly, they did not understand each other or communicate well.]
- *Why was Michael sad?* [His parents had died and he was lonely.]
- *How did Sluggo help Aunt Esther and Michael become closer?* [He gave them a reason to communicate and share good laughs together.]

OBJECTIVE 2 Environmental Impact of Garbage

Purpose: To illustrate the amount of garbage humans produce and explore the many ways to work together to recycle reusable waste.

Skills: *critical thinking, communication*

ACTIVITY 1 Introductory Activity

Materials: Book: *Where Does the Garbage Go*, by Paul Showers

Time: about 20 minutes

1. Read *Where Does the Garbage Go*, by Paul Showers. This animated story illustrates the large amounts of garbage we produce across the planet daily, and the effects of our waste on the environment. Students also have the opportunity to explore how they can personally contribute to protecting their environment.

2. Use the following questions as a guide for discussing important concepts presented in the story. Discuss:

- *Where does garbage come from?* [People, factories, packaging]
- *How much garbage do you think you produce each day?* [Four pounds per person is average]
- *Why do you think we produce so much garbage?* [Examples: packaging, paper, protective wrapping, waste]
- *How do you separate garbage at your home?*
- *Where does garbage go in your community? How could you find out?*
- *What happens when people dump garbage into oceans and rivers?* [It destroys animal and plant life and contaminates drinking water]
- *How does an incinerator work?* [It is a giant burner which reduces garbage by burning it]
- *What is recycling?* [Taking used garbage, like glass bottles, paper, and plastic, and reusing it to make new products]
- *How much of our garbage could be recycled?* [At least half]
- *What are the benefits of recycling?* [Protecting our natural resources, creating new jobs, limiting the need for landfills, helping us all to feel responsible for protecting our planet]
- *What do you think will happen if we don't all do our part to recycle?*

Collecting Recyclables — ACTIVITY 2

Materials: Variety of recyclable items and non-recyclable items
Large boxes or recycling containers

Time: about 25 minutes

1. Prior to class, gather a variety of recyclable and non-recyclable items to display.

recyclable: newspaper, cans, bottles, certain plastics, boxes

non-recyclable: food items, combination plastic/metal, diapers

2. Discuss the items with students, having them tell which ones can be recycled.

3. Discuss with students whether your town has a recycling program, and if so, what kinds of materials are accepted for recycling.

4. If your town does not have recycling, have students suggest ways they could get the town to start a recycling program (Examples: write letters to town officials; write letters to the local newspaper; get other groups, such as the scouts involved).

5. If your town has recycling, have students create class or school recycling bins, and use them. You may also wish to help them organize a day for collecting recyclables and getting them to the recycling center.

Community/Environmental Problems — OBJECTIVE 3

Purpose: To identify and analyze common environmental and community health problems.

Skills: *communication, problem solving, personal responsibility*

Identifying Common Problems — ACTIVITY 1

Materials: Student Activity 9, Community and Environmental Problems

Time: about 15 minutes

1. Copy and distribute Student Activity 9, Community and Environmental Problems. This crossword puzzle challenges students to resolve common community and environmental problems, and recognize new vocabulary terms.

2. Have students work in teams or individually to complete the puzzle and then review their answers (see Student Activity Answer Key).

3. Have volunteers share their feelings or personal experiences with any of these community and environmental problems.

4. Sum up this activity by having students list effective ways to solve each problem.

ACTIVITY 2 Solving Community Problems

Materials: Student Activity 10, Solving Community Problems

Time: about 25 minutes

1. Divide into several small groups, and distribute Student Activity 10, Solving Community Problems to each group.

2. Assign each group a community problem to act on as a team. For each community problem, students should:

- Describe the problem.
- Identify the impact of the problem on life forms within the surrounding community and environment.
- Develop a strategy for solving the problem.
- Present their strategy to the class.

Scenarios: *(Please feel free to adapt or change these scenarios to be as realistic as possible for your students).*

- A classmate has to go to the nurse's office after recess. He ended up with a ***Big*** splinter while playing on the swings.
- Recently, a lot of fish from a local lake seem to be dying.
- You have a new classmate who seems to be a little sad and lonely.
- A friend is trying to think of ways to cheer up his grandmother. She lives alone and has to use a walker to get around the apartment.
- Your town does not have a recycling program.
- Several students at your school have had 'near' accidents at an intersection near the school.
- Your community has just opened a homeless shelter for single mothers and their children.
- A classmate has just been admitted to the pediatric ward of the local hospital. She has to stay in the hospital for a long time, and she is scared and lonely.
- You and your friends love to skateboard, but there is no 'safe' place to skateboard.

Parent Component

OBJECTIVE

4

Purpose: To plan and initiate positive interactions with the community and environment.

Skills: *interpersonal relations, communication, critical thinking, responsibility*

Seeking Family Input

ACTIVITY 1

Materials: Parent Activity 7, My Community

Time: about 10 minutes

1. Copy and distribute Parent Activity 7, My Community. This activity encourages students to learn about changes that have taken place in their community and environment from their parents and other family members.

2. Explain to students that they will be interviewing family members to learn about changes that have occurred in their community and environment over the last several years. This provides a good opportunity for parents to share some past experiences with their children.

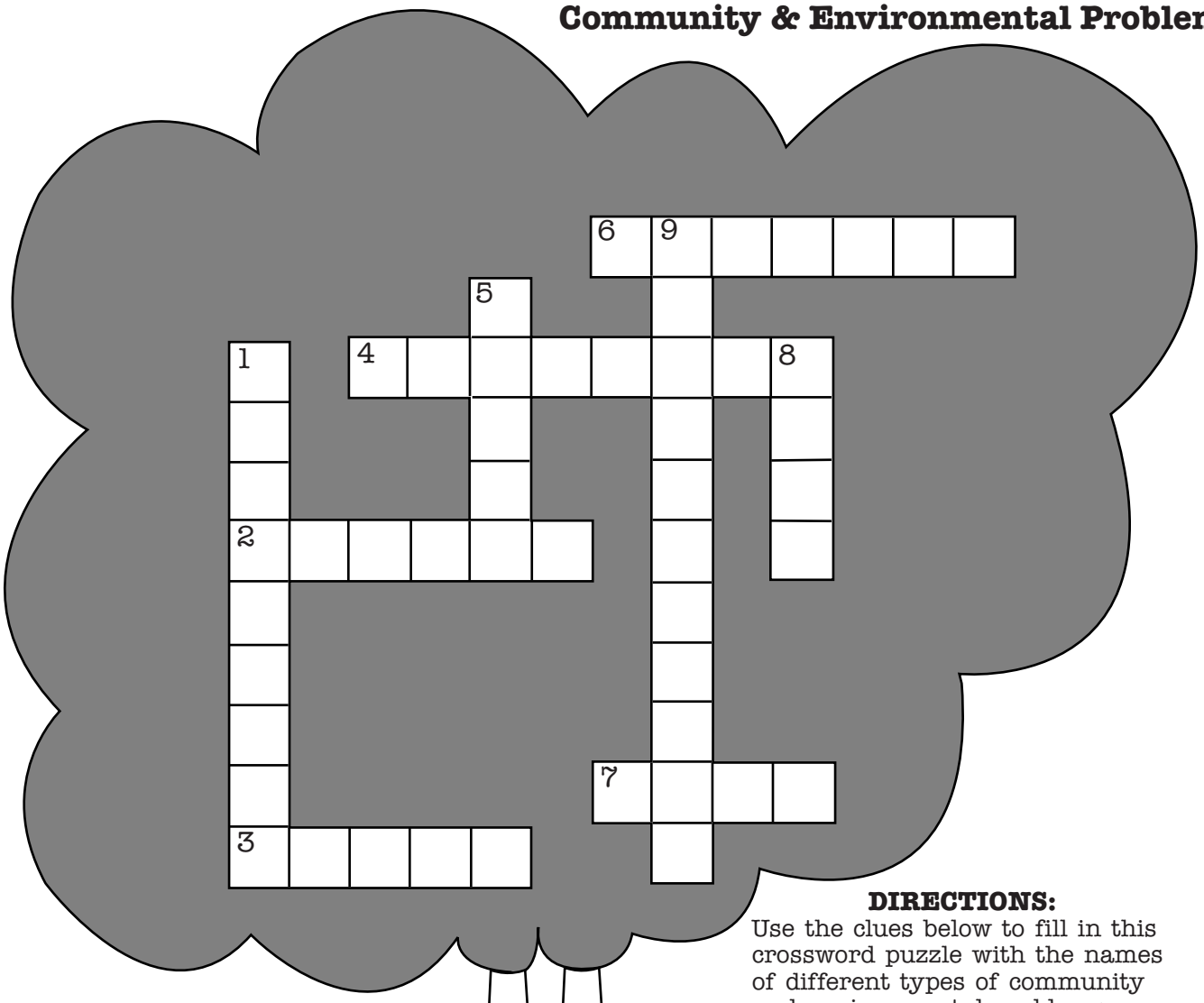
3. Be sure to allow sufficient time during the next health class for volunteers to share their interviews.

TEACHER NOTES

Name_____

Student Activity 9

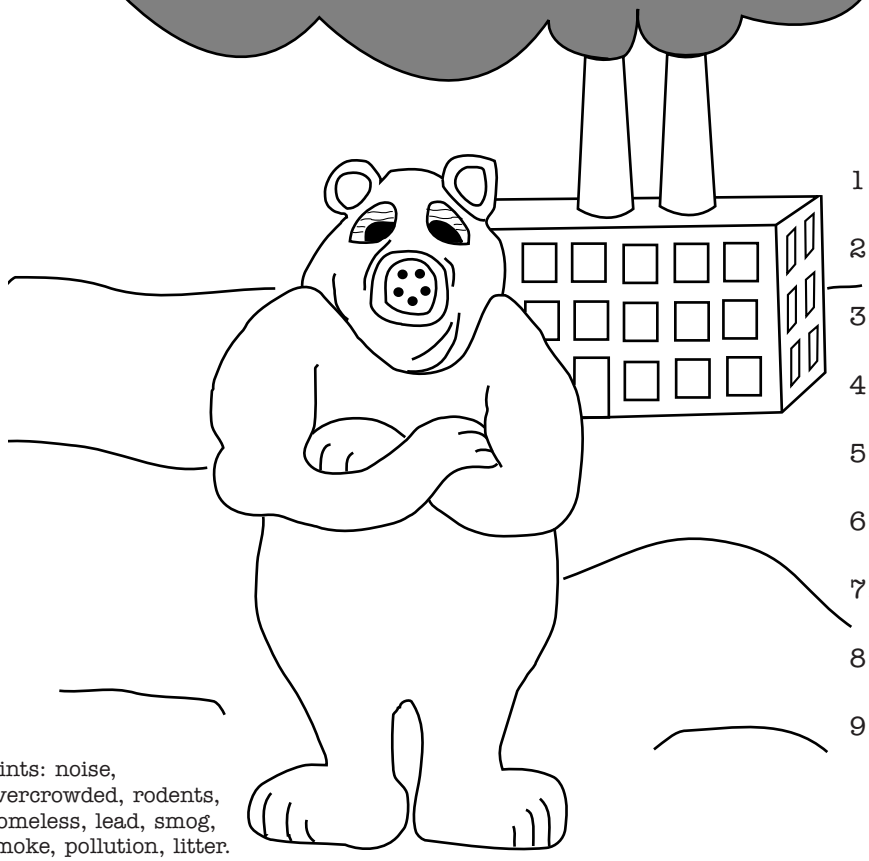
Community & Environmental Problems



DIRECTIONS:
Use the clues below to fill in this crossword puzzle with the names of different types of community and environmental problems.

CROSSWORD CLUES

1. This ruins the water, land and the air we breathe.
2. Old papers, wrappers and other trash thrown on the ground.
3. This type of pollution hurts your ears.
4. When people do not have a place to live.
5. This type of pollution comes from cars and cigarettes and it smells bad.
6. These animals live in places where people leave litter and garbage.
7. This is a poison found in certain paints and old pipes.
8. This type of pollution fills the air and makes it hard to see or breathe.
9. This is when a neighborhood becomes too full of people and buildings.



Hints: noise, overcrowded, rodents, homeless, lead, smog, smoke, pollution, litter.

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Name_____

Student Activity 10

Solving Community Problems

Group Mission: To protect and preserve animal life, plant life, and human life from the community and environmental problem you have been assigned.

Give a brief description of your community or environmental health problem.

_____

_____

_____

How does this problem impact different life forms in your surrounding community and environment?

PEOPLE

_____

_____

_____

_____

_____

_____

PLANT LIFE

_____

_____

_____

_____

_____

_____

ANIMALS

_____

_____

_____

_____

_____

_____

OTHER

_____

_____

_____

_____

_____

_____

How would your team solve this problem? _____

_____

_____

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Dear Parent,

We have been learning about recycling this week in health class. Young children thoroughly enjoy recycling because they have the ability to fully participate and to see the results of their efforts. Recycling also provides an important opportunity for children to take personal responsibility for protecting, preserving, and improving their community and environment.

Students began by reading *Where Does the Garbage Go*, by Paul Showers, a story about the amount of garbage we produce each day, and the challenges of getting rid of garbage. Students distinguished between recyclable and non-recyclable garbage, and practiced recycling at school. Finally, students worked together on a research project and class book designed to illustrate their responsibilities and contributions to recycling efforts in school and in their communities.

To wrap up this segment, we will be focussing on personal responsibility for improving community and environmental health. We have asked students to interview a family member (preferably a parent or grandparent) to find out about changes that have occurred in your community and environment over the past several years, and to offer your suggestions for improving community and environmental health.

We will be sharing these interviews in class, so be sure to send them back by the due date:

_____

Thank you for your input.

Parent Comments:

_____

_____

_____

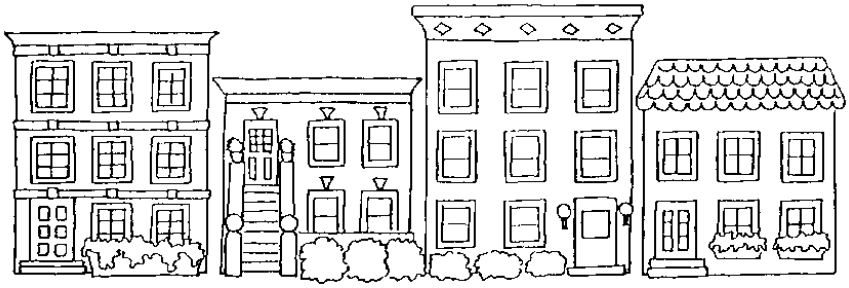
_____

_____

Name_____

Parent Activity 7

My Community



DIRECTIONS: Choose a parent or grandparent to interview. Ask him/her each of the following questions about your community. Be sure and write down each response.

What are some of the changes to our community that have happened over the last ten to fifteen years?

_____

_____

_____

Do you think these changes are positive or negative? Please explain.

_____

_____

_____

What are some of the major environmental changes you have noticed over the past ten years?

_____

_____

_____

Do you think these changes have affected your health? Please explain.

_____

_____

_____

_____

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Name_____

Are there any programs in our community working to make improvements?

_____

_____

_____

_____

What do you think you could do to make improvements to our community and environment?

_____

_____

_____

_____

What advice can you give me about helping our community and environment?

_____

_____

_____

_____

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