

# **LESSON GUIDE**

## **GRADE 2**

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# What Are Some Healthy Choices Children Make?

## Performance Objective

Students will be able to identify healthy and unhealthy choices.

## Motivation

Tell the following story:

Leslie wakes up late one morning and hurries to get ready for school. It is a cold, rainy day in November. Leslie puts on her favorite T-shirt, shorts, and sandals.

She hears her little brother sneezing and coughing. He is in bed with the flu. She says, “Good morning, Bobby” and gives him a hug and a kiss to make him feel better.

Leslie slurps some vanilla pudding for breakfast. It gives her a funny white moustache. She brushes her teeth but skips the toothpaste, and does not bother combing her hair. She grabs her schoolbooks but leaves her homework on the kitchen table. She is in a rush and she forgets a raincoat or umbrella. She steps right into a big puddle on the sidewalk. The water feels cold on her bare toes.

“Oh, well,” says Leslie. “That’s one way to get clean!”

## Procedure/Development

- Have the class sit in a storytelling circle or cluster around you. Discuss the concept of choices. Review Leslie’s story, having children dictate what Leslie’s choices were. List the choices on the newsprint, entitling the list “Menu of Choices.” Have children tell you what unhealthy choices Leslie made. Say, “What healthy choices could she have made?” Mark them with a star.
- Going around the circle, direct the children to continue Leslie’s story by telling of another choice Leslie makes as she continues her day. Tell them they may choose to have Leslie make healthy or unhealthy choices. During the storytelling, pass the paper plate “face” around. The child whose turn it is to be the storyteller tells of Leslie’s choice; the child next to him or her shows the happy face if the storyteller has Leslie make a healthy choice, and the frowning face if Leslie’s choice is unhealthy.
- Each child should participate, until the story takes Leslie through the day and on to bedtime (or into the next day if necessary). Intervene from time to time to discuss alternative choices and repeat the “Menu of Choices” exercise.

## Assessment/Homework

Have children write a brief story about a time when they made a healthy choice. Read the stories aloud and have the class identify why it was a healthy choice.

## GRADE 2 Lesson 1

### NEW YORK STATE LEARNING STANDARDS 1

#### SKILLS

Decision Making

Self-Management

#### MATERIALS

Markers

Newsprint

Two Paper Plates,  
Stapled Back To Back  
(One Side Shows  
a Smiling Face;  
the Flip Side Shows  
a Frowning Face)

#### VOCABULARY

Choice

Healthy Choice

Menu

Unhealthy Choice

# What Happens When We Get Sick?

## Performance Objectives

Students will be able to:

- Define prevention, symptoms, diagnosis, and treatment of illness.
- Identify what people can do to prevent and treat illness.

## Motivation

Have children brainstorm ways people take care of their health. Then review good and poor health choices Leslie made in the story in Grade 2, Lesson 1.

## Procedure/Development

- On the newsprint write “Illness: 5 Things to Think About:”
  1. Prevent (stop) illness.
  2. Report (tell) symptoms (signs) of illness.
  3. Diagnose illness.
  4. Treat illness.
  5. Prevent further illness.
- Review the list with the children. Then discuss:
  - What are ways to prevent sickness?  
Eat well, get enough sleep, wash your hands before preparing food and eating and after using the bathroom, don’t get too close to someone with a cold, don’t let anyone else’s blood touch your body, get the right immunization shots from the doctor or clinic.
  - What are examples of symptoms (bodily signs) of illness?  
Differentiate between mild symptoms (a runny nose) or more serious symptoms (high fever, severe pain, rash).
  - When symptoms are serious, what should people do?  
Only doctors or nurses are qualified to diagnose serious illness, i.e., tell what is really wrong.
  - When symptoms are serious, why should people not treat themselves?  
Only doctors can prescribe the correct medications. Define “prescribe.” Explain that some medicines have to be ordered by a doctor, who writes a prescription telling the patient when and how much to take.
- Distribute and read aloud the poem “Healthy Again!” Have children discuss the poem, mark the poem, and draw a picture as directed.
- Say, “The poem ‘Healthy Again!’ describes a child who is ill; we do not know what the illness is, but based on the poem we may assume that it is curable. The child experiences symptoms, diagnosis, treatment, and healing. By the end of the poem, the child can resume normal activities.”

- Have the children read the poem “Later Will I Be Well?” about a child who is infected with HIV, as a contrast to “Healthy Again!” Ask the children the following questions (see teacher’s answer guide below):
  1. How does HIV affect a child who becomes ill?
  2. What does the poem’s title (name) mean?
  3. Who wants to tell us what the first line in the fourth stanza means? It says, “For now, I do recover.”
  4. Who wants to tell us what the last line in the fourth stanza means? It says, “Will HIV put my life on the line?”
  5. What are some ways to be a good friend to a child who has HIV?

**Teacher Note:** The poem “Later Will I Be Well?” describes the experience of a child infected with HIV. Unlike the sickness described in the poem “Healthy Again!,” HIV is a virus that does not go away. HIV makes one susceptible to serious illnesses, infections, and cancers. And because of the stigma sometimes associated with HIV, children with HIV/AIDS are sometimes ostracized by peers and even by some adults.

The first four stanzas of this poem explain effects of HIV and the apprehension an HIV-positive person feels when illness strikes. The poem’s last stanza, however, addresses the issue of stigma. The poem’s narrator asks to be treated like a child who happens to have HIV, instead of being “labeled” an “HIV case.”

This poem can also be used with older children and adolescents.

## Teacher’s Guide to Answers to Questions about the Poem, “Later Will I Be Well?”

1. The immune system helps stop germs from making us ill. But HIV prevents the immune system from doing its job. Therefore germs are able to make an HIV-positive person more ill than when they infect someone who does not have HIV, and it takes longer for an HIV-positive person to get better.
2. HIV is a serious infection and after a long time many people with HIV may get very sick or even die from serious illnesses they can get. In the fourth stanza, the poem’s narrator is wondering if and when an illness may prove to be “the big one” from which he or she will not be able to recover. The title reflects the hopes and fears of the HIV-positive child. The child is probably questioning a doctor, a parent, or a guardian.
3. “For now” means that at this point in HIV infection, the immune system is still able to give some protection against germs.
4. “Will HIV put my life on the line?” refers to the child’s awareness that HIV-related infections and cancers can be fatal. Every time a child with HIV gets very sick with an HIV-related illness, he or she may have his or her “life on the line,” or be in serious danger of dying.
5. The poem’s narrator reminds the reader that HIV-positive children like to laugh and play, just as all children do. Most of the time, we do not know who has HIV. This is confidential (private) information. Therefore:
  - Try to be friendly toward all children.
  - Talk with a child who is ill and ask if you can help (e.g., by telling an adult).
  - If you are ill, try to keep from spreading the illness to other people: cover your mouth when you cough or sneeze, explain that you are ill and do not want anyone to catch anything from you.
  - If you have questions about HIV, ask your parents, guardians, or teachers.
  - Remember that you cannot get HIV by playing or eating with a child who has HIV.

## Assessment/Homework

Have students share a time they were ill using the discussion of illness reviewed in the earlier part of the lesson.

**Teacher Note:** Students diagnosed with HIV or AIDS have a right to privacy and a free appropriate public education. They are entitled by law to confidentiality about their HIV/AIDS status, about HIV- or AIDS-related illness, or information that can reasonably be used to identify them as having HIV or AIDS.

Disclosure of HIV and AIDS information is governed by the New York State Public Health Law that went into effect in 1989 (i.e., Section 2782, Confidentiality and Disclosure, and Section 2783 Penalties; Immunities). Willful commission of an unauthorized act of disclosure is a misdemeanor and punishable accordingly; a person is also subject to a civil penalty not to exceed five thousand dollars (\$5,000) for each occurrence of unauthorized disclosure.

No disclosure of confidential HIV-related information involving a student shall be made without first obtaining the informed written consent of the student (if he/she has the capacity to consent to such disclosure) or his/her parent or guardian on the New York City DOHMH-approved form.

## Healthy Again!

by Betty Rothbart

I eat good food  
And sleep enough  
But some diseases  
Are very tough.

So things I do  
To stop disease  
Don't always work.  
*Achoo!* I sneeze.

My throat is sore,  
I'm chilled and hot.  
A red rash spots  
My skin with dots!

I go to a doctor  
Who says what's wrong  
And prescribes medicine  
That's awfully strong.

But I drink it down  
And stay in bed,  
Get plenty of rest  
Like the doctor said.

Ta-da! I'm better!  
I can play with friends.  
I'm so relieved  
When sickness ends.

### Directions:

- In red crayon, underline what this child does to *prevent* illness.
- In green, underline the child's *symptoms*.
- In blue, underline where the doctor *diagnoses* illness.
- In purple, underline *treatment* for the child's illness.
- Draw a picture of the child in the poem.

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Activity Sheet 2

## Later Will I Be Well?

by Betty Rothbart

In my body, just like yours,  
Are muscles, blood, and bones,  
A beating heart, and a sweet tooth  
That loves ice cream cones.

But in my blood is something extra.  
I have a virus, HIV.  
It keeps my body from stopping germs,  
And lets illnesses linger in me.

So you get sick, I get sick.  
But you might get well in a week,  
While I lie in bed even still,  
Feeling miserable and weak.

For now, I do recover.  
How great! Like you, I am fine.  
But I worry about the next bout with germs.  
Will HIV put my life on the line?

I want to be like other kids,  
To play, and daydream, and race.  
I want to be your friend, and you to be mine.  
I'm a kid with HIV, not an "HIV case."

# What Causes and Prevents the Spread of Illness?

## Performance Objectives

Students will be able to:

- Distinguish between diseases that can be passed and those that cannot.
- Identify how germs are shared or passed to cause disease.

## Motivation

- Ask, “Where do diseases come from?” (germs)
- Ask, “How do germs get passed from one person to another?” (Anticipated responses: sneezing, coughing, sharing food.)

**Teacher Note:** Teachers should complete a list of modes of transmission, e.g., eating an unwashed apple, sharing a drink with someone sick, not washing your hands before eating/after using the restroom.

- Say, “When something is passed from one person to another, it’s also called transmission.”

## Procedure/Development

- Explain, “Germs have several ways they can be shared or passed from one person to another: through air, skin-to-skin, through saliva, through blood.”
  - Ask, “Which way of sharing germs is the easiest way for disease to spread?” (Airborne: something that is carried through the air; skin-to-skin.)
- Say, “Think of examples of diseases that can be passed or shared easily and how they are passed.” (Examples: flu, cold—germs that move through the air are easier to transmit.)
  - “Which way is hardest?” (Bloodborne: something that is carried through the blood.)
- Say, “One bloodborne virus that can be passed or shared is HIV. This means that the only way you can contract HIV is if blood or other body fluids from a person with HIV gets into the blood inside of your body, through a body opening or a break in your skin. This makes it hard to contract. HIV may lead to AIDS, a sickness that we will discuss in the next lesson.”
- Explain, “Some diseases that cannot be passed from one person to another are diabetes, allergies, and asthma.”
- Brainstorm with the class a thorough list of ways they can prevent or reduce transmission of germs (covering your mouth when coughing/sneezing, washing your hands, not sharing cups and utensils, cleaning and covering open wounds, etc.).

## Assessment/Homework

Have students write sentences that use the new vocabulary.

- Say, “Write a story using as many of the vocabulary words as you can, describing prevention and the spread of illness.”

## GRADE 2 Lesson 3

## Prevention

**NEW YORK STATE  
LEARNING STANDARDS  
1, 2**

### SKILLS

Decision Making

Relationship Management

Self-Management

### MATERIALS

Markers

Newsprint

### VOCABULARY

Airborne

Bloodborne

Saliva

Transmit

Virus

**SKILLS**

Self-Management

**MATERIALS**

Crayons

Markers

Paper

**VOCABULARY**

AIDS

HIV

Immune System

Resist

Virus

# What Is the Immune System's Role in Fighting Illnesses? How Does HIV Affect the Immune System?

## Performance Objectives

Students will be able to:

- Describe the immune system.
- Describe how HIV weakens the immune system.
- Understand that AIDS is group of sicknesses that happen when HIV breaks down the immune system.

## Motivation

- Ask, "What happens when a virus enters the body?" (Anticipated response: "It makes you ill.")
- Explain, "Viruses often enter our bodies and do not make us ill. That is because our body has an immune system that fights the virus so that it can't make us ill."

## Procedure/Development

- Explain, "A virus is like an invader and the immune system is like a group of crime fighters that halt the virus from causing illness."
- Explain, "HIV, the virus that may lead to AIDS, weakens the immune system so that it cannot defeat the virus. When the immune system isn't working properly, more disease-causing invaders can make a person sick because the body cannot resist disease. AIDS is a group of illnesses or bodily signs resulting from the weakening of the immune system by HIV."
- As always when describing HIV/AIDS, offer hope to students by reminding them that while there is currently no cure for HIV, there are many effective or promising treatments for HIV infection and AIDS-related illnesses.

## Assessment/Class Project

Divide students into small groups. Distribute materials and ask groups to draw a picture contrasting the immune system's response to a flu virus and HIV.

# How Do People Feel When They Are Sick? How Do Other People Feel About Them?

## Performance Objectives

Students will be able to:

- Say how sickness affects people.
- Say how other people can help sick people feel better.

## Motivation

- Display two pictures:
  - A person in bed with a thermometer, unhappy expression.
  - A person in bed with flowers and cards nearby and person taking care of him/her.
- Ask children to describe each picture. Ask, “How do you think the person in bed feels?”

## Procedure/Development

- Ask children, “How do you feel when you are sick or when someone in your family gets sick (e.g., parents)?” List “feeling words” on the newsprint.
- Divide children into three groups and have groups think of ways the following can help people who are ill:
  - Parents, step-parents, guardians, grandparents, aunts, uncles, etc.
  - Healthcare system (nurse, doctor, clinic, hospital).
  - Friends.
- Have groups share their thoughts with the class.
- Stimulate a class discussion about what is most important to children when they don’t feel well.

## Assessment/Homework

Have children interview a parent or guardian and ask what they remember about when they were sick during childhood. The interview may be recorded in the parents’ native language. Have children write or draw a picture about their parent or guardian’s memories. The students can share their families’ memories with the class.

## GRADE 2 Lesson 5

**NEW YORK STATE  
LEARNING STANDARDS  
1, 3**

### SKILLS

Relationship Management

Self-Management

### MATERIALS

Markers

Newsprint

Pictures Described in Motivation

### VOCABULARY

“Feeling Words” About Illness  
Contributed by Children  
(e.g., Afraid, Bored, Lonely,  
Nervous, Relieved, Scared, Upset)

