

Teacher's Note: Following are explanatory comments on the categories listed on the transparency.

Accidents (Automobile Crashes, Burns, Drownings, etc.)
Cerebrovascular Disease (includes Strokes, Aneurisms, etc.)
Chronic Liver Disease and Cirrhosis (Diseases that prevent the liver from functioning)
Chronic Obstructive Pulmonary Disease (Lung Diseases, Emphysema, Bronchitis, etc.)
Congenital Anomalies (Birth defects and abnormalities present from the time of birth)
Diabetes (High blood sugar)
Heart Disease (Heart Attack, Mycardiopathy, Myocardial Infarction)
Homicide (Persons who are killed by others)
Human Immunodeficiency Virus (HIV Infection and AIDS)
Neoplasms (Cancers and Cancerous Tumors)
Other (All other causes of death combined)
Pneumonia/Flu (Contagious Lung and Respiratory Diseases)
Suicide (Persons who kill themselves)
To update the statistics, go to the world wide web site for Fastats at www.cdc.gov/nchswww/fastats/deaths.htm.

3. Draw a comparison. State:

Our health course will help us avoid some of the hazards you have listed. First, we will study friendships and how to manage conflicts without destroying relationships we care about. We will also learn how conflicts can grow into violent situations and how to prevent that from happening. Raise your hand if you have read about violence in the newspaper or have seen reports on television. Violence is a major problem in our world today.

Next, we will explore ways to take actions to increase our safety at home, at school, and in our neighborhoods. We will learn how to avoid hazards that might lead to injuries and how to avoid and manage potentially dangerous situations.

Then, we will examine another major hazard for students your age and adults: the misuse and abuse of drugs. We will learn how to take positive steps to avoid this danger.

All of these hazards are hazards you face now or will face in the near future.

The second half of our unit on health will focus on hazards in the distant future—hazards your parents and grandparents will face sooner than you will. However, we will learn that by creating a positive environment now—one that is free of pollution, drugs, and other dangers—and by establishing a positive lifestyle—eating nutritious foods, exercising, and handling stress—we can influence the hazards we will face in our distant future. We will also discuss factors that are outside our control, but affect our health.

Now, write your guesses about the causes of death for the general population in the U.S.

Gather a list from the students. Write their ideas on the chalkboard.

4. Place the transparency, Leading Causes of Death in the United States for All Age Groups, on top of the previous transparency and draw a comparison. Continue to explain the content of the health course.

We will study our heart and cardiovascular diseases. We will learn how the heart and circulatory system works and what we can do to prevent problems in the future.

Our last unit will emphasize ways to create a healthy lifestyle. The habits you form now are likely to follow you into your future. If you understand the importance of nutritious foods, exercise, and stress management and begin positive health habits now, your distant future will have fewer health hazards.

Activity 4: 15 minutes

Develop a list of rules for interacting that will promote the sharing of ideas and practice of positive skills in the classroom.

1. State:

In order for us to share ideas and practice skills that will help us avoid hazards and take challenges, we will need to know that the ideas we share and our practice attempts will be treated respectfully.

2. Distribute index cards or slips of paper to the students. Instruct them:

Let's develop a list of guidelines or rules for how we want to be treated in this classroom. In order to treat one another with respect, what would we do or say? Write one or two guidelines on your index card.

Teacher's Note: The rules/guidelines referred to in this lesson are not safety rules or rules to implement school policy, but rather rules for how the students will get along with one another in the classroom. If you already have such a set of rules that you believe will be sufficient for the students as they examine health issues, omit this activity. However, given the topic of health and the necessity of sharing ideas and practicing skills, you may want to expand on your existing rules/guidelines or develop a list that applies to this course. This activity also provides the first opportunity in this course for students to work together in small groups. Small groups will be used throughout the course.

3. After two to three minutes, ask the students to form pairs, or assign partners. State:

Share your ideas with your partner. Listen carefully to one another's ideas and help one another phrase the guidelines in ways that will help our class.

4. After three to four minutes, ask the pairs to link up with two other pairs to form groups of six. Assign the group roles: leader, recorder, spokesperson. Explain that the:

- leader will help the small group complete the task.
- recorder will write down the small group's ideas.
- spokesperson will share the small group's ideas with the class.

5. State:

Share your ideas in your group. See if you can come up with three or four rules you can all agree upon. Recorders, write the three or four rules your group develops.

6. After five to six minutes, ask the spokespersons to share one rule their group developed. Rotate from small group to small group with each group sharing one rule until all the rules have been shared. Write the rules on the chalkboard. Add any rules that you think are important in order for students to show respect for one another. Some examples might be:

- Listen to one another.
- Avoid put-downs.
- Try to understand one another's opinions, even when you disagree.
- Laugh with one another, not at one another.
- Share your ideas and questions.

7. Combine or condense rules as needed so that you have a list of five to six rules.

8. State:

I want our class to operate by these guidelines/rules. If you need to have a rule/guideline explained or modified in order for you to agree to follow the rule, raise your hand.

Clarify and revise as needed. Post the final list as a reminder to students throughout the course.

Closure: 1 minute

- Summarize by stating:

Your health is one of the most important factors that determines your success in life—now and in the future. What do you think I mean by “success in life”?

Gather the students' ideas and summarize by stating:

Webster's Dictionary defines “success” to mean “the achievement of something desired, planned, or attempted.” So, success in life would mean the degree of achievement in life. Even though we may have different dreams and goals, each of us wants to succeed in life. This course will help you learn how to work towards a successful life by building a healthy future.

- Distribute the Family Resource Sheet for students to take home.
- State:

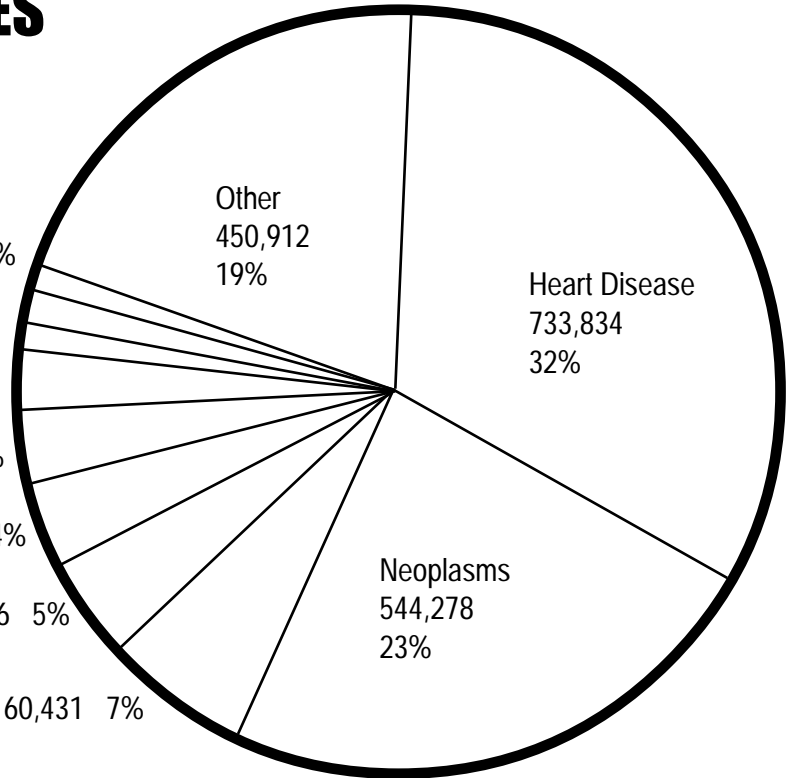
Our next health lesson will explore the challenges and hazards of friendships.

LEADING CAUSES OF DEATH IN THE UNITED STATES

All Ages

All causes 2,322,265 100%
(1996)

Chronic Liver Disease and Cirrhosis	25,135	1%
Human Immunodeficiency Virus	32,655	1%
Suicide	30,862	1%
Diabetes	61,559	3%
Pneumonia/Flu	82,579	4%
Accidents	93,874	4%
Chronic Obstructive Pulmonary Disease	106,146	5%
Cerebrovascular Disease	160,431	7%



Source: Centers for Disease Control and Prevention, Fastats, 1996

