

LESSON VI-1: What to Do About Symptoms

Student Learning Objectives:

- VI-1. Students will name emotional feelings associated with physical illness.
- VI-2. Students will list symptoms or feelings that should be reported to an adult.

Preparation

- Gather the needed materials.
- Determine which of the three books is available for use in Activity 2.
- Personalize and, then, duplicate the Family Invitation to the last lesson in this phase if you plan to invite family members to join you for the last lesson. Distribute the letter to students to take home.

Materials

Resources

- Book: *Nobody Cares About Me!* or *Teddy Bears Cure a Cold* or *The Magic School Bus Inside Ralphie: A Book About Germs*
- Teacher Reference: Sample Family Invitation to Final Culminating Lesson

Realia

- Drawing paper
- Crayons or markers

Time: 20 minutes

Lesson Procedure

Introduction: 1 minute

Connect this lesson on signs and symptoms of illness with the previous phase on making healthy choices.

1. Share with the students:

We've been learning about ways we can help ourselves stay healthy. Who can tell me something you can do to stay healthy? [eat a variety of healthy foods, sleep, rest, exercise, brush teeth, say "no" to illegal drugs, etc.]

Sometimes, even when we do lots of things to stay healthy, we get sick. Today we're going to talk about being sick and how that might feel.

Activity 1: 2 minutes

Identify signs and symptoms of illness.

1. Ask the students:

Think about a time when you felt sick. How did your body feel? [headache, fever, stomach ache, etc.]

Discuss various signs (objective) and symptoms (subjective) of illness.

Teacher's Note: "Signs" of illness are body changes and behaviors that indicate illness, such as: rash, fever, etc. "Symptoms" of illness are how the body feels, such as: tired, pain, etc.

2. Share with the students:

When you don't feel well, you should let your parents or another caring adult know, so the adult can help.

Activity 2: 10 minutes

Continue to explore signs and symptoms of illness through a story and discussion.

Teacher's Note: You have one of three books available for use with this activity. Using the book available to you, conduct one of the three options described below. If you have *Nobody Cares About Me!*, conduct Option 1. If you have *Teddy Bears Cure a Cold*, conduct Option 2. If you have *The Magic School Bus Inside Ralphie: A Book About Germs*, conduct Option 3.

OPTION 1

1. Share with the students:

I'm going to read a story about someone who was sick. As I read this story, notice how the person in the story felt, and think about how you might feel if you were in the same situation.

2. Read the book *Nobody Cares About Me!*
3. Discuss the book using the following questions:

At the beginning of the story, who wanted someone to play with him? [Big Bird]

What were Big Bird's friends doing? [They were trying to help a sick friend, Ernie.]

Because they were helping a sick friend, they couldn't play with Big Bird. How did Big Bird feel about Ernie getting all the attention? [jealous, lonely, angry, upset]

How did Ernie feel? [terrible, too sick to eat or play, etc.]

Big Bird thought it must be fun to be sick.

What did Big Bird decide to do? [He decided to pretend to be sick to get some attention.]

Did pretending to be sick make Big Bird happy? [Yes, at first, but then he really got sick.]

How did Big Bird feel when he was really sick? [sneezy, hot and cold and funny in the tummy, too sick to eat or play, tired]

Who tried to help Big Bird feel better? [doctor, friends]

What did Big Bird and his friends decide about being sick? [It's no fun.]

OPTION 2

1. Share with the students:

I'm going to read a story about someone who was sick. As I read this story, notice how the person in the story felt, and think about how you might feel if you were in the same situation.

2. Read the book *Teddy Bears Cure a Cold*.

3. Discuss the book using the following questions:

At the beginning of the story, what did William's friends want to do? [They wanted William to play with them. They wanted to try out some new tools.]

How did William feel? [He felt sick.]

What did William do? [He went to bed. He didn't eat breakfast.]

How did William feel when he was sick? [His throat and head hurt. He felt hot and cold. He felt sticky and tired.]

How did William's friends know he was sick? [He had a temperature. He didn't want to play or eat. He had white spots in his throat.]

What did William's friends do to help William feel better? [They made his bed. They made him a drink and breakfast. They let him sleep. They took his temperature. They gave him gifts (flowers, bell, cards, etc.). They were quiet.]

Do you think William liked being sick? [At first, he didn't because he didn't feel good. Later, he liked all the attention he was getting.]

Did William want to stay sick? [No. When he saw how much fun his friends were having, he wanted to join them when he was feeling better.]

OPTION 3

1. Share with the students:

I'm going to read a story about someone who was sick. As I read this story, notice how the person in the story felt, and think about how you might feel if you were in the same situation.

2. Read the book *The Magic School Bus Inside Ralphie: A Book About Germs*.

3. Discuss the book using the following questions:

What was wrong with Ralphie that kept him home from school? [Ralphie was sick, so he couldn't go to school for Broadcast Day. He had an infection.]

How did Ralphie feel? [Ralphie felt frustrated because he was letting his friends down. He felt tired. He had a cough and a red, swollen throat. He was hoarse. He was scared because his body was fighting an infection, and he didn't know if it would win.]

What did Ralphie's friends do? [They went to visit him. They encouraged him to rest. They learned about how the body fights infection.]

What did Ralphie and his mother do to help him get well? [Ralphie stayed home from school and rested. Ralphie's mom, a doctor, gave him medicine to fight the germs inside his body. Ralphie took his medicine properly and took naps.]

Do you think Ralphie wanted his body to win the fight against the germs so he could get better? [Ralphie was doing everything he could to help his body win the fight against germs. He wanted to feel good again.]

4. Read the letter from Mrs. Frizzle at the end of the book if you haven't already done so. Discuss the ways the human body fights germs.

Activity 3: 5 minutes

Identify caring adults students could tell if they don't feel well.

1. Share with the students:

It isn't fun to be sick, but everyone gets sick sometimes. When we're sick, we usually want someone there to take care of us and help us get better. There are caring adults at home and in school who would help you if you tell them you are ill. Who are some of these adults? [mom, dad, aunts, uncles, teachers, principals, secretaries, etc.]

2. Distribute drawing paper and crayons to the students. Have the students draw a picture of a person they could tell if they felt ill. Their picture should show that person doing something for them that would help them feel better.
3. Ask them to keep their pictures at their seats for use during the closure of this lesson.

Closure: 2 minutes

- Summarize by sharing:

If you enjoy feeling sick, smile at me. If you don't enjoy feeling sick, frown at me.

It's not fun being sick. That's why it's important to do everything we can to stay healthy and prevent illness.

Share your picture with your neighbor. Tell them about the person you could tell if you are sick.

- Distribute the Family Invitation Letter if you plan to invite family members to attend the final lesson of this phase.
- State:

In our next health lesson, we will learn some ways to keep from getting sick.