

Harcourt  
**Health  
and  
Fitness**

**Planning Resources**

Grade 3

**Teaching Resources**

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# School-Home Connection

A Note to Family Members

## What We Are Learning About Health

In Chapter 1 of *Harcourt Health and Fitness*, we are learning about

- the major organs and their functions.
- positive health behaviors that help the body during stages of growth.
- communicating to someone when feeling upset or uncomfortable.
- respecting adults, especially seniors.



Visit [www.harcourtschool.com/health](http://www.harcourtschool.com/health) for links to parent resources.

## How You Can Help

Parental involvement in the school environment is part of a coordinated school health plan that includes the home, school, community, and social services. You can support your school through increased communication and by volunteering your time or talents. At home you can support your child's learning by

- discussing the changes your own body went through as you grew.
- encouraging your child to talk to a trusted adult when troubled or upset.
- praising your child for showing respect toward others.

## A Family Activity

The body is made up of many different systems. After your child has reviewed this chapter, have him or her list what the different body systems do. He or she can also list what he or she can do to promote the well-being of these systems. Discuss the results.

Body System	Function	Care
Digestive		
Respiratory		
Skeletal		
Muscular		
Nervous		

# La escuela y la casa

**Nota para los familiares**

## Lo que estamos aprendiendo acerca de la Salud

En el Capítulo 1 de *Harcourt Health and Fitness* estamos aprendiendo acerca de:

- Los órganos principales del cuerpo humano y su función.
- Los buenos hábitos de salud que contribuyen al crecimiento adecuado.
- Cómo comunicar sentimientos de incomodidad y disgusto.
- El respeto por los adultos, especialmente por las personas de la tercera edad.



Visite [www.harcourtschool.com/health](http://www.harcourtschool.com/health) para encontrar enlaces con recursos en inglés para los padres.

## Cómo puede usted ayudar

La participación familiar en las actividades escolares forma parte de un plan de salud organizado que incluye la casa, la escuela, la comunidad y los servicios sociales. Usted puede apoyar a la escuela manteniendo una buena comunicación y ofreciendo su tiempo y sus talentos como voluntario. En casa, usted puede apoyar el aprendizaje de su hijo(a) haciendo lo siguiente:

- Háblele sobre los cambios que su cuerpo experimentó cuando usted estaba creciendo.
- Anímelo a hablar de sus sentimientos con un adulto de confianza, cuando esté disgustado o molesto.
- Elógielo cuando actúe respetuosamente.

## Actividad familiar

El cuerpo humano está integrado por muchos sistemas. Pida a su hijo(a) que repase el contenido de la lección y que luego escriba en la tabla la función de cada uno de los sistemas citados, así como las cosas que puede hacer para mantenerlo sano. Hablen sobre la información de la tabla.

Sistema	Función	Manera de cuidarlo
Digestivo		
Respiratorio		
Óseo		
Muscular		
Nervioso		

# School-Home Connection

A Note to Family Members

## What We Are Learning About Health

In Chapter 2 of *Harcourt Health and Fitness*, we are learning about

- the importance of personal hygiene, from washing hands to taking care of the skin.
- caring for and avoiding problems with the eyes, ears, and nose.
- choosing the correct products to maintain proper hygiene and health.
- showing self-respect through good grooming.



Visit [www.harcourtschool.com/health](http://www.harcourtschool.com/health) for links to parent resources.

## How You Can Help

Parental involvement in the school environment is part of a coordinated school health plan that includes the home, school, community, and social services. You can support your school through increased communication and by volunteering your time or talents. At home you can support your child's learning by

- setting up a schedule for daily hygiene habits.
- discussing the importance or caring for the eyes and ears.
- praising your child's efforts to be personally responsible for good grooming.

## A Family Activity

With your child, make an inventory of health care products currently found in your home. What does the table tell you about your family? For example, if your family includes elderly members, then the table might include products for cleaning dentures. If your family includes teenagers, then the chart might have many skin-care products.

Skin	Teeth / Gums	Ears / Hearing	Eyes / Vision

# La escuela y la casa

**Nota para los familiares**

## Lo que estamos aprendiendo acerca de la Salud

En el Capítulo 2 de *Harcourt Health and Fitness* estamos aprendiendo acerca de:

- La importancia de desarrollar buenos hábitos de higiene personal, como lavarse las manos y cuidar de la piel.
- El cuidado de los ojos, los oídos y la nariz.
- Los productos adecuados para la salud y la buena higiene.
- El cuidado e higiene personal como una forma de mostrar respeto a sí mismo.



Visite [www.harcourtschool.com/health](http://www.harcourtschool.com/health) para encontrar enlaces con recursos en inglés para los padres.

## Cómo puede usted ayudar

La participación familiar en las actividades escolares forma parte de un plan de salud organizado que incluye la casa, la escuela, la comunidad y los servicios sociales. Usted puede apoyar a la escuela manteniendo una buena comunicación y ofreciendo su tiempo y sus talentos como voluntario. En casa, usted puede apoyar el aprendizaje de su hijo(a) haciendo lo siguiente:

- Organicen un horario de actividades diarias de higiene.
- Comenten acerca de la importancia de mantener los ojos y los oídos sanos.
- Elógielo cuando se responsabiliza por su cuidado personal.

## Actividad familiar

Hagan un inventario de los productos de aseo personal que haya en la casa y llenen la tabla con la información que encuentren. ¿Qué pueden decir sobre los hábitos de su familia? Si hay personas mayores, quizá encontrarán productos para el cuidado de la dentadura postiza. Si hay adolescentes, muy posiblemente habrá limpiadores especiales para la cara.

La piel	Dientes/Encías	Oídos	Ojos

# School-Home Connection

**A Note to  
Family Members**

## What We Are Learning About Health

In Chapter 3 of *Harcourt Health and Fitness*, we are learning about

- using MyPyramid to make healthful and appropriate food choices.
- accurately reading, understanding, and comparing food labels.
- making responsible decisions about snacks.
- steps to take in choosing healthful foods.



Visit [www.harcourtschool.com/health](http://www.harcourtschool.com/health) for links to parent resources.

## How You Can Help

Parental involvement in the school environment is part of a coordinated school health plan that includes the home, school, community, and social services. You can support your school through increased communication and by volunteering your time or talents. At home you can support your child's learning by

- reviewing MyPyramid together.
- comparing the food labels on products in your home.
- praising your child's efforts to make healthful food choices.

## A Family Activity

One way to ensure a healthful diet is to eat three meals a day. In the space provided, ask your child to record what he or she eats on a particular day. Then, use the questions that follow as a springboard for discussing whether or not your child is eating a balanced diet.

### What I Ate Today

<b>Breakfast:</b>
<b>Lunch:</b>
<b>Dinner:</b>
<b>Snacks:</b>

### Questions

1. What vegetables and fruits did you eat today?
2. Did you drink low-fat milk or eat yogurt or cheese?
3. Did you have bread, cereal, rice, or pasta?
4. Did you eat meat, fish, dried beans, eggs, or nuts?

# La escuela y la casa

**Nota para los familiares**

## Lo que estamos aprendiendo acerca de la Salud

En el Capítulo 3 de *Harcourt Health and Fitness* estamos aprendiendo acerca de:

- MiPirámide y su utilidad al escoger los alimentos adecuados.
- Cómo entender y comparar la información de las etiquetas de los alimentos.
- Cómo seleccionar los mejores refrigerios.
- Los pasos a seguir cuando se desee escoger alimentos saludables.



Visite [www.harcourtschool.com/health](http://www.harcourtschool.com/health) para encontrar enlaces con recursos en inglés para los padres.

## Cómo puede usted ayudar

La participación familiar en las actividades escolares forma parte de un plan de salud organizado que incluye la casa, la escuela, la comunidad y los servicios sociales. Usted puede apoyar a la escuela manteniendo una buena comunicación y ofreciendo su tiempo y sus talentos como voluntario. En casa, usted puede apoyar el aprendizaje de su hijo(a) haciendo lo siguiente:

- Estudien MiPirámide.
- Lean y comparen la información de las etiquetas de los alimentos que tengan en la casa.
- Elógielo cuando escoja alimentos saludables.

## Actividad familiar

Para seguir una dieta saludable debemos tener por lo menos tres comidas diarias. Pida a su hijo(a) que escriba lo que come en el desayuno, el almuerzo y la cena en un día cualquiera, en la tabla de abajo. Luego, pídale que conteste las preguntas para determinar si se está alimentando adecuadamente.

### Mis alimentos de hoy

Desayuno
Almuerzo
Cena
Refrigerios

### Preguntas

1. ¿Cuáles frutas y vegetales comiste hoy?
2. ¿Tomaste leche baja en grasa o yogurt, o comiste queso?
3. ¿Comiste pan, un cereal, arroz o pasta?
4. ¿Comiste carne, pescado, frijoles, huevos o nueces?

# School-Home Connection

A Note to Family Members

## What We Are Learning About Health

In Chapter 4 of *Harcourt Health and Fitness*, we are learning about

- staying fit and keeping the body safe during physical activities.
- the importance of sleep in maintaining overall body health.
- avoiding injury by making responsible decisions about safety.
- being fair to others by following the rules of a game or sport.



Visit [www.harcourtschool.com/health](http://www.harcourtschool.com/health) for links to parent resources.

## How You Can Help

Parental involvement in the school environment is part of a coordinated school health plan that includes the home, school, community, and social services. You can support your school through increased communication and by volunteering your time or talents. At home you can support your child's learning by

- encouraging your child to find exercise that he or she likes.
- praising your child when he or she shows responsibility for personal safety.
- reviewing the rules of your child's favorite game or sport.

## A Family Activity

Have your child help plan family exercise time. First, survey family members for their exercise preferences. Help your child fill out the table. Then, use the information to come up with an exercise activity in which the whole family can participate.

Your Family's Exercise

Family Member	Favorite Kind of Exercise	Best Time to Exercise



# La escuela y la casa

**Nota para los familiares**

## Lo que estamos aprendiendo acerca de la Salud

En el Capítulo 4 de *Harcourt Health and Fitness* estamos aprendiendo acerca de:

- Cómo hacer ejercicio sin lesionarse y cómo mantener un buen estado físico.
- La importancia de dormir el tiempo adecuado para la salud.
- Cómo tomar decisiones correctas al hacer ejercicio para evitar lesiones.
- La importancia de obedecer las reglas en los juegos y respetar a los otros jugadores.



Visite [www.harcourtschool.com/health](http://www.harcourtschool.com/health) para encontrar enlaces con recursos en inglés para los padres.

## Cómo puede usted ayudar

La participación familiar en las actividades escolares forma parte de un plan de salud organizado que incluye la casa, la escuela, la comunidad y los servicios sociales. Usted puede apoyar a la escuela manteniendo una buena comunicación y ofreciendo su tiempo y sus talentos como voluntario. En casa, usted puede apoyar el aprendizaje de su hijo(a) haciendo lo siguiente:

- Anímelo a participar más en las actividades físicas que le gusten.
- Elógielo cuando se responsabiliza por su seguridad.
- Examinen las reglas de uno de sus juegos o deportes favoritos.

## Actividad familiar

Anime a su hijo(a) a planificar un tiempo de ejercicio familiar. Para ello, pídale que pregunte a todos en la familia cuáles ejercicios prefieren hacer y a qué hora del día, y escriba la información que recoja en la tabla. Luego, anímelo a crear una actividad de gimnasia en la que todos puedan participar.

### Gimnasia en familia

Nombre del familiar	Ejercicio predilecto	Hora del día

# School-Home Connection

A Note to Family Members

## What We Are Learning About Health

In Chapter 5 of *Harcourt Health and Fitness*, we are learning about

- staying safe at school and on the bus or in a car.
- wearing the correct safety gear when skating, biking, skateboarding, or riding a scooter.
- staying safe around strangers, bullies, and potentially violent situations.
- resolving conflicts with friends in a reasonable manner.

 Visit [www.harcourtschool.com/health](http://www.harcourtschool.com/health) for links to parent resources.

## How You Can Help

Parental involvement in the school environment is part of a coordinated school health plan that includes the home, school, community, and social services. You can support your school through increased communication and by volunteering your time or talents. At home you can support your child's learning by

- reviewing the safety rules for riding in a car.
- discussing how violence might start and ways to prevent it.
- role-playing how your child would resolve a conflict with his or her friends.

## A Family Activity

Outside the home there are many things that are hazardous and can cause injuries. Help your child list the things he or she can do to stay safe outside. Encourage your child to come up with additional outside activities that require safety measures.

### Road Safety

Activity	Things to Do to Stay Safe
Walking	
Skating	
Skateboarding	
Riding a bike	
Riding in a car or bus	

# La escuela y la casa

**Nota para los familiares**

## Lo que estamos aprendiendo acerca de la Salud

En el Capítulo 5 de *Harcourt Health and Fitness* estamos aprendiendo acerca de:

- Las reglas de seguridad en la escuela, el autobús y el carro.
- La importancia de usar la protección adecuada al patinar y montar en bicicleta, monopatín o patineta.
- Cómo mantenerse seguro en presencia de extraños y bravucones, así como en circunstancias potencialmente violentas.
- Cómo resolver adecuadamente los conflictos entre amigos.



Visite [www.harcourtschool.com/health](http://www.harcourtschool.com/health) para encontrar enlaces con recursos en inglés para los padres.

## Cómo puede usted ayudar

La participación familiar en las actividades escolares forma parte de un plan de salud organizado que incluye la casa, la escuela, la comunidad y los servicios sociales. Usted puede apoyar a la escuela manteniendo una buena comunicación y ofreciendo su tiempo y sus talentos como voluntario. En casa, usted puede apoyar el aprendizaje de su hijo(a) haciendo lo siguiente:

- Repasen las reglas de seguridad en el carro.
- Hablen sobre las actividades que pueden desencadenar actos de violencia y las maneras de evitarlas.
- Improvisen situaciones en las que su hijo(a) tenga que resolver un conflicto con un amigo.

## Actividad familiar

Al realizar cualquier actividad fuera de la casa, hay que obedecer ciertas reglas para prevenir accidentes. Ayude a su hijo(a) a escribir las cosas que puede hacer para evitar lesionarse cada vez que participe en una de las actividades mencionadas en la tabla, y pídale que agregue otras actividades a la lista.

### Mi seguridad fuera de la casa

Actividad	Lo que debo hacer para evitar lesiones
Caminar	
Patinar	
Andar en monopatín	
Montar en bicicleta	
Montar en carro o en autobús	

# School-Home Connection

A Note to Family Members

## What We Are Learning About Health

In Chapter 6 of *Harcourt Health and Fitness*, we are learning about

- safety rules for dealing with fire and poisons in the home.
- safety around electricity and in the kitchen, using simple first aid to treat minor medical needs.
- communicating the correct information during an emergency.
- obeying laws, rules, and signs on the street, at school, and around water.



Visit [www.harcourtschool.com/health](http://www.harcourtschool.com/health) for links to parent resources.

## How You Can Help

Parental involvement in the school environment is part of a coordinated school health plan that includes the home, school, community, and social services. You can support your school through increased communication and by volunteering your time or talents. At home you can support your child's learning by

- reviewing fire safety rules for your home.
- making clear what your child may and may not do in the kitchen.
- discussing why there are safety laws and rules in your neighborhood.

## A Family Activity

Home hazards are major causes of injury. Work with your child to survey your home for hazards. Help your child record any you find. Talk about the hazards that can be easily remedied, such as toys on stairs or dangerous items within the reach of small children.

### Hazards in Your Home

Fire and Electrical Hazards	Poison Hazards	Other Hazards

# La escuela y la casa

**Nota para los familiares**

## Lo que estamos aprendiendo acerca de la Salud

En el Capítulo 6 de *Harcourt Health and Fitness* estamos aprendiendo acerca de:

- Las reglas de seguridad para evitar incendios e intoxicaciones en el hogar.
- La seguridad en la cocina y con el uso de electrodomésticos, y los primeros auxilios para el tratamiento de lesiones menores.
- La importancia de la buena comunicación durante una emergencia.
- La importancia de obedecer las leyes, los reglamentos y las señales de tránsito en la calle, la escuela y lugares cerca del agua.

## Cómo puede usted ayudar

La participación familiar en las actividades escolares forma parte de un plan de salud organizado que incluye la casa, la escuela, la comunidad y los servicios sociales. Usted puede apoyar a la escuela manteniendo una buena comunicación y ofreciendo su tiempo y sus talentos como voluntario. En casa, usted puede apoyar el aprendizaje de su hijo(a) haciendo lo siguiente:

- Repasen las reglas de seguridad en el hogar.
- Recuérdele lo que puede y no puede hacer en la cocina.
- Hablen sobre las reglas de seguridad y las leyes que existen en su barrio.



Visite [www.harcourtschool.com/health](http://www.harcourtschool.com/health) para encontrar enlaces con recursos en inglés para los padres.

## Actividad familiar

Ayude a su hijo(a) a buscar las cosas que pueden resultar peligrosas y causar accidentes en su casa, y pídale que las escriba en la tabla de abajo. Algunas de estas cosas son fácilmente identificables, como juguetes pequeños y escaleras donde hay niños pequeños. Hablen de los cambios que pueden hacer para evitar que alguien se lesione.

### Peligros en la casa

Cosas que podrían causar incendios	Cosas que podrían causar envenenamiento	Otros peligros

# School-Home Connection

A Note to Family Members

## What We Are Learning About Health

In Chapter 7 of *Harcourt Health and Fitness*, we are learning about

- the symptoms of common illnesses and ways to prevent the spread of pathogens that might cause illnesses.
- positive health behaviors that reduce the risk of disease.
- how stress can hinder the body's ability to defend against disease and ways to manage that stress.
- being a caring friend, helping out in times of need.



Visit [www.harcourtschool.com/health](http://www.harcourtschool.com/health) for links to parent resources.

## How You Can Help

Parental involvement in the school environment is part of a coordinated school health plan that includes the home, school, community, and social services. You can support your school through increased communication and by volunteering your time or talents. At home you can support your child's learning by

- discussing what was done when a family member was ill.
- discussing ways to deal with stress.
- praising your child when he or she helps someone who is in need.

## A Family Activity

Good health is affected by many factors, including exercise, rest, and a healthful diet. Have your child ask family members to identify one strategy the family member pursues or would like to pursue to stay healthy. Discuss the survey with your child. Ask your child how he or she might help a family member make a commitment to staying healthy.

### Family Wellness Survey

Family Member	Wellness Strategy

# La escuela y la casa

**Nota para los familiares**

## Lo que estamos aprendiendo acerca de la Salud

En el Capítulo 7 de *Harcourt Health and Fitness* estamos aprendiendo acerca de:

- Los síntomas de las enfermedades comunes y algunas maneras de prevenir la propagación de agentes patógenos que pueden causar enfermedades.
- Algunos comportamientos de salud positivos que reducen el riesgo de enfermedades.
- Cómo el estrés dificulta la habilidad del cuerpo para defenderse de enfermedades y algunas maneras de manejar este estrés.
- Cómo ser un buen amigo al ayudar a las personas cuando lo necesitan.

## Cómo puede usted ayudar

La participación familiar en las actividades escolares forma parte de un plan de salud organizado que incluye la casa, la escuela, la comunidad y los servicios sociales. Usted puede apoyar a la escuela manteniendo una buena comunicación y ofreciendo su tiempo y sus talentos como voluntario. En casa, usted puede apoyar el aprendizaje de su hijo(a) haciendo lo siguiente:

- Hablen acerca de las medidas que se tomaron cuando un familiar estuvo enfermo.
- Comenten sobre algunas maneras de manejar el estrés.
- Elógielo cuando ayuda a una persona que lo necesita.



Visite [www.harcourtschool.com/health](http://www.harcourtschool.com/health) para encontrar enlaces con recursos en inglés para los padres.

## Actividad familiar

Para lograr tener una buena salud, hay muchos factores que influyen como el ejercicio, el descanso y una dieta alimenticia balanceada. Pida a su hijo(a) que haga una encuesta entre los familiares para identificar una estrategia que practiquen o que quieran establecer para mantenerse saludables. Comenten los resultados de la encuesta. Pregúntele cómo ayudaría a un familiar que se quiere comprometer a practicar buenos hábitos para mantenerse saludable.

### Bienestar familiar

Nombre del familiar	Estrategia

# School-Home Connection

A Note to Family Members

## What We Are Learning About Health

In Chapter 8 of *Harcourt Health and Fitness*, we are learning about

- how drugs may be helpful or harmful.
- prescription and over-the-counter drugs and how they help people who are ill.
- illegal drugs and how they are harmful to those who take them.
- refusing to be put into dangerous situations.

 Visit [www.harcourtschool.com/health](http://www.harcourtschool.com/health) for links to parent resources.

## How You Can Help

Parental involvement in the school environment is part of a coordinated school health plan that includes the home, school, community, and social services. You can support your school through increased communication and by volunteering your time or talents. At home you can support your child's learning by

- discussing the kinds of prescription or over-the-counter medicines you have taken in the past.
- practicing ways to refuse illegal drugs.
- praising your child when he or she refuses to be put into dangerous situations by peers.

## A Family Activity

Locate two prescription medicines and two over-the-counter medicines. Show these medicines to your child and then work with your child to complete the following table. In the first column, write the name of the medicine. In the second column, write whether the medicine is prescription or over-the-counter. When the table is completed, discuss with your child how he or she can tell the difference between over-the-counter medicines and prescription medicines.

Medicines in Your Home

Name of Medicine	Prescription or Over-the-Counter



# La escuela y la casa

**Nota para los familiares**

## Lo que estamos aprendiendo acerca de la Salud

En el Capítulo 8 de *Harcourt Health and Fitness* estamos aprendiendo acerca de:

- Cómo los medicamentos pueden ser eficaces o perjudiciales para la salud.
- Los medicamentos que requieren receta médica y los que no requieren receta médica y cómo ayudan a las personas que están enfermas.
- Las drogas ilegales y los daños que causan a las personas que las toman.
- Cómo negarse a participar en actividades que lleven a situaciones peligrosas.

## Cómo puede usted ayudar

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- Hablen acerca de todos los medicamentos que hayan tomado en el pasado.
- Pongan en práctica diversas maneras de rechazar drogas ilegales.
- Elógielo cuando se niega a participar con sus amigos en actividades que lo lleven a situaciones peligrosas.



Visite [www.harcourtschool.com/health](http://www.harcourtschool.com/health) para encontrar enlaces con recursos en inglés para los padres.

## Actividad familiar

Consiga dos medicamentos que requieran receta médica y dos que no requieran receta médica. Muéstreselos a su hijo(a) y luego ayúdelo a completar la siguiente tabla. En la primera columna, escriba el nombre del medicamento. En la segunda columna, escriba si para conseguirlo se requiere una receta médica o no. Cuando terminen la tabla, comenten acerca de las diferencias entre ambas clases de medicamentos.

**Los medicamentos en el hogar**

Nombre del medicamento	Con receta médica/ Sin receta médica

# School-Home Connection

A Note to Family Members

## What We Are Learning About Health

In Chapter 9 of *Harcourt Health and Fitness*, we are learning about

- the different forms of tobacco and their adverse health effects.
- the immediate and long-term effects alcohol has on people.
- refusing peer pressure to use alcohol or tobacco.
- being trustworthy and following family rules.



Visit [www.harcourtschool.com/health](http://www.harcourtschool.com/health) for links to parent resources.

## How You Can Help

Parental involvement in the school environment is part of a coordinated school health plan that includes the home, school, community, and social services. You can support your school through increased communication and by volunteering your time or talents. At home you can support your child's learning by

- examining the use of alcohol and tobacco in your community.
- role-playing ways to refuse alcohol and tobacco.
- praising your child for following rules when you are not around.

## A Family Activity

Each day people are exposed to advertisements promoting alcohol. These advertisements appear in newspapers and magazines and on billboards and television. Have your child find an example of one of these advertisements. Discuss the advertisement with your child. What message is the advertiser trying to convey about the product? What does your child know about the product that might discredit this claim? Help your child record the results of your discussion in a table like the one below.

Alcohol Advertisement
Product name:
What the advertiser claims about the product:
What I know is true about the product:

# La escuela y la casa

**Nota para los familiares**

## Lo que estamos aprendiendo acerca de la Salud

En el Capítulo 9 de *Harcourt Health and Fitness* estamos aprendiendo acerca de:

- Las diferentes formas de tabaco y sus efectos nocivos en la salud.
- Los efectos nocivos del alcohol a largo y corto plazo en la salud de las personas.
- Cómo resistir la influencia negativa que pueden ejercer algunos compañeros para usar alcohol o tabaco.
- Cómo ser una persona digna de confianza y seguir las reglas del hogar.



Visite [www.harcourtschool.com/health](http://www.harcourtschool.com/health) para encontrar enlaces con recursos en inglés para los padres.

## Cómo puede usted ayudar

La participación familiar en las actividades escolares forma parte de un plan de salud organizado que incluye la casa, la escuela, la comunidad y los servicios sociales. Usted puede apoyar a la escuela manteniendo una buena comunicación y ofreciendo su tiempo y sus talentos como voluntario. En casa, usted puede apoyar el aprendizaje de su hijo(a) haciendo lo siguiente:

- Revisen las reglas acerca del uso del alcohol y tabaco de su comunidad.
- Improvisen algunas maneras en las que su hijo(a) actúe rechazando el alcohol y el tabaco.
- Elógielo cuando sigue las reglas del hogar, sin necesidad de que lo estén vigilando.

## Actividad familiar

Cada día las personas están expuestas a los avisos publicitarios que promueven el uso del alcohol. Estos avisos se presentan en televisión, vallas publicitarias, periódicos y revistas. Pida a su hijo(a) que busque un ejemplo de uno de estos avisos. Juntos, analicen el aviso. ¿Qué mensaje está tratando de transmitir el anunciante acerca del producto? ¿Qué sabe su hijo(a) acerca del producto que desacreditaría este aviso? Ayúdelo a anotar las respuestas en una tabla parecida a la de abajo.

<b>Aviso publicitario sobre el alcohol</b>
<b>Nombre del producto:</b>
<b>Lo que el anunciante dice acerca del producto:</b>
<b>Lo que sé que es cierto acerca del producto:</b>

# School-Home Connection

A Note to  
Family Members

## What We Are Learning About Health

In Chapter 10 of *Harcourt Health and Fitness*, we are learning about

- where feelings come from and how to express those feelings in appropriate ways.
- ways to build positive relationships with family and friends.
- managing stress in healthful ways, such as reading or listening to music.
- being a good friend by caring, respecting differences, and being a good listener.



Visit [www.harcourtschool.com/health](http://www.harcourtschool.com/health) for links to parent resources.

## How You Can Help

Parental involvement in the school environment is part of a coordinated school health plan that includes the home, school, community, and social services. You can support your school through increased communication and by volunteering your time or talents. At home you can support your child's learning by

- encouraging your child's positive friendships and relationships.
- coming up with ways to deal with stress in everyday situations.
- practicing listening skills, which are part of being a good friend.

## A Family Activity

With your child, make a collage of feelings. Begin by collecting old newspapers and magazines. Then ask your child to find pictures of people whose expressions or body language reflect particular feelings, such as happiness, sadness, anger, or love. Work with your child to cut out the pictures and mount them on a large sheet of paper or poster board. Under each picture, have your child label the feeling or emotion. Discuss how your child shows these and other emotions.

# La escuela y la casa

**Nota para  
los familiares**

## Lo que estamos aprendiendo acerca de la Salud

En el Capítulo 10 de *Harcourt Health and Fitness* estamos aprendiendo acerca de:

- Los sentimientos y cómo expresarlos apropiadamente.
- Algunas maneras de establecer relaciones positivas con la familia y amigos.
- Algunas maneras saludables para manejar el estrés como leyendo o escuchando música.
- Cómo ser un buen amigo al pensar en los demás, respetar las diferencias entre las personas y escuchar con atención.



Visite [www.harcourtschool.com/health](http://www.harcourtschool.com/health) para encontrar enlaces con recursos en inglés para los padres.

## Cómo puede usted ayudar

La participación familiar en las actividades escolares forma parte de un plan de salud organizado que incluye la casa, la escuela, la comunidad y los servicios sociales. Usted puede apoyar a la escuela manteniendo una buena comunicación y ofreciendo su tiempo y sus talentos como voluntario. En casa, usted puede apoyar el aprendizaje de su hijo(a) haciendo lo siguiente:

- Elogie las buenas amistades y relaciones de su hijo(a).
- Preséntele algunas ideas de cómo manejar el estrés de las situaciones que manejamos a diario.
- Practiquen cómo escuchar con atención a los demás para ser un buen amigo.

## Actividad familiar

Junto con su niño, hagan un collage de sentimientos. Recopilen periódicos viejos y revistas. Luego, pídale que busque fotografías de personas que reflejen un sentimiento en particular como felicidad, tristeza, ira o amor. Corten y peguen las fotografías en una cartulina o en una hoja de papel grande. Debajo de cada fotografía, pídale que escriba el sentimiento o emoción que muestra la foto. Hablen acerca de cómo su hijo(a) expresa éstas y otras emociones.

# School-Home Connection

A Note to  
Family Members

## What We Are Learning About Health

In Chapter 11 of *Harcourt Health and Fitness*, we are learning about

- understanding families, ways they communicate, and things that are important to them.
- ways families can change and dealing with that change appropriately.
- resolving family conflicts by listening to and understanding what others want.
- being fair and doing a fair share to avoid taking advantage of other family members.



Visit [www.harcourtschool.com/health](http://www.harcourtschool.com/health) for links to parent resources.

## How You Can Help

Parental involvement in the school environment is part of a coordinated school health plan that includes the home, school, community, and social services. You can support your school through increased communication and by volunteering your time or talents. At home you can support your child's learning by

- examining some of your family values and rituals.
- discussing any changes your family has gone through and how they made your child feel.
- making a list of chores for each family member.

## A Family Activity

Help your child identify at least three different types of families that exist in your neighborhood or community. Enter your findings in the following table. In the first column, identify the type of family, such as single-female-parent. In the second column, list the members of the family, such as a mother and son. Discuss the table with your child. How are the families alike? How are they different?

Types of Families in Your Community

Type of Family	Family Members

# La escuela y la casa

**Nota para los familiares**

## Lo que estamos aprendiendo acerca de la Salud

En el Capítulo 11 de *Harcourt Health and Fitness* estamos aprendiendo acerca de:

- Cómo entender a las familias, las maneras como se comunican y las cosas que son importantes para ellas.
- Algunas maneras como las familias cambian y cómo adaptarse a ese cambio.
- Cómo resolver las diferencias de opinión al saber escuchar y entender lo que otros quieren.
- Cómo ser justos y no aprovecharnos de otros familiares.

## Cómo puede usted ayudar

La participación familiar en las actividades escolares forma parte de un plan de salud organizado que incluye la casa, la escuela, la comunidad y los servicios sociales. Usted puede apoyar a la escuela manteniendo una buena comunicación y ofreciendo su tiempo y sus talentos como voluntario. En casa, usted puede apoyar el aprendizaje de su hijo(a) haciendo lo siguiente:

- Revisen algunos de los valores y normas de la familia.
- Comenten acerca de los cambios que han tenido en la familia y cómo éstos afectaron a su hijo(a).
- Hagan una lista de las tareas del hogar que cada familiar debe hacer.



Visite [www.harcourtschool.com/health](http://www.harcourtschool.com/health) para encontrar enlaces con recursos en inglés para los padres.

## Actividad familiar

Ayude a su hijo(a) a identificar por lo menos tres tipos de familia diferentes que vivan en su vecindario o comunidad. Escriban los resultados en la siguiente tabla. En la primera columna, identifiquen el tipo de familia, como madre soltera. En la segunda columna, hagan una lista de los familiares, como madre e hijo. Analicen la tabla. ¿En qué se parecen las familias? ¿En qué se diferencian?

**Tipos de familia en su comunidad**

Tipo de familia	Familiares

# School-Home Connection

A Note to  
Family Members

## What We Are Learning About Health

In Chapter 12 of *Harcourt Health and Fitness*, we are learning about

- health-care services in the community and their roles in helping everyone.
- where pollution comes from and the effect it has on the community.
- setting goals to reduce pollution and trash.
- taking pride in one's school through various activities, such as having a good attitude or throwing trash away.



Visit [www.harcourtschool.com/health](http://www.harcourtschool.com/health) for links to parent resources.

## How You Can Help

Parental involvement in the school environment is part of a coordinated school health plan that includes the home, school, community, and social services. You can support your school through increased communication and by volunteering your time or talents. At home you can support your child's learning by

- reviewing different health-care services in your community.
- discussing sources of pollution in your own neighborhood or city.
- praising your child's efforts to help keep his or her school a clean and safe place.

## A Family Activity

Help your child survey three or four family members or friends who have used, visited, or worked at a community hospital to find out about some of the services it offers. If possible, have your child interview people who represent a range of age groups. Work with your child to summarize his or her findings in the following table. A sample has been provided to get you started.

My Local Hospital

Who	What
Aunt Marsha	Joined a support group for new mothers



# La escuela y la casa

**Nota para los familiares**

## Lo que estamos aprendiendo acerca de la Salud

En el Capítulo 12 de *Harcourt Health and Fitness* estamos aprendiendo acerca de:

- Los centros de salud de la comunidad y sus funciones para ayudar a las personas.
- La contaminación y los efectos que tiene en la comunidad.
- Cómo establecer algunas metas para reducir la contaminación y la basura.
- Cómo mostrar que estamos orgullosos de nuestra escuela al mantenerla limpia y tener una buena actitud.



Visite [www.harcourtschool.com/health](http://www.harcourtschool.com/health) para encontrar enlaces con recursos en inglés para los padres.

## Cómo puede usted ayudar

La participación familiar en las actividades escolares forma parte de un plan de salud organizado que incluye la casa, la escuela, la comunidad y los servicios sociales. Usted puede apoyar a la escuela manteniendo una buena comunicación y ofreciendo su tiempo y sus talentos como voluntario. En casa, usted puede apoyar el aprendizaje de su hijo(a) haciendo lo siguiente:

- Analicen los diferentes centros de salud de su comunidad.
- Hablen acerca de las fuentes de contaminación de su vecindario o ciudad.
- Elogie los esfuerzos de su hijo(a) por ayudar a que su escuela se mantenga siempre limpia y sea un lugar seguro.

## Actividad familiar

Ayude a su hijo(a) a entrevistar tres o cuatro familiares o amigos que hayan usado, visitado o trabajado en un hospital de la comunidad, con el fin de averiguar acerca de los servicios que ofrece. Si es posible, pídale que entreviste personas que representen a grupos de distintas edades. Ayúdele a resumir los resultados de la encuesta en la siguiente tabla, siguiendo el ejemplo.

**El hospital de la comunidad**

Quién	Qué
Mi tía Marsha	Participó en un grupo para ayudar a las mujeres que iban a ser madres por primera vez



## Reading Skill Graphic Organizer

# Identify Cause and Effect

Cause:



Effect:



## Reading Skill Graphic Organizer

# Compare and Contrast

Topic:

Alike

Different





## Reading Skill Graphic Organizer

# Draw Conclusions

What  
I Read

+

What  
I Know

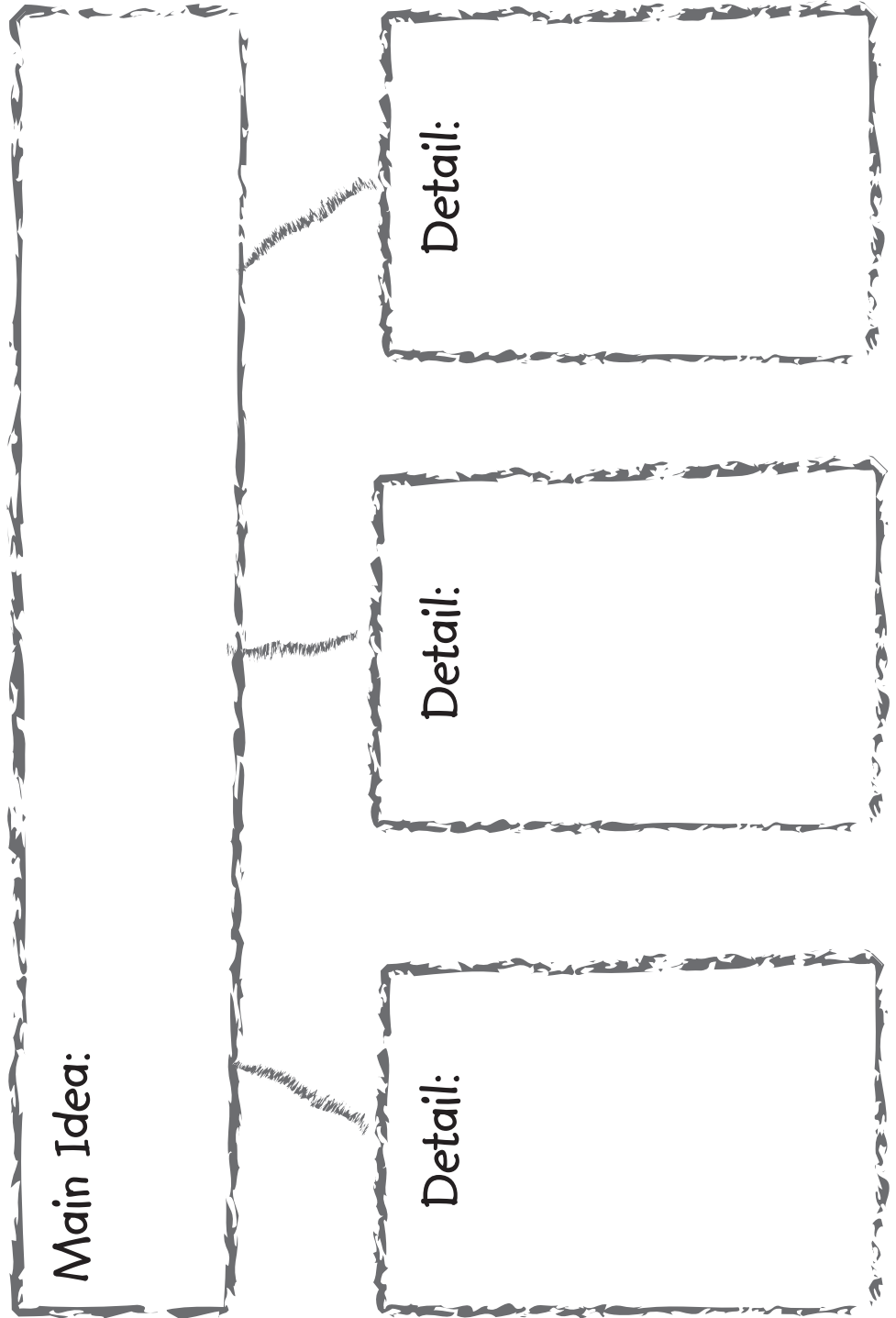
=

Conclusion:



## Reading Skill Graphic Organizer

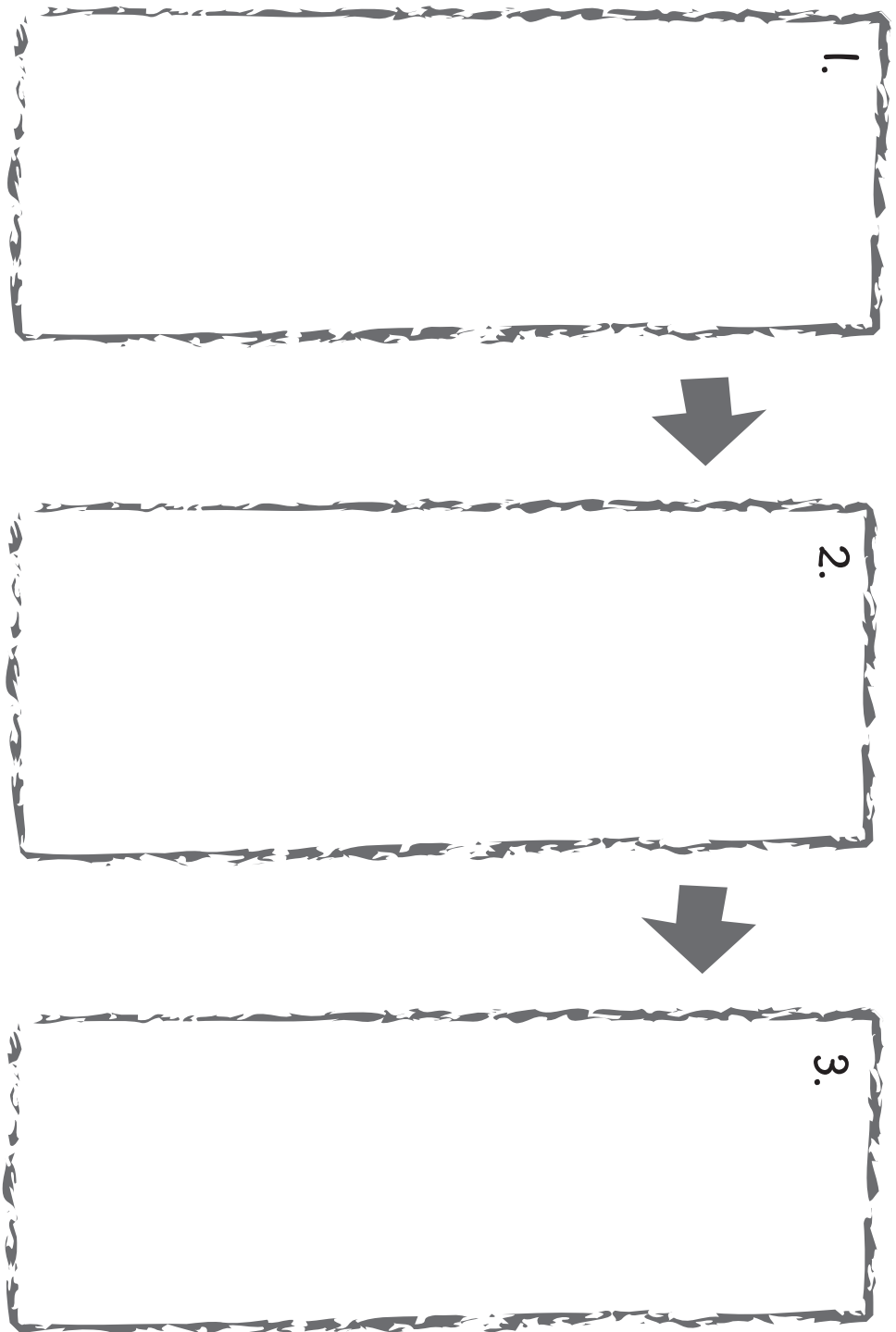
# Identify Main Idea and Details





## Reading Skill Graphic Organizer

# Sequence





## Reading Skill Graphic Organizer

# Summarize

Main Idea:

+

Details:

=

Summary:

# Preview Vocabulary

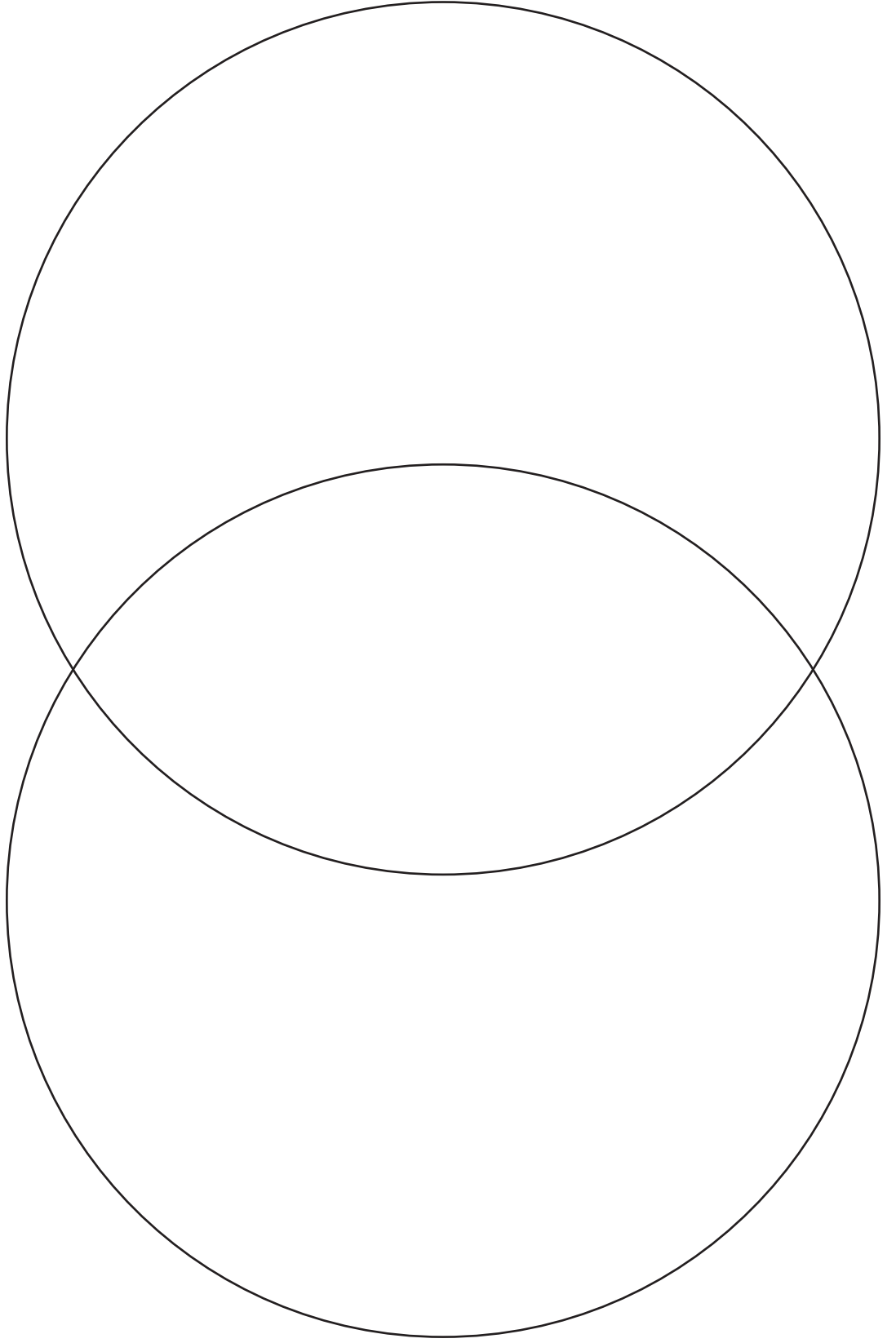
Words  
I Know

Words I've  
Seen or Heard

New  
Words



# Venn Diagram

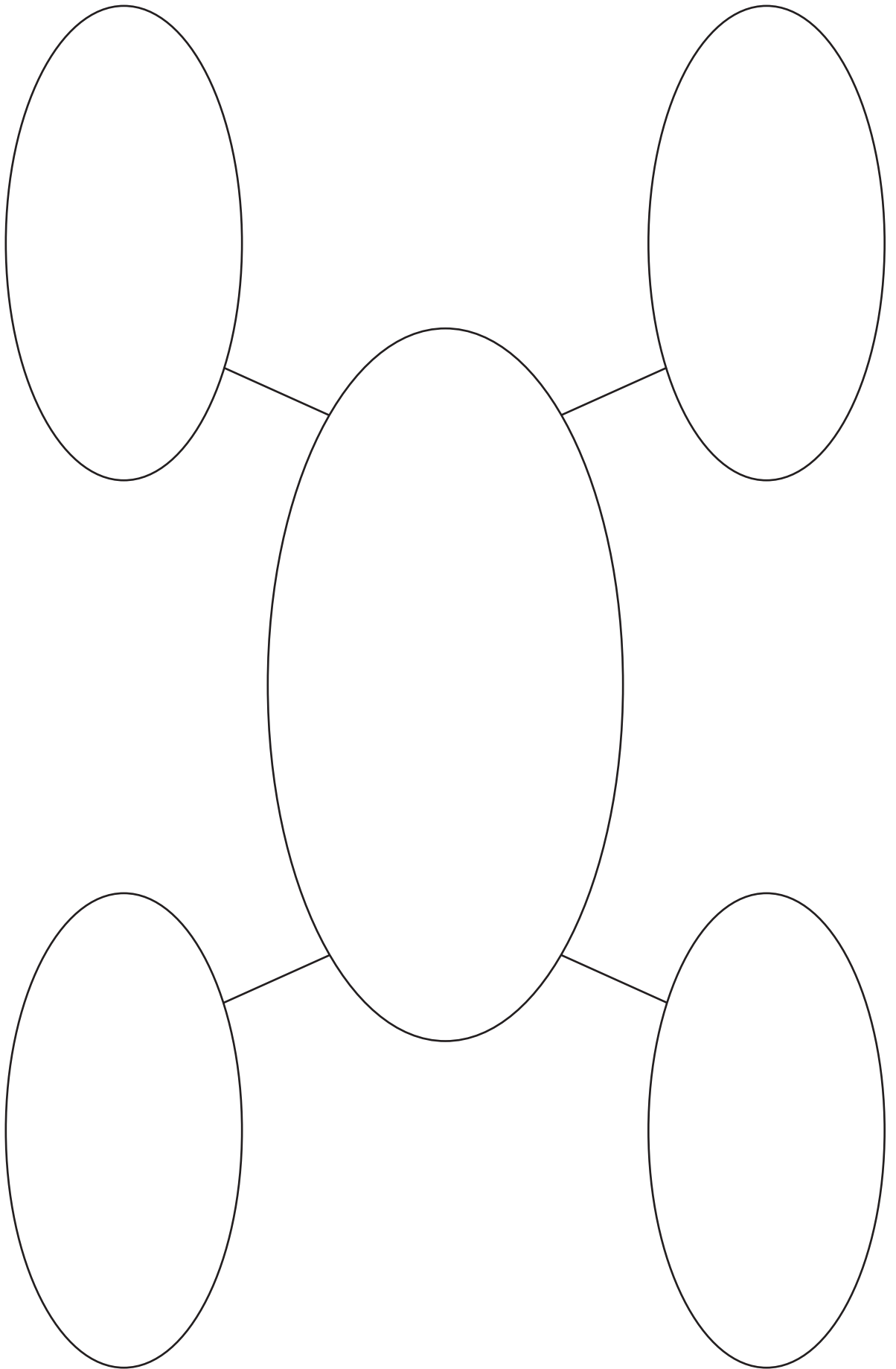


# K-W-L Chart

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<b>What I Know</b>	<b>What I Want to Know</b>	<b>What I Learned</b>

# Web



# Chart

# Knowledge Chart

Topic \_\_\_\_\_

Prior Knowledge	New Knowledge
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

# Project Plan

## What I Want to Find Out

1.

## How I Can Find Out

2.

## What I Need to Do

3.

Materials

## How I Can Share Information

4.

# Understanding Life Skills

**H**aving good health isn't just knowing the facts about what to eat or how to stay well. It's also thinking critically about those facts and knowing how to apply them to your daily life. Using life skills to apply your growing health knowledge can help you reach the goal of good health.

## Communicate

In order to communicate well, you need to explain your ideas, needs, or feelings in a way that others can understand. You also need to listen to and try to understand what others have to say.

### Steps for Communicating

1. Understand your audience.
2. Give a clear message.
3. Listen carefully, and answer any questions.
4. Gather feedback.

### Ways to Give a Clear Message

- Use "I" messages.
- Use a respectful tone of voice.
- Make eye contact.
- Express ideas in a clear, organized way.

## Make Responsible Decisions

When you make decisions, you think about a group of choices and decide on the wisest thing to do in order to avoid risky situations or health risks.

### Steps for Making Responsible Decisions

1. Find out about the choices you could make.
2. Eliminate choices that are illegal or against your family rules.
3. Ask yourself: What is the possible result of each choice?  
Does the choice show good character?
4. Decide on what seems to be the best choice.

# Understanding Life Skills

## Manage Stress

Everyone feels stress. Knowing how to manage your stress can help you get through tense or exciting situations.

### Steps for Managing Stress

1. Know what stress feels like and what causes it.
2. Try to determine the cause of the stress.
3. Do something that will help you relieve the feelings of stress.

### Ways to Relieve Stress

- Take a walk, exercise, or play a sport.
- Talk to someone you trust about the way you're feeling.
- Watch a funny movie or television show.

## Refuse

Knowing what to say *before* you are asked to do something you don't want to do can keep you moving toward good health.

### How to Refuse

- Say **no** firmly, and state your reasons for saying **no**.
- Remember a consequence, and keep saying **no**.
- Suggest something else to do.
- Repeat **no**, and walk away. Leave the door open for the other person to join you.

### Other Ways to Refuse

- Continue to repeat **no**.
- Change the subject.
- Avoid possible problem situations.
- Ignore the person. Give him or her the "cold shoulder."



# Understanding Life Skills

## Resolve Conflicts

You must choose and use strategies to communicate and compromise in order to find solutions to problems or to avoid violence.

### Steps for Resolving Conflicts

1. Use “I” messages to tell how you feel.
2. Listen to the other person. Consider the other person’s point of view.
3. Talk about a solution.
4. Find a way for both sides to win.

### Ways to Talk About a Solution

- Ask for a mediator.
- Walk away.
- Use humor.

## Set Goals

When you set goals, you must decide on a change you want to make and then take actions to make that change happen.

### Steps for Setting Goals

1. Choose a goal.
2. Plan steps to meet the goal. Determine whether you will need any help.
3. Check your progress as you work toward the goal.
4. Reflect on and evaluate your progress toward the goal.

# Building Good Character

Caring	Citizenship	Fairness	Respect	Responsibility	Trustworthiness
--------	-------------	----------	---------	----------------	-----------------

These are values we choose to help guide us in our daily living. The rules that come from these values are the ground rules of good behavior.

## Caring

*“It is one of the most beautiful compensations of life, that no man can sincerely try to help another without helping himself.”*

—Ralph Waldo Emerson

### DO

- Support and value family members.
- Be a good friend and share your feelings.
- Show concern for others.
- Thank people who help you.
- Help people in need.

### DON'T

- Don't be selfish.
- Don't expect rewards for being caring.
- Don't gossip.
- Don't hurt anyone's feelings.

How do YOU show CARING?

## Citizenship

*“We must learn to live together as brothers or perish together as fools.”*

—Martin Luther King, Jr.

### DO

- Take pride in your school, community, state, and country.
- Obey laws and rules and respect authority.
- Be a good neighbor.
- Help keep your school and neighborhood safe and clean.
- Cooperate with others.
- Protect the environment.

### DON'T

- Don't break rules and laws.
- Don't waste natural resources.
- Don't damage public property or the property of others.
- Don't litter or hurt the environment in other ways.

How do YOU show CITIZENSHIP?

# Building Good Character

Caring	Citizenship	Fairness	Respect	Responsibility	Trustworthiness
--------	-------------	----------	---------	----------------	-----------------

These are values we choose to help guide us in our daily living. The rules that come from these values are the ground rules of good behavior.

## Fairness

*“Justice cannot be for one side alone, but must be for both.”*

—Eleanor Roosevelt

### DO

- Play by the rules.
- Be a good sport.
- Share.
- Take turns.
- Listen to the opinions of others.

### DON'T

- Don't take more than your share.
- Don't be a bad loser or a bad winner.
- Don't take advantage of others.
- Don't blame others without cause.
- Don't cut in front of others in line.

How do YOU show FAIRNESS?

## Respect

*“I believe . . . that every human mind feels pleasure in doing good to another.”*

—Thomas Jefferson

### DO

- Treat others the way you want to be treated.
- Accept people who are different from you.
- Be polite and use good manners.
- Be considerate of the feelings of others.
- Stay calm when you are angry.
- Develop self-respect and self-confidence.

### DON'T

- Don't use bad language.
- Don't insult or embarrass anyone.
- Don't threaten or bully anyone.
- Don't hit or hurt anyone.

How do YOU show RESPECT?

# Building Good Character

Caring	Citizenship	Fairness	Respect	Responsibility	Trustworthiness
--------	-------------	----------	---------	----------------	-----------------

These are values we choose to help guide us in our daily living. The rules that come from these values are the ground rules of good behavior.

## Responsibility

*“Responsibility is the price of greatness.”*

—Winston Churchill

### DO

- Practice self-control.
- Express feelings, needs, and wants in appropriate ways.
- Practice good health habits.
- Keep yourself safe.
- Keep trying. Do your best.
- Complete tasks.
- Set goals and work toward them.
- Be a good role model.

### DON'T

- Don't smoke. Don't use alcohol or other drugs.
- Don't do things that are unsafe or destructive.
- Don't be swayed by negative peer pressure.
- Don't deny or make excuses for your mistakes.
- Don't leave your work for others to do.
- Don't lose or misuse your belongings.

How do YOU show RESPONSIBILITY?

## Trustworthiness

*“What you do speaks so loudly that I cannot hear what you say.”*

—Ralph Waldo Emerson

### DO

- Be honest. Tell the truth.
- Do the right thing.
- Report dangerous situations.
- Be dependable.
- Be loyal to your family, friends, and country.
- Take care of things you borrow, and return them promptly.

### DON'T

- Don't tell lies.
- Don't cheat.
- Don't steal.
- Don't break promises.
- Don't borrow without asking first.

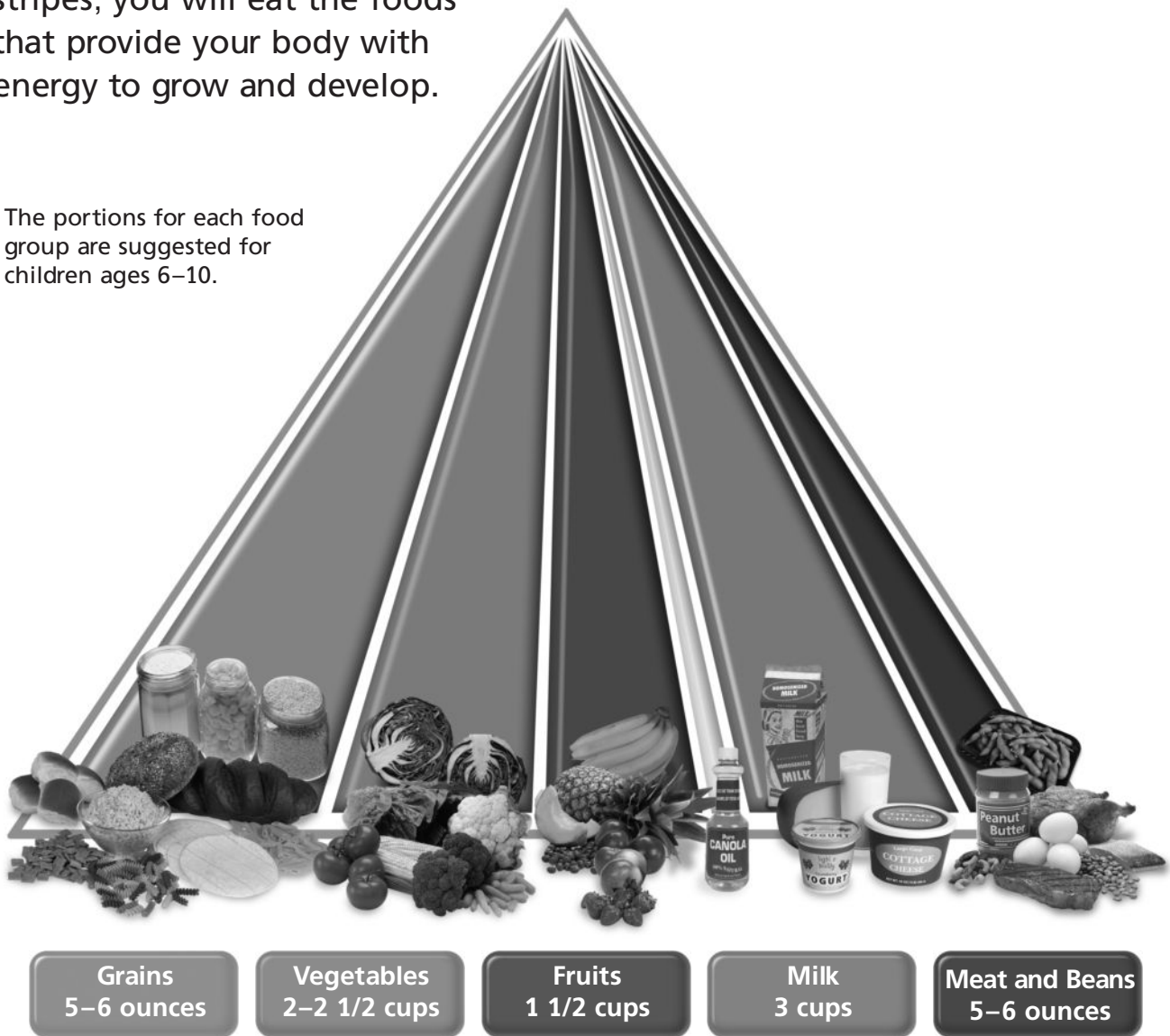
How do YOU show TRUSTWORTHINESS?

# Good Nutrition

## MyPyramid

No one food or food group supplies everything your body needs for good health. That's why it's important to eat foods from all the food groups. MyPyramid can help you choose healthful foods in the right amounts. By choosing more foods from the groups with wide stripes and fewer foods from the group with narrow stripes, you will eat the foods that provide your body with energy to grow and develop.

The portions for each food group are suggested for children ages 6–10.



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## Good Nutrition

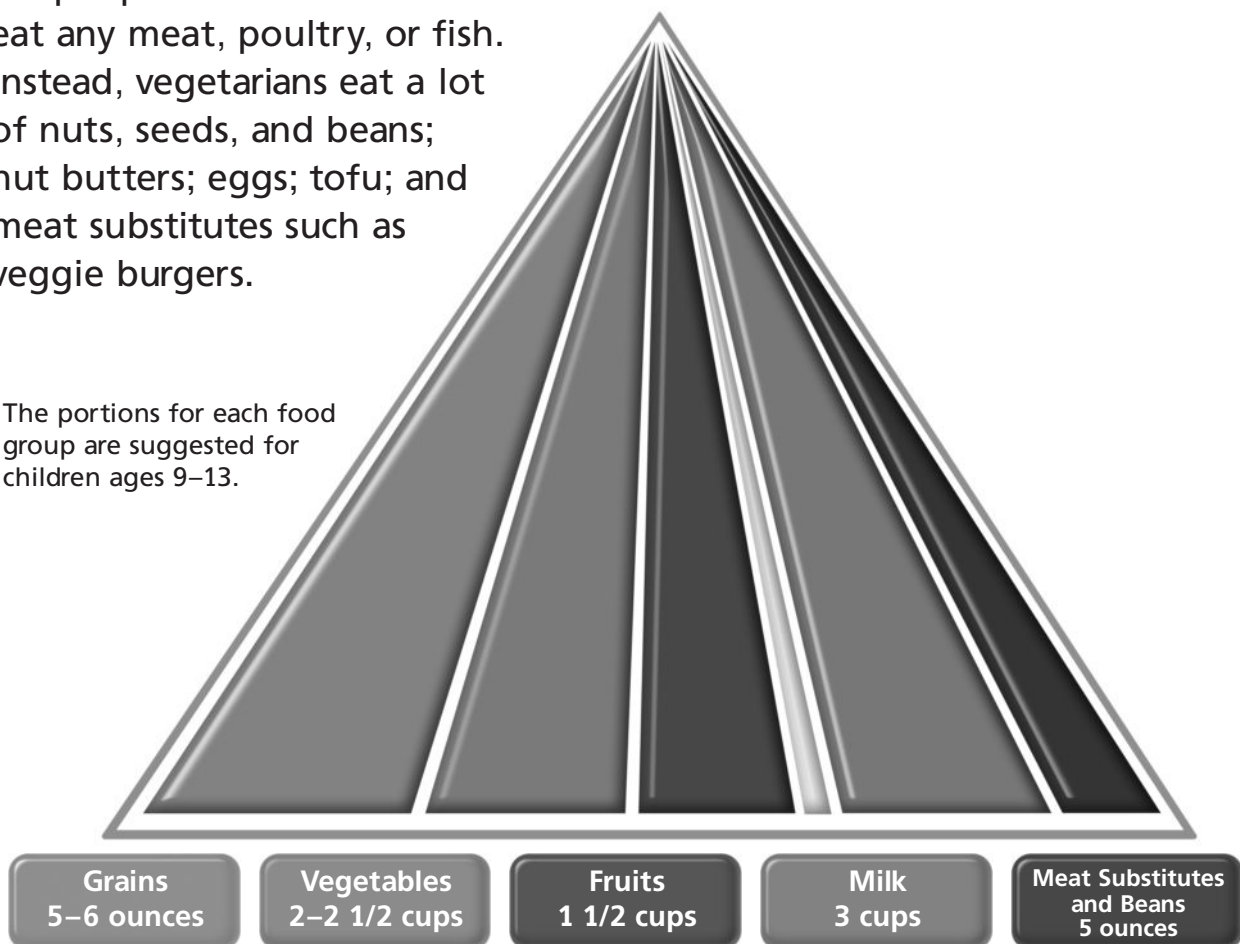
# More Food Guide Pyramids

**M**yPyramid from the U.S. Department of Agriculture (USDA) (page 83) shows common foods from the United States. Foods from different cultures and lifestyles also can make up a healthful diet. These other pyramids can help you add new foods to your diet. Use the portions guide on page 88 with all four pyramids.

Vegetarians (vej·uh·TAIR·ee·uhnz) are people who choose not to eat any meat, poultry, or fish. Instead, vegetarians eat a lot of nuts, seeds, and beans; nut butters; eggs; tofu; and meat substitutes such as veggie burgers.

The portions for each food group are suggested for children ages 9–13.

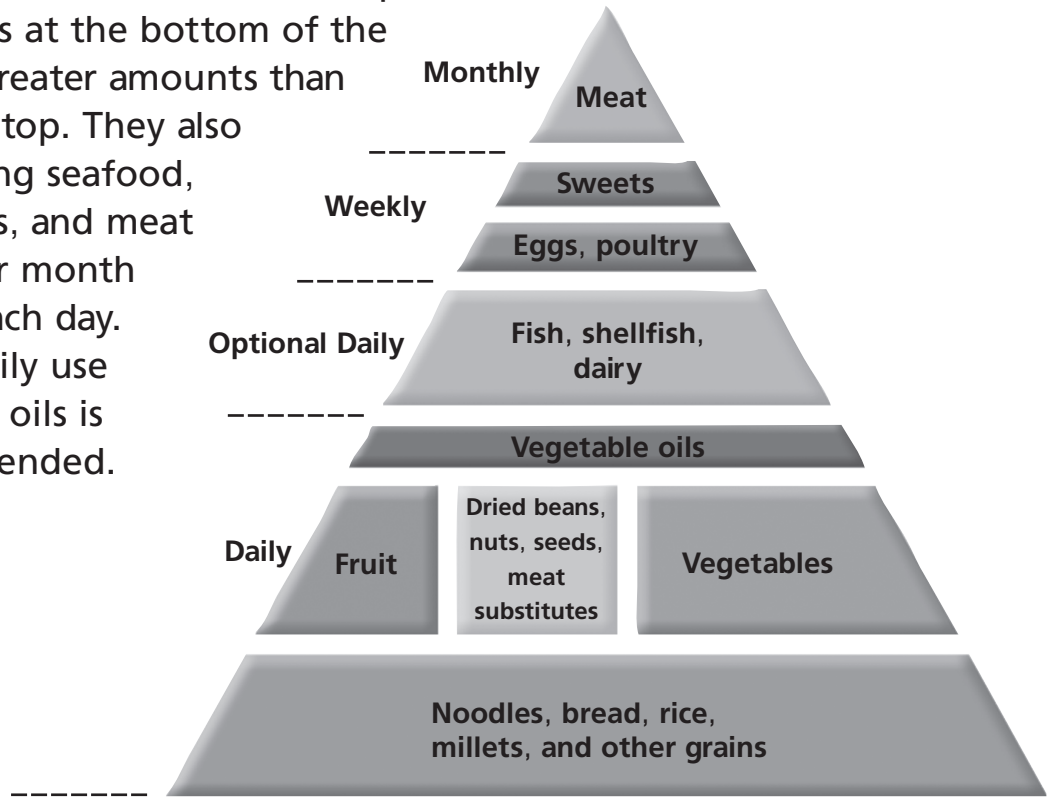
## Vegetarian



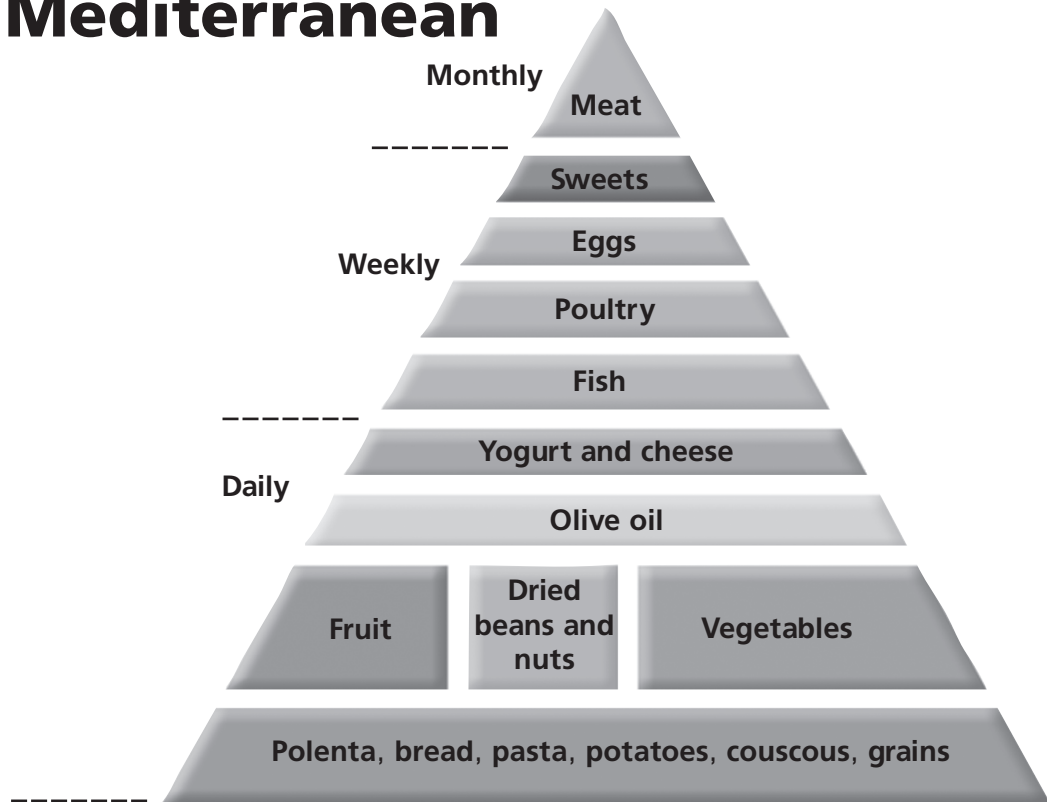
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**T**hese two pyramids organize foods differently from MyPyramid. You read these pyramids from the bottom up. Eat the foods at the bottom of the pyramid in greater amounts than those at the top. They also suggest eating seafood, poultry, eggs, and meat each week or month instead of each day. Moderate daily use of vegetable oils is also recommended.

## Asian



## Mediterranean



## Good Nutrition

# Dietary Guidelines for Americans

These guidelines come from the USDA. They promote good nutrition and healthful choices. If you follow these simple rules, you will feel better and be healthier your whole life.



## Aim for Fitness

- Aim for a healthful weight. Find out your healthful weight range from a health professional. If you need to, set goals to reach a better weight.
- Be physically active each day. (Use the Activity Pyramid on page 98 to help you plan each week's activities.)

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## Build a Healthful Base

- Use a food guide pyramid to guide your food choices.
- Each day, choose a variety of grains, such as wheat, oats, rice, and corn. Choose whole grains when you can.
- Each day, choose a variety of fruits and vegetables.
- Keep food safe to eat. (Follow the tips on pages 89–90 for safely preparing and storing food.)



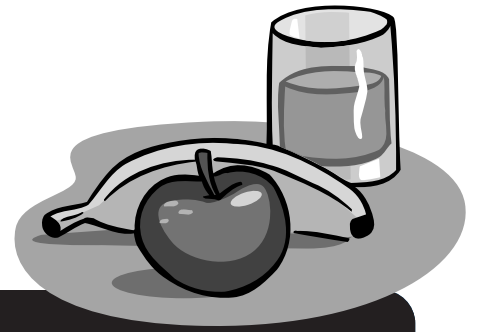
## Choose Sensibly

- Choose a diet that is moderate in total fat and low in saturated fat and cholesterol.
- Choose foods and drinks that are low in sugar. Lower the amount of sugar you eat.
- Choose foods that are low in salt. When you prepare foods, use very little salt.



# Estimating Portions

Choosing a variety of foods is only half the story. You also need to choose the right portions. The table below can help you estimate how much you are eating of your favorite foods.



## Estimating Serving Size

Food Group	Daily Portion	Easy Estimates
Grains	5–6 ounces	One ounce equals <ul style="list-style-type: none"> <li>• one slice of bread</li> <li>• an ice cream scoop of cooked rice, oats, or pasta</li> <li>• a fistful of cereal flakes</li> </ul>
Vegetables	2–2½ cups	One cup is about the size of <ul style="list-style-type: none"> <li>• a baseball</li> <li>• a fist</li> <li>• two ice cream scoops</li> </ul>
Fruits	1½ cups	A medium apple, pear, or orange equals about one cup.
Milk	3 cups	1½ ounces of cheese (about the size of three dominoes) provides about the same nutrients as one cup of milk.
Meat and Beans	5 ounces	One ounce of beans will fill an ice cream scoop. Three ounces of cooked meat, fish, or poultry is about the size of your palm or a computer mouse.

Oils should be eaten in small amounts—no more than 5 teaspoons per day. A teaspoon is about the size of a penny or a fingertip.

# Preparing Foods Safely

## Fight Bacteria

You probably already know to throw away food that smells bad or looks moldy. But food doesn't have to look or smell bad to make you ill. To keep your food safe and yourself from becoming ill, follow the steps outlined in the picture below. And remember—when in doubt, throw it out!



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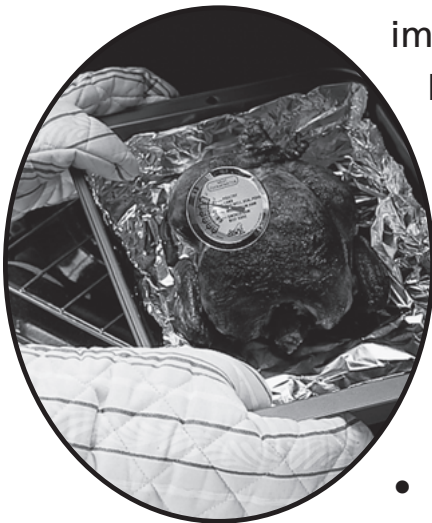
# Preparing Foods Safely

## Food Safety Tips

### Tips for Preparing Food



- Wash hands in warm, soapy water before preparing food. It's also a good idea to wash hands after preparing each dish.
- Defrost meat in a microwave or the refrigerator.
- Keep raw meat, poultry, fish, and their juices away from other food.
  - Wash cutting boards, knives, and countertops immediately after cutting up meat, poultry, or fish. Never use the same cutting board for meats and vegetables without washing the board first.



### Tips for Cooking Food

- Cook all food completely, especially meat. Complete cooking kills the bacteria that can make you ill.
- Red meats should be cooked to a temperature of 160°F. Poultry should be cooked to 180°F. When done, fish flakes easily with a fork.
- Never eat food that contains raw eggs or raw egg yolks, including uncooked cookie dough.

### Tips for Cleaning Up the Kitchen

- Wash all dishes, utensils, and countertops with hot, soapy water.
- Store leftovers in small containers that will cool quickly in the refrigerator. Don't leave leftovers on the counter to cool.



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# Being Physically Active

## Guidelines for a Good Workout

There are three things you should do every time you are going to exercise—warm up, work out, and cool down.

**Warm Up** When you warm up, your heartbeat rate, breathing rate, and body temperature increase and more blood flows to your muscles. As your body warms up, you can move more easily. People who warm up are less stiff after exercising, and are less likely to have exercise-related injuries. Your warm-up should include five minutes of stretching, and five minutes of low-level exercise. Some simple stretches are shown on pages 94–95.

**Work Out** The main part of your exercise routine should be an aerobic exercise that lasts twenty to thirty minutes. Aerobic exercises make your heart, lungs, and circulatory system stronger.

Some common aerobic exercises are shown on pages 92–93. You may want to mix up the types of activities you do. This helps you work different muscles and provides a better workout over time.

**Cool Down** When you finish your aerobic exercise, you need to give your body time to cool down. Start your cool-down with three to five minutes of low-level activity. End with stretching exercises to prevent soreness and stiffness.



## Being Physically Active

# Building a Strong Heart and Lungs

**A**erobic activities cause deep breathing and a fast heartbeat rate for at least twenty minutes. These activities help both your heart and your lungs. Because your heart is a muscle, it gets stronger with exercise. A strong heart doesn't have to work as hard to pump blood to the rest of your body. Exercise also allows your lungs to hold more air. With a strong heart and lungs, your cells get oxygen faster and your body works more efficiently.



▲ **Swimming** Swimming is great for your endurance and flexibility. Even if you're not a great swimmer, you can use a kickboard and have a great time and a great workout just kicking around the pool. Be sure to swim only when a lifeguard is present.

◀ **In-line Skating** Remember to always wear a helmet when skating. Always wear protective pads on your elbows and knees, and guards on your wrists, too. Learning how to skate, stop, and fall correctly will make you a safer skater.





▲ **Jumping Rope** Jumping rope is one of the best ways to increase your endurance. Remember to always jump on an even surface and always wear supportive shoes.

▼ **Walking** A fast-paced walk is a terrific way to build your endurance. The only equipment you need is supportive shoes. Walking with a friend can make this exercise a lot of fun.



▼ **Bicycling** Bicycling provides good aerobic activity and a great way to see the outdoors. Be sure to learn and follow bicycle safety rules. And *always* remember to wear your helmet!



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## Being Physically Active

# Warm-Up and Cool-Down Stretches

**B**efore you exercise, you should warm up your muscles. The warm-up exercises shown here should be held for at least fifteen to twenty seconds and repeated at least three times. At the end of your workout, spend about two minutes repeating some of these stretches.

► **Sit-and-Reach Stretch**

**HINT**—Remember to bend at the waist. Keep your eyes on your toes!



◀ **Hurdler's Stretch**

**HINT**—Keep the toes of your extended leg pointed up.



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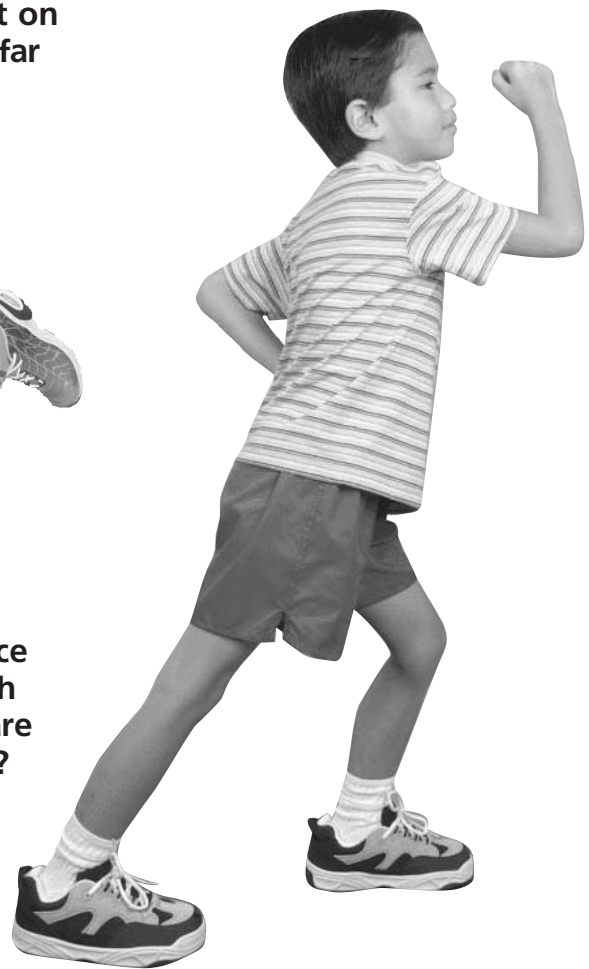
► **Upper-Back and Shoulder Stretch** **HINT**—Try to stretch your hand down so that it rests flat against your back.



▼ **Thigh Stretch** HINT—  
Keep both hands flat on  
the ground. Lean as far  
forward as you can.



► **Calf Stretch** HINT—Keep both  
feet on the floor during this  
stretch. Try changing the distance  
between your feet. Is the stretch  
better for you when your legs are  
closer together or farther apart?



▼ **Shoulder and Chest  
Stretch** HINT—Pulling  
your hands slowly  
toward the floor gives  
a better stretch. Keep  
your elbows straight,  
but not locked!



### Tips for Stretching

- Never bounce when stretching.
- Hold each stretch for fifteen to twenty seconds.
- Breathe normally. This helps your body get the oxygen it needs.
- Do NOT stretch until it hurts. Stretch only until you feel a slight pull.

## Being Physically Active

# The President's Challenge

The President's Challenge is a physical fitness program designed for students ages 6 to 17. It's made up of five activities that promote physical fitness. Each participant receives an emblem patch and a certificate signed by the President.

### The Five Awards



**Presidential Physical Fitness Award**—presented to students scoring in the top 15 percent in all events.



**Participant Physical Fitness Award**—presented to students who complete all items but score below the top 50 percent in one or more items.



**National Physical Fitness Award**—presented to students scoring in the top 50 percent in all events.



**Active Lifestyle Award**—recognizes students who participate in daily physical activity of any type for five days per week, 60 minutes a day, or 11,000 pedometer steps for six weeks.



**Health Fitness Award**—awarded to all other participants.

## The five activities

### 1. Curl-Ups or Sit-Ups measure abdominal muscle strength.

- Lie on the floor with your arms across your chest and your legs bent. Have a partner hold your feet.
- Lift your upper body off the ground, and then lower it until it just touches the floor.
- Repeat as many times as you can in one minute.



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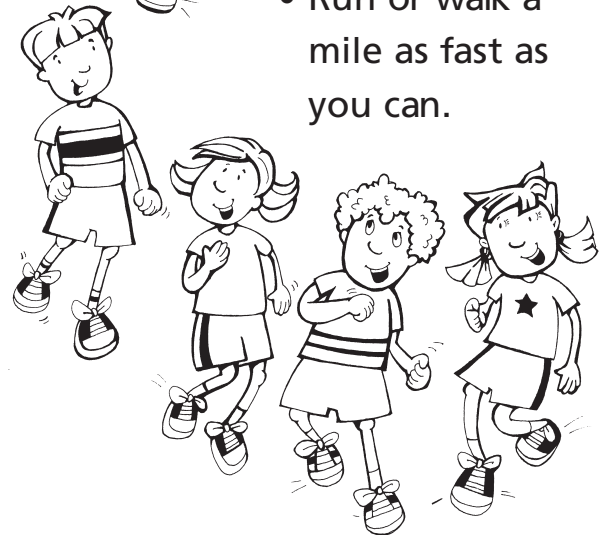
**2. Shuttle Run** measures leg strength and endurance.

- Run to the blocks and pick one up.
- Bring it back to the starting line.
- Repeat with the other block.



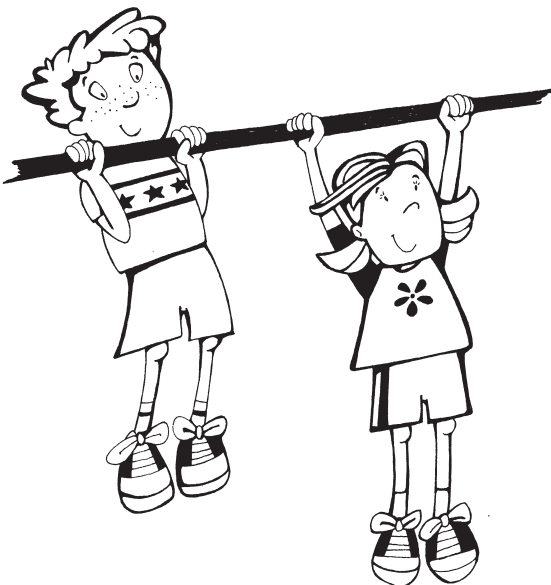
**3. One-Mile Run or Walk** measures leg muscle strength and heart and lung endurance.

- Run or walk a mile as fast as you can.



**4. Pull-Ups** measure the strength and endurance of arm and shoulder muscles.

- Hang by your hands from a bar.
- Pull your body up until your chin is over the bar. Lower your body again without touching the floor.
- Repeat as many times as you can.



**5. V-Sit Reach** measures the flexibility of your legs and back.

- Sit on the floor with your feet behind the line.
- Reach forward as far as you can.



## Being Physically Active

# Planning Your Weekly Activities

Being active every day is important for your overall health. Physical activity helps you manage stress, maintain a healthful weight, and strengthen your body systems. The Activity Pyramid, like MyPyramid, can help you make a variety of choices in the right amounts to keep your body strong and healthy.

### The Activity Pyramid

#### Sitting Still

Watching television,  
playing computer games  
Small Amounts of Time



#### Light Exercise

Playtime, yardwork,  
softball  
2-3 times a week



#### Strength and Flexibility Exercises

Weight training,  
dancing, pull-ups  
2-3 times a week



#### Aerobic Exercises

Biking, running,  
soccer, hiking  
30+ minutes, 2-3  
times a week



#### Regular Activities

Walking to school, taking  
the stairs, helping with  
housework  
Every day



## First Aid

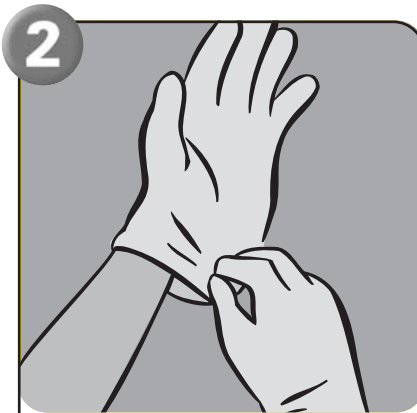
# For Bleeding— Universal Precautions

You can get some diseases from another person's blood. Avoid touching anyone's blood. To treat a wound, follow the steps below.

### If someone else is bleeding



1 Wash your hands with soap if possible.



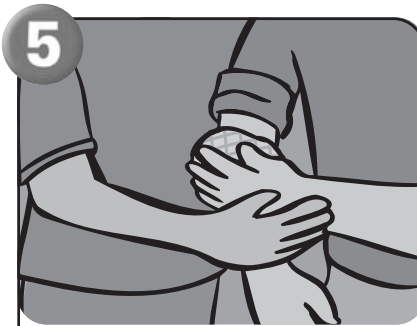
2 Put on protective gloves, if available.



3 Wash small wounds with water. Do not wash serious wounds.



4 Place a clean gauze pad or cloth over the wound. Press firmly for ten minutes. Don't lift the gauze during this time.



5 If you don't have gloves, have the injured person hold the gauze or cloth in place with his or her hand.



6 If after ten minutes the bleeding has stopped, bandage the wound. If the bleeding has not stopped, continue pressing on the wound and get help.

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**If you are bleeding, you do not need to avoid your own blood.**

# For Burns

- Minor burns are called first-degree burns and involve only the top layer of skin. The skin is red and dry, and the burn is painful.
- Second-degree burns cause deeper damage. The burns cause blisters, redness, swelling, and pain.
- Third-degree burns are the most serious because they damage all layers of the skin. The skin is usually white or charred black. The area may feel numb because the nerve endings have been destroyed.

## All burns need immediate first aid.

### Minor Burns

- Run cool water over the burn or soak it for at least five minutes.
- Cover the burn with a clean dry bandage.
- Do *not* put lotion or ointment on the burn.

### More Serious Burns

- Cover the burn with a cool, wet bandage or cloth.
- Do *not* break any blisters.
- Do *not* put lotion or ointment on the burn.
- Get help from an adult right away.

# For Nosebleeds

- Sit down, and tilt your head forward. Pinch your nostrils together for at least ten minutes.
- You can also put a cloth-covered cold pack on the bridge of your nose.
- If your nose continues to bleed, get help from an adult.



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# For Choking

## If someone else is choking



**1** Recognize the Universal Choking Sign—grasping the throat with both hands. This sign means a person is choking and needs help.

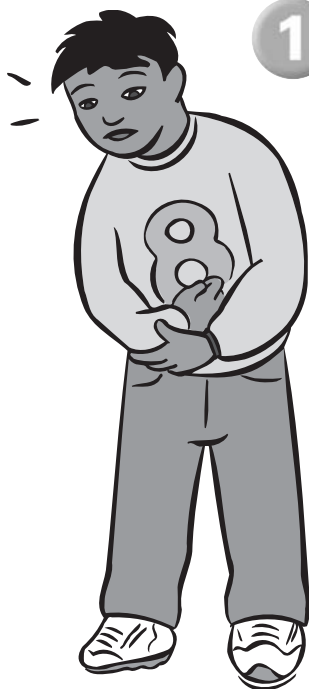


**2** Stand behind the choking person, and put your arms around his or her waist. Place your fist above the person's navel. Grab your fist with your other hand.



**3** Pull your hands toward yourself, and give five quick, hard, upward thrusts on the person's stomach.

## If you are choking when alone



**1** Make a fist, and place it above your navel. Grab your fist with your other hand. Pull your hands up with a quick, hard thrust.

**2** Or, keep your hands on your belly, lean your body over the back of a chair or over a counter, and shove your fist in and up.



# For Dental Emergencies

You should know what to do if you have a dental emergency.



## Broken Tooth

- Rinse your mouth with warm water. Wrap a cold pack with a cloth. Place it on the injured area. Save any parts of the broken tooth. Call your dentist immediately.

## Knocked-Out Permanent Tooth

- Find the tooth and clean it carefully. Handle it by the top (crown), not the root. Put it back into the socket if you can. Hold it in place by biting on clean cloth. If the tooth cannot be put back in, place it in a cup with milk or water. See a dentist immediately. Time is very important in saving the tooth.

## Bitten Tongue or Lip

- Apply pressure to the bleeding area with a cloth. Use a cold pack covered with a cloth to stop swelling. If the bleeding doesn't stop within 15 minutes, go to a hospital emergency room.

## Food/Objects Caught Between Teeth

- Use dental floss to gently take out the object. Never use anything sharp to take out an object that is stuck between your teeth. If it cannot be removed, call your dentist.



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# For Insect Bites and Stings

- Always tell an adult about bites and stings.
- Scrape out the stinger with your fingernail.
- Wash the area with soap and water.
- A covered ice cube or cold pack will usually take away the pain from insect bites. A paste made from baking soda and water also helps.
- If the bite or sting is more serious and is on an arm or leg, keep the leg or arm dangling down. Apply a cold, wet cloth. Get help immediately.
- If you find a tick on your skin, remove it. Protect your fingers with a tissue or cloth to prevent contact with infectious tick fluids. If you must use your bare hands, wash them right away.
- If the tick has already bitten you, ask an adult to remove it. Using tweezers, an adult should grab the tick as close to your skin as possible and pull the tick out in one steady motion. Do not use petroleum jelly because it may cause the tick to struggle releasing its infectious fluids. Wash the bite site.

# For Skin Rashes from Plants

**M**any poisonous plants have three leaves. Remember, “Leaves of three, let them be.” If you touch a poisonous plant, wash the area and your hands. If a rash develops, follow these tips.

- Apply calamine lotion or a baking soda and water paste. Try not to scratch. Tell an adult.
- If you get blisters, do not pop them. If they burst, keep the area clean and dry. If your rash does not go away in two weeks, or if the rash is on your face or in your eyes, see your doctor.



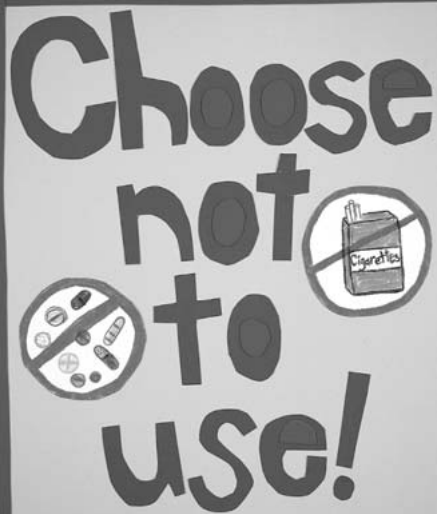
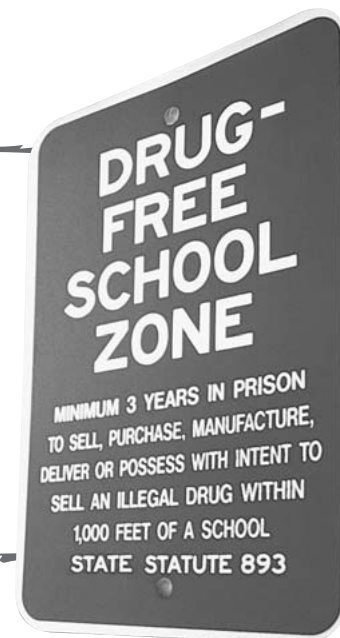
# Alcohol, Tobacco, and Other Drugs

## A Drug-Free School

Many schools make rules and sponsor activities to encourage people to say *no* to drugs. This makes the school a more healthful environment for everyone.

### School Rules

Many schools decide to be drug free. They often have strict penalties for anyone found with drugs. For example, a person found with drugs may be expelled or suspended from school.



### Positive Peer Pressure

Peer pressure can be bad or good. *Positive peer pressure* is people the same age encouraging each other to make healthful choices. For example, students may make posters or hold rallies to encourage others not to use drugs.

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# Alcohol, Tobacco, and Other Drugs

## What to Do When Others Use Drugs

You should make a personal commitment not to use alcohol, tobacco, or other drugs. But you may be around other students or adults who make unhealthy choices about drugs. Here is what you can do.

### Know the Signs

Someone who has a problem with drugs may be sad or angry all the time, skip school or work, or forget events often.

### Talk to a Trusted Adult

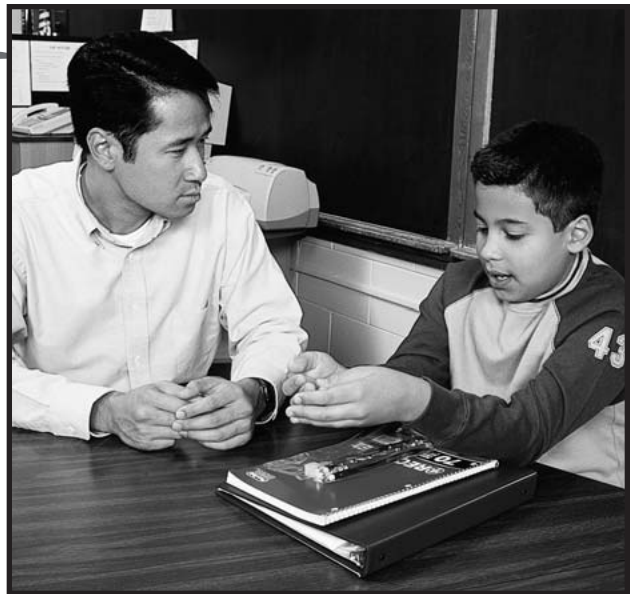
Do not keep someone's drug use a secret. Ask a trusted adult for help. You can also get support from adults to help you resist pressure to use drugs.

### Be Supportive

If a person decides to stop using drugs, help the person quit. Suggest healthful activities you can do together. Tell the person you are happy he or she has quit.

### Stay Healthy

Do not stay anywhere that drugs are being used. If you cannot leave, stay as far away from the drugs as possible.



### Where to Get Help

- Hospitals
- Alateen
- Alcoholics Anonymous
- Narcotics Anonymous
- Al-Anon
- Drug treatment centers

# Backpack Safety

Carrying a backpack that is too heavy can injure your back. Carrying one incorrectly also can hurt you.

## Safe Weight

A full backpack should weigh no more than 10 to 15 percent of your body weight. Less is better. To find 10 percent, divide your body weight by 10. Here are some examples:

Your Weight (pounds)	Maximum Backpack Weight (pounds)
60	6
65	$6\frac{1}{2}$
70	7



This is the right way to carry a backpack.



This is the wrong way to carry a backpack.

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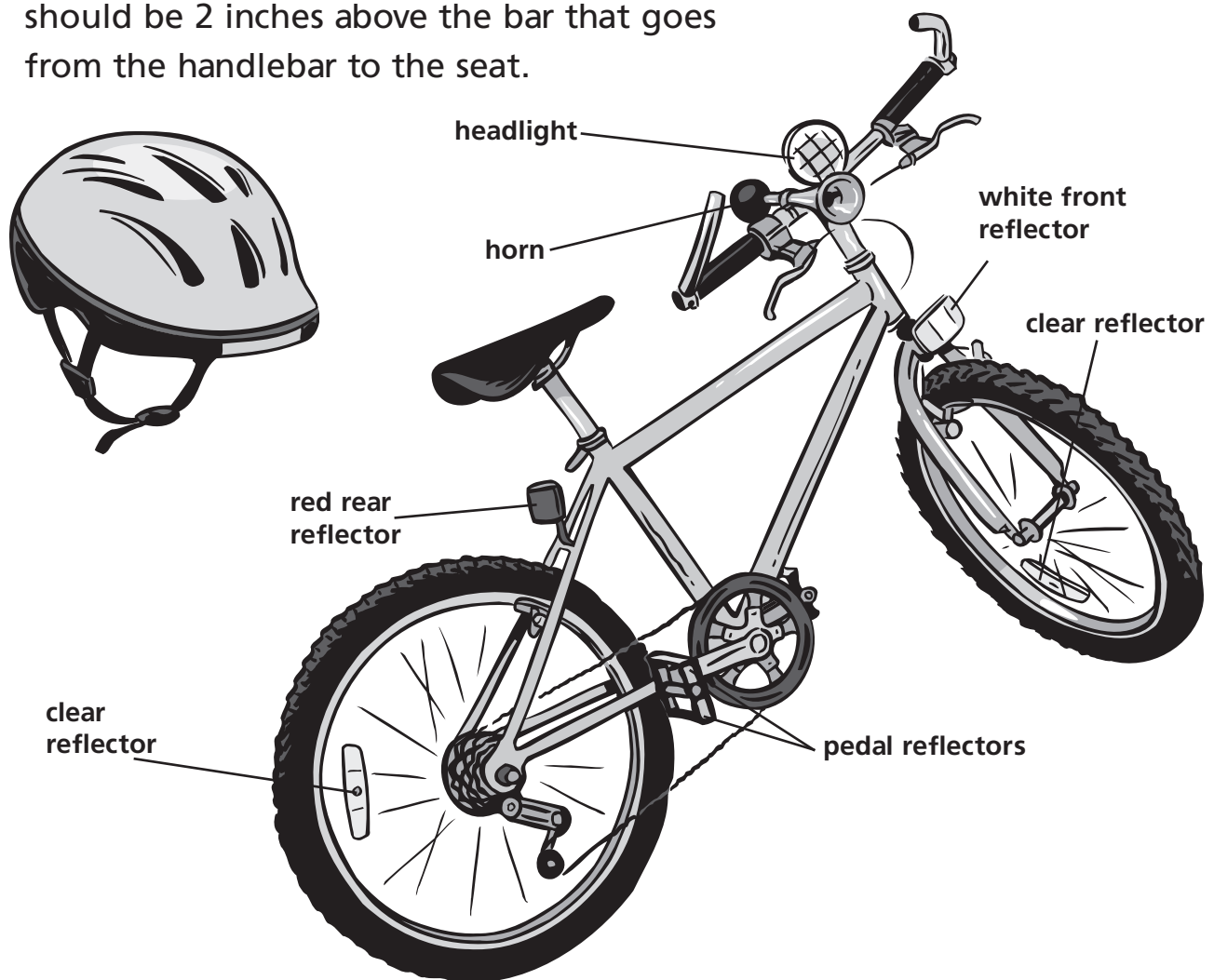
## Safe Use

- Use a pack with wide shoulder straps and a padded back.
- Lighten your load. Leave unnecessary items at home.
- Pack heavier items inside the pack so that they will be closest to your back.
- Always use both shoulder straps to carry the pack.
- Never wear a backpack while riding a bicycle. The weight makes it harder to stay balanced. Use the bicycle basket or saddlebags instead.

# Bike Safety Check

## A safe bike should be the right size for you.

- You should be able to rest your heel on the pedal when you sit on your bike with the pedal in the lowest position.
- When you are standing astride your bike with both feet flat on the ground, your body should be 2 inches above the bar that goes from the handlebar to the seat.



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**A bike should have all the safety equipment shown above. Does *your* bike pass the test?**

## Health and Safety

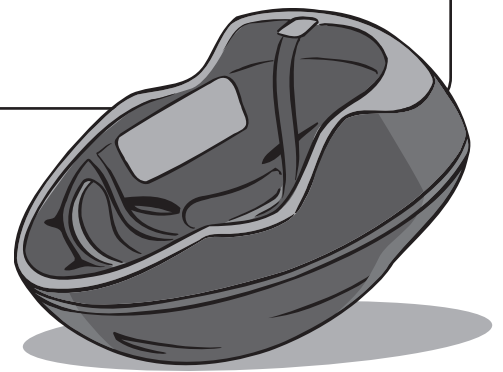
# Safety While Riding

**H**ere are some tips for safe bicycle riding.

- Always wear your bike helmet, even for short distances.
- Check your bike every time you ride it. Is it in safe working condition?
- Ride in single file in the same direction as traffic. Never weave in and out of parked cars.
- Before you enter a street, **STOP**. **Look** left, right, and then left again. **Listen** for any traffic. **Think** before you go.
- Walk your bike across an intersection. **Look** left, right, and then left again. Wait for traffic to pass.
- Obey all traffic signs and signals.
- Do not ride your bike at night without an adult. If you do ride at night, be sure to wear light-colored clothing, use reflectors, and front and rear lights.

## Your Bike Helmet

- About 500,000 children are involved in bike-related crashes every year. That's why it's important to always wear your bike helmet.
- Wear your helmet properly. It should lie flat on your head. The straps should be snug so it will stay in place if you fall.
- If you do fall and your helmet hits the ground, replace it—even if it doesn't look damaged. The inner foam lining may be crushed. It might not protect you if you fell again.



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# Health and Safety

## Storm Safety



- **In a Tornado** Take cover in a sheltered area away from doors and windows. An interior hallway or basement is best. Stay in the shelter until the danger has passed.
- **In a Hurricane** Prepare for high winds by securing objects outside or bringing them indoors. Cover windows and glass with plywood. Listen to weather bulletins for instructions. If asked to evacuate, proceed to emergency shelters.
- **In a Winter Storm or Blizzard** Stock up on food that does not have to be cooked. Dress in thin layers that help trap the body's heat. Pay special attention to the head and neck. If you are caught in a vehicle, turn on the dome light to make the vehicle visible to search crews.

## Earthquake Safety

**A**n earthquake is a strong shaking or sliding of the ground. The tips below can help you and your family stay safe in an earthquake.

### Before an Earthquake

- Attach tall, heavy furniture, such as bookcases, to the wall. Store the heaviest items on the lowest shelves.
- Check for fire risks. An adult should bolt down gas appliances, and use flexible hosing and connections for both gas and water lines.
- An adult should strengthen and anchor overhead light fixtures to help keep them from falling.

### During an Earthquake

- If you are outdoors, stay there and move away from buildings and utility wires.
- If you are indoors, take cover under a heavy desk or table, or in a doorway. Stay away from glass doors and windows and from heavy objects that might fall.
- If you are in a car, have the driver go to an open area away from buildings and overpasses.

### After an Earthquake

- Keep watching for falling objects as aftershocks shake the area.
- Check for hidden structural problems.
- Check for broken gas, electric, and water lines. If you smell gas, shut off the gas main. Leave the area. Report the leak.

## Health and Safety

# Summer and Backyard Safety

Use this list to check for hazards before playing in your backyard or your friends' backyards.

- **Poison** Many common plants are poisonous. Find out which plants in your area are poisonous. Use caution around yard chemicals, such as fertilizers, pesticides, pool chemicals, and pet products.



- **Fire** Be careful around barbecue grills, lighter fluid, and bonfires. Fires can get out of hand very quickly, and accidents can happen before anyone realizes what is happening.
- **Water** Always swim where lifeguards are on duty. Use a life jacket when boating. Wear boat shoes around wet and slippery decks.
- **Cutting Tools and Power Tools** Treat lawn mowers and all power tools with respect. Never leave them unattended where a child might turn them on.



- **Strangling Hazards** Use caution around fences, decks, and stairway railings. Clotheslines and rope can also be hazardous if someone gets caught in them.
- **Falling** Remember to use good sense and good manners around climbing bars, ladders, and tree houses. Pushing or shoving a person can cause cuts, broken bones, and knocked-out teeth.
- **Insects and Other Animals** Ticks, mosquitoes, bees, or other flying insects can cause diseases or bites that can be fatal. Strange dogs wandering into your backyard should be considered dangerous and avoided.
- **Sun** Use sunscreen, wear a hat, and drink plenty of liquids when out in the sun.



## Health and Safety

# Family Emergency Plan

**B**y having a plan, your family can protect itself during an emergency. To make an emergency plan, your family needs to gather information, make some choices, and practice parts of the plan.

### Know What Could Happen

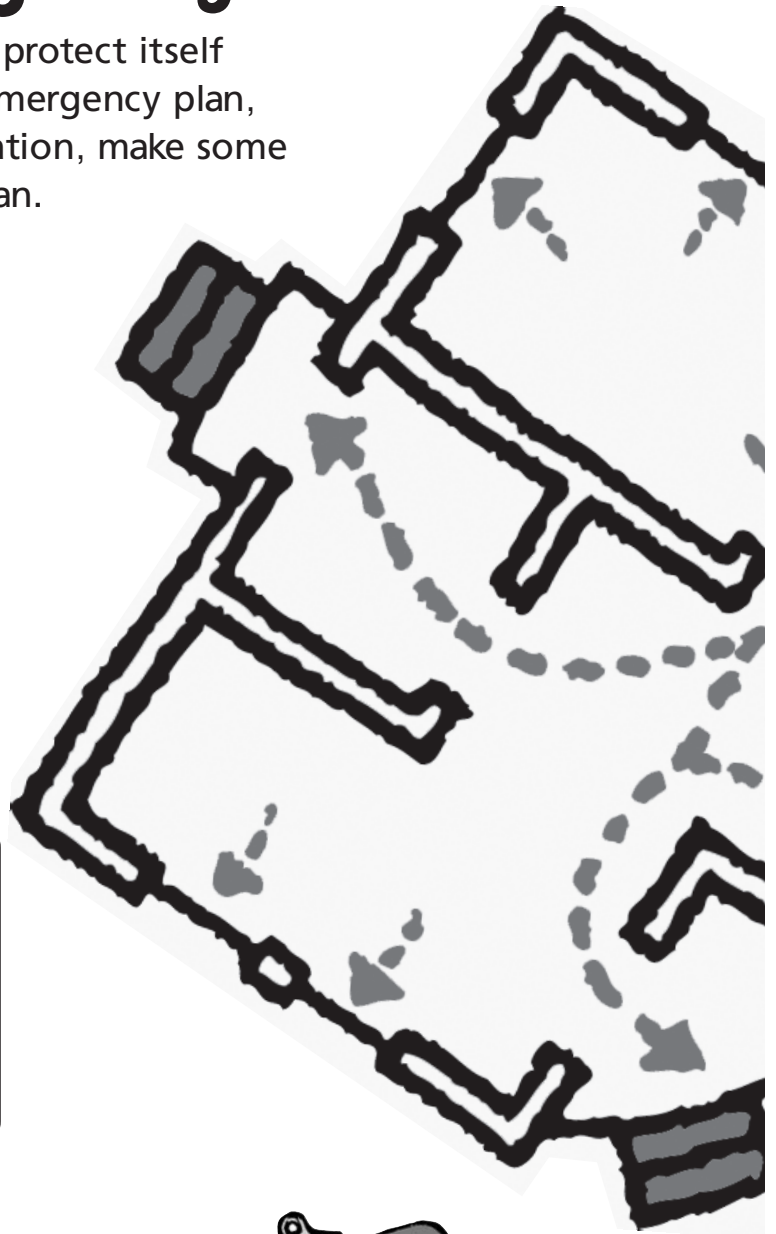
Learn the possible emergencies in your area, such as fires, storms, earthquakes, or floods. List the possible emergencies.

### Have Two Meeting Places

Pick two places to meet. One place should be within a block of your home. The second place should be farther away—for example, the main door to your school.

### Know Your Family Contact

Choose someone who lives far away to be a contact person. Each family member should memorize the full name, address, and telephone number of the person.



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## Practice Evacuating

During a fire, you need to evacuate, or get out of, your home right away. Use your list of possible emergencies to plan how to evacuate. Practice evacuating at least twice a year.

▼ This woman is showing her daughter how to turn off the main water valve at their home.



## Learn How to Turn Off Utilities

Water, electricity, and gas are *utilities*. Some emergencies may break utilities or make them dangerous. With an adult's help, learn when and how to turn off utilities.

**CAUTION:** If you turn off the gas, a professional must turn it back on.



▲ outdoor water shut-off valve

## Make an Emergency Supply Kit

After an emergency, your family may need first-aid supplies or food. Your family can use a checklist from the American Red Cross or another disaster group to make an emergency supply kit.

# Health and Safety

# Fire Safety

**F**ires cause more deaths than any other type of disaster. But a fire doesn't have to be deadly if you and your family prepare your home and follow some basic safety rules.

## 1. STOP

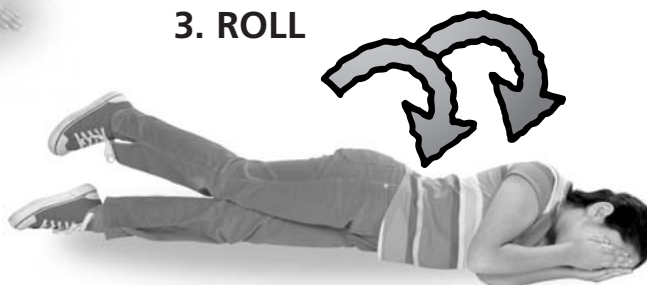


## 2. DROP



- Install smoke detectors outside sleeping areas and on every other floor of your home. Test the detectors once a month, and change the batteries twice a year.
- Keep a fire extinguisher on each floor of your home. Check the extinguishers monthly to make sure they are properly charged.
- Make a family emergency plan. Ideally, there should be two routes out of each room. Sleeping areas are most important, because most fires happen at night. Plan to use stairs only, because elevators can be dangerous in a fire. See pages 112–113 for more about emergency plans.
- Pick a place outside for everyone to meet. Choose one person to go to a neighbor's home to call 911 or the fire department.
- Practice crawling low to avoid smoke.
- If your clothes catch fire, follow the three steps shown here.

## 3. ROLL



## Health and Safety

# Good Posture at the Computer

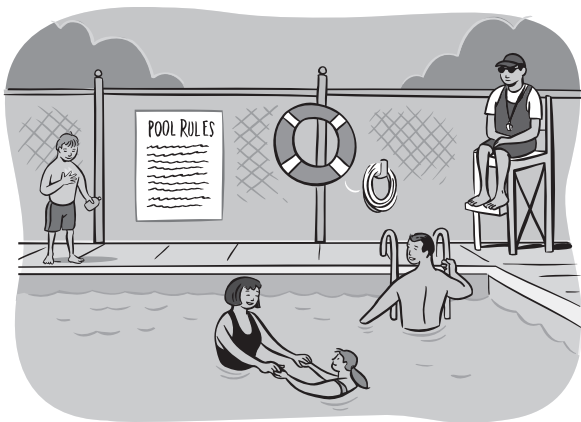
**G**ood posture is important when using a computer. To help prevent eyestrain, stress, and injuries, follow the posture tips shown below. Also, remember to grasp the mouse lightly and take frequent breaks for stretching.



# Safety near Water

**W**ater can be very dangerous. A person can drown in five minutes or less. The best way to be safe near water is to learn how to swim. You should also follow these rules:

- Never swim without the supervision of a lifeguard or a responsible adult.
- If you cannot swim, stay in shallow water. Do not use a blow-up raft to go into deep water.
- Know the rules for the beach or pool and obey them. Do not run or shove others while you are near the water.
- Never dive in head-first the first time. Go feet-first instead to learn how deep the water is.



## Pool Rules

1. Public use of pool is permitted only when a lifeguard is on duty.
2. All patrons must shower before entering the pool.
3. No food, drink, gum, glass, or smoking in the pool or on the deck.
4. No animals in pool or on pool deck.
5. Children under the age of 8 years of age must be accompanied by an adult guardian (age 18 or older). Children under 6 years of age must be accompanied by an adult in the water. THIS INCLUDES THE PLAY POOL.
6. Inappropriate behavior such as horseplay, fighting, or use of abusive language is not permitted.
7. Running is not allowed anywhere in pool area.
8. Diving from the side of the pool in the shallow area is not allowed.
9. Flips or back dives from the side of the pool are not allowed.
10. Only one person at a time is allowed on the diving board. Only one bounce is allowed on the diving board.
11. Only Coast Guard-approved flotation devices may be used in the pool.
12. Use of mask, fins, or snorkel is prohibited.
13. Loitering or playing in or around the locker rooms, showers, or restrooms is not allowed.
14. Only regular, clean bathing suits may be worn. Street clothes are not allowed in the pool.
15. Pool capacity and pool hours are posted at the office.

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Protect your skin with sunscreen with an SPF of at least 30. Protect your eyes with sunglasses.



Watch the weather. Get out of the water at once if you see lightning or hear thunder.

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Wear a Coast Guard–approved life jacket anytime you are in a boat. Wear one when you ride a personal watercraft, too. Know what to do in an emergency.

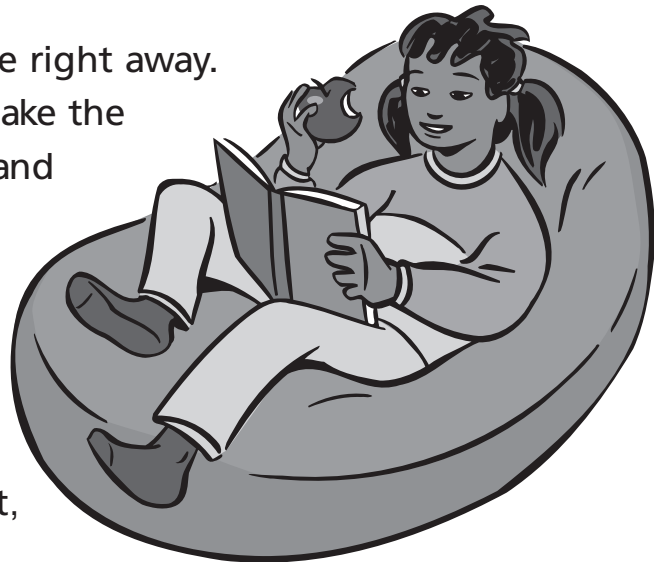
## Health and Safety

# When Home Alone

**E**veryone stays home alone sometimes. When you stay home alone, it's important to know how to take care of yourself. Here are some easy rules to follow that will help keep you safe when you are home by yourself.

## Do These Things

- Lock all the doors and windows. Be sure you know how to lock and unlock all the locks.
- If someone who is nasty or mean calls, hang up immediately. Tell an adult about the call when he or she gets home. Your parents may not want you to answer the phone at all.
- If you have an emergency, call 911. Be prepared to describe the problem and to give your full name, address, and telephone number. Follow all instructions given to you. Do not hang up the phone until you are told to do so.
- If you see anyone hanging around outside your home, call a neighbor or the police.
- If you see or smell smoke, go outside right away. If you live in an apartment, do not take the elevator. Go to a neighbor's house, and call 911 immediately.
- Entertain yourself. Time will pass more quickly if you are not bored. Work on a hobby, read a book or magazine, do your homework, or clean your room. Before you know it, an adult will be home.



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# Do NOT Do These Things

- Do NOT use the stove, microwave, or oven unless an adult family member has given you permission, and you know how to use these appliances.
- Do NOT open the door for anyone you don't know or for anyone who is not supposed to be in your home.
- Do NOT talk to strangers on the telephone. Do not tell anyone that you are home alone. If the call is for an adult family member, say that he or she can't come to the phone right now and take a message.
- Do NOT have friends over unless you have permission from your parents or other adult family members.



A telephone with caller ID display can help you decide whether to answer the phone.

## Health and Safety

# Safety on the Internet

You can use the Internet for fun, education, research, and more. But like anything else, you should use the Internet with caution. Some people compare the Internet to a real city—not all the people there are people you want to meet, and not all the places you can go are places you want to be. Just like in a real city, you have to use common sense and follow safety rules to protect yourself. Below are some easy rules to follow to help you stay safe online.

### Rules for Online Safety

- Talk with an adult family member to set up rules for going online. Decide what time of day you can go online, how long you can be online, and appropriate places you can visit. Do not access other areas or break the rules you establish.
- Don't give out information such as your name, address, telephone number, your picture, or the name or location of your school.
- If you find any information online that makes you uncomfortable or if you receive a message that is mean or makes you feel uncomfortable, tell an adult family member right away.
- Never agree to meet anyone in person. If you want to get together with someone you meet online, check with an adult family member first. If a meeting is approved, arrange to meet in a public place and take an adult with you.



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