

# Facilitator Guide

## Tools for Healthy Living



An educational afterschool program  
to teach youth in grades 4-6 how to make and keep  
their homes and their food as healthy and safe as possible.

Developed by the  
Department of Extension  
College of Agriculture, Health and Natural Resources  
University of Connecticut

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EXTENSION

# Tools for Healthy Living

*Tools for Healthy Living* is a curriculum that introduces 4-H youths in grades 4 through 6 to the principles of healthy homes and to methods of making and keeping their own homes healthier.

## What is a healthy home?

According to the U.S. Environmental Protection Agency, most people spend more than 90% of their time indoors—much of that time in their own homes. The quality of those homes can affect residents' physical health, mental health, and safety. Health hazards in the home may include poor indoor air quality, lead poisoning, clutter, mold, asthma triggers, tobacco smoke, pests, and unsafe food.

The National Center for Healthy Housing estimates that 35 million metropolitan U.S. homes have one or more health and safety hazards that could cause significant illness, injury, or death.<sup>1</sup> For example,

- An estimated 20-30% of asthma cases are linked to home environmental conditions
- More than 24 million homes have lead-based paint hazards
- Home injuries are the leading causes of death for young children<sup>2</sup>

A healthy home is one that is free of such hazards, one that supports the health and safety of the people who live there. The concept of healthy homes offers a broad, comprehensive approach to the relationship between health and housing. In 2009, the U.S. Surgeon General called for action to promote healthy homes: "Multiple research studies have demonstrated improved health outcomes with policies targeting living conditions, especially homes."<sup>3</sup> His report identifies such hazards as lead poisoning, poor indoor air quality, environmental tobacco smoke, improperly stored household chemicals, pesticide exposure, and burn and fall hazards. Many of these hazards can be reduced or eliminated by scientifically validated (sometimes quite simple) interventions that improve health outcomes for residents.

The surgeon general's report sets an increased public awareness as a major goal: "There is a need to improve the public's understanding of the connection between housing and health. ... Educational materials must include guidance about specific steps people can take to reduce health hazards in their homes and strongly promote the benefits of taking such actions."<sup>4</sup> *Tools for Healthy Living* aims to provide one such educational tool. It guides youth in exploring key principles that make a home healthy and its food safe, as well as practical ways to implement these principles.

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<sup>1</sup> National Center for Healthy Housing, 2013 State of Healthy Housing, <http://www.nchh.org/Policy/2013StateofHealthyHousing.aspx>

<sup>2</sup> National Center for Healthy Housing and American Public Health Association, National Healthy Housing Standard, [http://www.nchh.org/Portals/0/Contents/NHHS\\_Full\\_Doc.pdf](http://www.nchh.org/Portals/0/Contents/NHHS_Full_Doc.pdf), p. 1.

<sup>3</sup> U.S. Public Health Service. 2009. *Surgeon General's Call to Action to Promote Healthy Homes*, p. 1. Retrieved from <http://www.surgeongeneral.gov/topics/healthyhomes/calltoactiontopromotehealthyhomes.pdf>,

<sup>4</sup> Ibid., p. 39.

A healthy home is one that supports the health of its residents—children and adults. It is:

<b>Clean</b>	to reduce pests, dangerous chemicals (such as lead), and asthma triggers
<b>Dry</b>	to reduce pests and mold
<b>Safe</b>	to reduce accidents and injuries from falls, burns, and poisoning
<b>Free of pests</b>	to prevent diseases and reduce asthma triggers
<b>Free of dangerous chemicals</b> (contaminants), such as lead, tobacco smoke, unsafe household cleaners, and pesticides	to reduce poisonings, injuries, and other harmful effects
<b>Well ventilated</b>	to provide fresh air and reduce breathing problems
<b>Well-maintained</b> (in good repair)	to keep small problems (like chipping paint and mold) from becoming big problems

## Topics in this curriculum

*Tools for Healthy Living* expands the standard healthy homes principles to include food safety, integrating these principles with the National 4-H Program Mission Mandate of Healthy Living. The International Food Information Council reported that 87% of children surveyed prepared some of their own meals.<sup>5</sup> Yet children often receive little or no training about safe food preparation and handling. These subjects—if taught at all—are rarely taught before middle or high school. The incidence of foodborne illnesses (800,000 such illnesses estimated in children under the age of 10)<sup>6</sup> suggests that youth need to learn better food-safety practices.

*Tools for Healthy Living* has the following goals:

- To raise awareness of housing and food safety issues that affect health among participants, their families, schools, and communities
- To help youth and adults build skills in identifying hazards
- To provide simple, effective, and age-appropriate strategies for addressing issues
- To establish a sustainable network of 4-H instructors trained to teach youth about healthy living
- By incorporating outreach efforts into the youth program, to encourage youth leadership in promoting healthy living in the larger community

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<sup>5</sup> International Food Information Council. 1999. *Food Insight*. Nov-Dec.

<sup>6</sup> U.S. Centers for Disease Control and Prevention. 2010. CDC Reports 1 in 6 Get Sick from Foodborne Illnesses Each Year. Retrieved from <http://www.cdc.gov/media/pressrel/2010/r101215.html>

The lessons in this curriculum include the following:

1. What is a healthy home? (defining a **healthy home**)
2. Look out for lead (preventing **lead poisoning**)
3. Breathe easy (reducing **asthma** triggers)
4. Message to mold: Dry up (eliminating **mold**)
5. Don't invite pest guests (thwarting **pests**)
6. Smoke is no joke (avoiding **tobacco smoke**)
7. In a flutter over clutter (clearing away **clutter**)
8. Battle bad bacteria (keeping **food safe**)
9. Hot hot hot or cold cold cold (controlling **food temperature**)
10. Join the scrub club (scrubbing for **cleanliness**)
11. Stand up for a healthy home (**advocating** for a healthy home)

While we recommend starting with lesson 1 and ending with lesson 11, the other lessons are independent of one another and may be completed in any order.

## How each lesson is organized

Each lesson contains the following information:

### Skill level

Because this subject area is not part of any previously established, comprehensive curriculum, all lessons have been designed for beginners.

### Learning objectives

Learning objectives identify what actions the youth will be able to perform by the end of the lesson. Learning objectives are affective (to help youth recognize the importance of the topic and to motivate them to act) and cognitive (addressing knowledge of the issues, comprehension of the problems and solutions, and application of the solutions).

### National Health Education Standards

This curriculum is aligned with the U.S. Centers for Disease Control and Prevention's National Health Education Standards:<sup>7</sup>

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**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

*Rationale:* The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

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<sup>7</sup> <http://www.cdc.gov/healthyyouth/sher/standards/index.htm>

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**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

*Rationale:* Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.

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**Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.

*Rationale:* Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.

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**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

*Rationale:* Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

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**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

*Rationale:* Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.

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**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

*Rationale:* Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

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**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

*Rationale:* Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

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**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

*Rationale:* Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

**Life skills**

Each lesson identifies the 4-H life skills that correspond with it. The life skills focus on the areas of healthy lifestyle choices, disease prevention, communication, cooperation, problem solving, planning/organizing, and self-motivation.<sup>8</sup>

**Time needed**

Most lessons have been designed to be completed in about 60 minutes, although with some supplemental activities, lessons may take longer.

**Materials needed**

Supplies needed for the lesson are listed.

**Tags**

Tags are keywords that users are likely to use to search for the lesson.

**Background information for facilitators**

The background information is provided to help adult facilitators understand the lesson and its broader context. It includes

- “Did you know?,” which provides an interesting or important fact about the topic
- Terms to know, along with definitions, for facilitators
- Terms to know, along with definitions, for youth
- Frequently asked questions
- Learn more: resources for additional information on the topic

**Experiential, hands-on learning activities**

The format of the hands-on activities follows a general pattern of experiential learning, in which youth learn by experiencing, sharing, processing, and applying what they have learned. The lessons follow the structure below.

1. Opening questions (open-ended questions) introduce the topic and help the youth start to focus on it.
2. The facilitator describes the activity in detail.
3. Youth perform the activity.
4. Youth process the activity. Questions are provided to encourage youth to
  - a. Share their experiences of the activity.
  - b. Reflect on those experiences.
  - c. Generalize from those experiences.
  - d. Apply what they have learned from those experiences to their own lives.

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<sup>8</sup> Hendricks, Patricia A., *Developing Youth Curriculum Using the Targeting Life Skills Model*, Iowa State University, 1998.

5. Youth review the lesson
  - a. Youth summarize what they have learned in the lesson.
  - b. Youth write in their own journals about what they have learned and its importance to them.

NOTE: Because these topics deal with environmental health hazards, like lead and mold, the activities use simulations or carefully controlled activities to eliminate actual exposure to the hazards. For example, the lead lesson uses grains of salt to simulate lead dust, and the mold lesson does not allow youth to touch or smell the mold itself.

### **Information to take home**

Because one of the goals of this curriculum is for youth to share information with members of their families and their communities, for each topic, youth are given a newsletter for their families. The newsletters are available in English and Spanish.

### **Feedback**

A facilitator feedback form is included with each lesson, so that the success of the lessons can be continually assessed.

### **Long-term project**

After the completion of the eleven lessons in this series, youth are asked to complete a long-term project using what they have learned to create messages promoting healthy homes to their families, classmates, and the larger community. See Appendix 1 for a list of possible long-term projects and a project-planning sheet.



Tools for Healthy Living

## Lesson 1

# What is a healthy home?

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## Background information for facilitators

### Target audience

Grades 4-6

### Purpose of this lesson

This lesson introduces the concept of a healthy home and the features that make a home healthy.

### By the end of this lesson, youth will be able to

- Identify some health problems associated with an unhealthy home
- Name the seven features of a healthy home

### National Health Education Standards<sup>1</sup>:

#### youth will

- Comprehend concepts related to health promotion and disease prevention
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks

### Life skills

- Communication
- Cooperation
- Disease prevention
- Healthy lifestyle choices

### Time needed

45 minutes

### Materials needed

- Chalkboard and chalk, whiteboard and markers, or flipchart and markers
- Journal for each youth (divided into 3 sections: journal, activities, long-term projects)
- Writing implements for each youth: pens, pencils, or markers
- Copies of handouts
  - Fact sheet: *What is a healthy home?*, downloadable in English from [http://www.ct.gov/dph/lib/dph/environmental\\_health/eoha/pdf/healthy\\_home\\_fact\\_sheet\\_8-11-11-b\[1\].pdf](http://www.ct.gov/dph/lib/dph/environmental_health/eoha/pdf/healthy_home_fact_sheet_8-11-11-b[1].pdf) and in Spanish from [http://www.ct.gov/dph/lib/dph/environmental\\_health/eoha/pdf/healthy\\_home\\_fact\\_sheet\\_spanish\\_rk.pdf](http://www.ct.gov/dph/lib/dph/environmental_health/eoha/pdf/healthy_home_fact_sheet_spanish_rk.pdf)
  - Family newsletter
  - Vocabulary cards
- Laptop computer and projector
- Video *Health Begins at Home* from the U.S. Centers for Disease Control and Prevention, downloadable from <http://www.cdc.gov/cdctv/environmentalhealth/health-home.html>
- Healthy home

### Did you know?

Most people spend about 90% of their time indoors—especially in their homes.

<sup>1</sup> U.S. Centers for Disease Control and Prevention, [www.cdc.gov/healthyyouth/ser/standards](http://www.cdc.gov/healthyyouth/ser/standards)





**General information for facilitators**

Your home environment can greatly affect your health. People who live in a *healthy home* are less likely to become injured or sick—with illnesses like asthma and lead poisoning. A healthy home helps the people who live there—both children and adults—become or remain healthy.

A healthy home is

**Clean**

- Clean homes have fewer pests and fewer dangerous chemicals (like lead)

**Dry**

- Dry homes are less likely to have mold (which may trigger asthma) and pests (which may trigger asthma or carry diseases)

**Free of dangerous chemicals (contaminants)**

- Homes without lead, tobacco smoke, unsafe household cleaners, and pesticides are safer and healthier

**Free of pests**

- Pests can carry diseases and trigger asthma attacks
- However, many chemicals used to kill pests (pesticides) are themselves dangerous, especially for young children

**Safe**

- Safe homes help people avoid accidents and injuries from falls, burns, and poisoning

**Well-ventilated**

- Well-ventilated homes have healthier, cleaner air, so people generally have fewer breathing problems

**Well-maintained**

- Well-maintained homes help people avoid accidents, mold, pests, and dangerous chemicals (like lead)

**Terms for facilitators to know**

<b>Contaminant</b>	a substance that dirties, pollutes, or poisons—such as a dangerous chemical
<b>Mold</b>	very small living things that grow where they find food and moisture
<b>Pest</b>	creature (such as an insect, mouse, or bat) that lives where it is not wanted
<b>Pesticide</b>	a chemical used to kill pests
<b>Toxic</b>	poisonous
<b>Well-maintained</b>	kept in good repair or good working order
<b>Well-ventilated</b>	provided with a good supply of fresh air

**Terms for youth to know** (these words are explained in the lesson)

<b>Contaminant</b>	a substance that dirties, pollutes, or poisons—such as a dangerous chemical
<b>Mold</b>	very small living things that grow where they find food and moisture
<b>Pest</b>	creature (such as an insect, mouse, or bat) that lives where it is not wanted
<b>Pesticide</b>	a chemical used to kill pests
<b>Toxic</b>	poisonous
<b>Well-maintained</b>	kept in good repair or good working order
<b>Well-ventilated</b>	provided with a good supply of fresh air

**Frequently asked questions**

<b>Question</b>	<b>Answers</b>
What are some ways to get fresh air into a home?	<ul style="list-style-type: none"> <li>• Open windows (when outside weather and safety permit)</li> <li>• Do not allow smoking in the home</li> <li>• In the bathroom and kitchen, use exhaust fans that are vented to the outside</li> <li>• Do not use aerosol sprays, scented candles, and air fresheners, which may contain harmful chemicals</li> </ul>

**Learn more**

Healthy Environments for Children Initiative, [www.hec.uconn.edu/adults.html](http://www.hec.uconn.edu/adults.html)

Healthy Homes Partnership, [www.healthyhomespartnership.net](http://www.healthyhomespartnership.net)

National Center for Healthy Housing, [www.nchh.org](http://www.nchh.org)

U.S. Centers for Disease Control and Prevention, *A Healthy Home for Everyone: The Guide for Families and Individuals*, <http://www.cdc.gov/cdctv/environmentalhealth/health-home.html>

----. *Health Begins at Home*. [www.cdc.gov/healthyyouth/sher/standards](http://www.cdc.gov/healthyyouth/sher/standards)

U.S. Department of Housing and Urban Development, *Help Yourself to a Healthy Home*, [http://www.hud.gov/offices/lead/library/hhi/HYHH\\_Booklet.pdf](http://www.hud.gov/offices/lead/library/hhi/HYHH_Booklet.pdf)

**The lesson for youth starts on the next page.**

## Activity 1 Brainstorming, part 1

### Opening questions

1. **Introduce** the topic

I'm going to name some health problems that affect some people in our community. Think about whether you or someone you know has one or more of these problems:

- Allergies
- Asthma attacks
- Bites from indoor bugs
- Breathing problems from smoke from someone else's cigarette
- Injuries from a slip, trip, or fall
- Lead poisoning
- Other poisoning

2. **Ask**

Do you know anyone who has one or more of these problems? Raise your hand if the answer is yes.  
[If time permits, allow a few participants to share information with the group.]

All of these problems have something in common. Can you figure out what that is?

3. **Explain** what these problems have in common

[Give youth a minute or two to answer the question. Then provide the answer below.]

All of these problems may be related to something found in a home.  
These problems may be caused or made worse by a home that is not healthy.

Briefly discuss how the youth answers are similar to or different from this answer.

4. **Ask**

What do you think people mean when they talk about a "healthy home"?  
[Give youth a minute or two to answer the question.]

5. **Write** the definition of a healthy home (below), large enough so that everyone can see it, on a chalkboard, whiteboard, or flipchart:

A healthy home helps the people who live there—both children and adults—become or remain healthy.

6. **Ask**

- How do your definitions compare with the definition I just wrote?
- What is the same or similar?
- What is different?

7. **Show** the 3-minute video *Health Begins at Home* from the U.S. Centers for Disease Control and Prevention.

**Set up the activity**

- Divide the large group into two or three small groups (teams). Maintain these teams for other parts of the activity.
- Give youth writing supplies: paper and pens, pencils, or markers.

8. **Explain the activity**

- I'd like you all to think of seven words or phrases that you think would describe a *healthy home*.
- Within each group, discuss your individual ideas. Try to agree on seven words.
- Write down the seven words that you agree upon.

## Talk it over

### Share

1. **Ask**

- What words did each group come up with?  
[Write the words on the chalkboard, whiteboard, or flipchart so that everyone can see them.]
- Which words, if any, did *all* groups agree upon?  
[Circle those words.]
- Which words did *most* groups agree upon?  
[Underline those words.]
- Can you all agree on seven words to describe a healthy home?  
[Give youth time to discuss. Put an asterisk in front of those words.]

### Reflect

2. **Distribute Handout 1: What is a healthy home?**

3. **Write** the words below on the chalkboard, whiteboard, or flipchart so that everyone can see them, and explain.

Scientists consider the following to be the seven important features of a healthy home.<sup>2</sup>

Note to facilitator: Start a running list of vocabulary words by writing the terms in bold on the board or flipchart.

- Clean
- Dry
- Safe
- Fresh air (also described as well ventilated)
- No pests (pests: creatures that live where they are not wanted)
- No dangerous chemicals (dangerous chemicals: contaminants)
- In good repair (also described as well maintained)

<sup>2</sup> See National Center for Healthy Housing, <http://www.nchh.org/what-we-do> ; U.S. Department of Housing and Urban Development, [http://portal.hud.gov/hudportal/HUD?src=/program\\_offices/healthy\\_homes/healthyhomes](http://portal.hud.gov/hudportal/HUD?src=/program_offices/healthy_homes/healthyhomes)

**4. Ask**

- How do your answers compare with the answers that experts give?
- Did you miss any features that experts consider important?
- Did you identify any features that experts did not?

Note to facilitator: Youth may think that a healthy home must be new or expensive. If so, point out that a home may be old or inexpensive but still healthy if it has the features listed above.]

## Activity 2 Brainstorming, part 2

**Opening questions****1. Set up the activity**

Assign each of the teams several of the features above. Make sure that all seven features are assigned.

**Activity****2. Explain the activity**

- Earlier we talked about some health problems that occur in our community and that may be related to things in a home.
- Each team will brainstorm ways that its features might have a positive effect on the health of people who live in the home. Write down your ideas.

**Talk it over****Share**

1. What effects do you think your feature has on the health of the people who live in the home?

**Reflect****2. Explain**

Here are some ways that features of a home might affect a person's health, according to health experts.<sup>3</sup>

**Notes to facilitator:**

- Good answers should include the ideas below, although they do not have to use those exact words.
- Expand on any incomplete answers.
- Add the vocabulary words in bold below to the running vocabulary list you started earlier. Ask youth if they can state the meaning of the vocabulary words (some of which were explained earlier). If they have difficulty, provide answers.

<sup>3</sup> Connecticut Department of Public Health, Healthy Homes Fact Sheets, <http://www.ct.gov/dph/cwp/view.asp?a=3140&q=443992>

Feature	Effects on health	Vocabulary words (bold)
Clean	Clean homes have fewer pests and fewer dangerous chemicals (like lead).	
Dry	Dry homes are less likely to have mold and pests.	<b>Mold</b> includes very small living things that grow where they find food and especially moisture. <b>Pests</b> are creatures that live where they are not wanted.
Free of dangerous chemicals	Homes without lead, tobacco smoke, and unsafe household cleaners are safer and healthier.	Dangerous chemicals are sometimes called <b>contaminants</b> , because they contaminate or pollute a home. Some dangerous chemicals are <b>toxic</b> , which means poisonous.
Free of pests	<b>Pests</b> can carry diseases and trigger asthma attacks. However, many of the strong <b>pesticides</b> commonly used to kill pests are themselves dangerous, especially for young children.	<b>Pesticides</b> are chemicals that kill pests.
Safe	Safe homes help people avoid accidents and injuries from falls, burns, and poisoning.	
Fresh air	Home with fresh air usually have healthier, cleaner air, so people generally have fewer breathing problems.	Another way to describe a house that has fresh air is to say that it is <b>well ventilated</b> .
In good repair	Homes that are kept in good repair help people avoid mold, accidents, and dangerous chemicals (like lead).	Another way to describe a house that is in good repair is to say that it is <b>well maintained</b> .

## 3. Ask

- How did your answers compare with those of the health experts?
- Did any of the expert answers surprise you?

## Generalize

## 4. Ask

- What features seem most important to you?
- How would having a healthy home help you as an individual?
- How would it help members of your family?
- How would it help other people in your community?

## Apply

## 5. Ask

- Why is it useful to know the features that make a home healthy?
- How can you share what you have learned with other people?

## Optional activity: *Keep your home healthy, Chelsea* (song)

Distribute **Handout 2: *Keep your home healthy, Chelsea***.

1. Ask youth—individually, in small groups, or as a large group—to make up a rap song to sing the entire poem.
2. Ask youth to write additional stanzas with healthy homes messages.

## Review

### Recall

1. Ask a volunteer to summarize the main points of today's lesson.
2. Do a quick vocabulary review (if time permits).
3. Use Vocabulary Game 1: Matching Game (Option A or B), which uses the first set of vocabulary cards at the end of this lesson, or Vocabulary Game 2: Looping Cards, which uses the second set of vocabulary cards at the end of this lesson.

### Vocabulary Match Game 1: Option A

### Vocabulary around the room

Before the lesson:

1. Make one copy of the Vocabulary Game 1 word cards at the end of this lesson.
2. Make one or more copies of the vocabulary definition cards at the end of this lesson. (If there are more youth than cards, make multiple copies of the cards so that each youth has one definition card.)
3. Tape, tack, or otherwise secure the word cards around the room in a way that will not damage walls or furniture.

During the lesson:

1. Give each youth a definition card.
2. Ask the youth to walk around the room until they find the vocabulary term card that matches their definition card. When they find the matching card, they can stand next to it. There may be more than one youth next to some of the cards.
3. When all the youth have found the matches, check the vocabulary list to see whether they have made correct matches. Acknowledge everyone who has made a correct match.
4. If a youth has made an incorrect match, encourage the youth to try again. If necessary, give the youth a hint to find the correct match.

### Vocabulary Match Game 1: Option B

### Find your vocabulary match

Before the lesson:

1. Make enough copies of the Vocabulary Game 1 cards so that every youth can have either a term card or a definition card.

During the lesson

1. Give some of the youth a vocabulary card, and give other youth a definition card.
2. Have youth walk around to find their matching partners.



**Vocabulary Looping Game**

Before the lesson

1. Make a copy of the looping vocabulary cards at the end of this lesson.

During the lesson

1. Distribute the looping cards. If there are more youth than cards, divide the youth into groups to work cooperatively.
2. Ask the youth whose card says “Start” to come to the front of the room and read aloud the question on his/her card.
3. Explain that the youth whose card has the correct answer to the first question should raise a hand to be called on. When called on, the youth can read the definition on his/her card. If it is correct, that youth goes to the front of the room, while the first youth returns to his/her seat.
4. The youth now at the front of the room reads the question on his/her card.
5. Repeat as above: each time a youth has a correct answer, that youth comes to the front of the room to read the next question, until all the terms have been defined.

**Journal****4. Explain**

Take a few minutes to write in your journal. You might imagine you are writing just for yourself, for a letter, email, or text message to a friend or family member, for your classmates, for a blog, or for Facebook.

- Write about what you learned today. What were the main ideas? What was most important to you?
- List some ideas on how you can use what you learned today in a long-term project, so that you share this information with your family and your community.

**5. Share**

Give youth a few minutes to share what they have written in their journals.

**Take it home**

1. **Distribute** the factsheet entitled **What is a healthy home?** in English or Spanish.
2. **Distribute** the **Family Newsletter** for this lesson, in English or Spanish. Ask youth to take it home and, if possible, to discuss it with an adult.

**Feedback**

Please fill in the facilitator’s feedback form right after you have completed this lesson at each site.

# Handout 1 What is a healthy home?

A healthy home should be  
**safe**



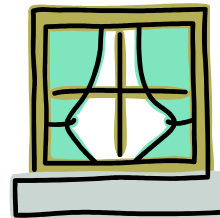
A healthy home should be  
**dry**



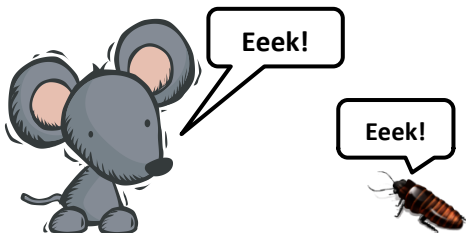
A healthy home should have  
**no dangerous chemicals**



A healthy home should have  
**fresh air**



A healthy home should have  
**no pests**



A healthy home should be  
**clean**



A healthy home should be in  
**good repair**

## Handout 2      Keep Your Home Healthy, Chelsea



Keep your home **healthy**, Chelsea  
 It won't make you wealthy, Kelly  
 But you won't get sick, Rick  
 You'll keep away the doctor, Oscar  
 Keep your home healthy.

Free your nest from **pests**, Jess  
 Clear away your plate, Kate  
 Put food in the fridge, Midge  
 Take out the trash, Nash  
 Keep away the pests.

Keep your home **clean**, Gene  
 Wash your sheets soon, June  
 Use a damp duster, Buster  
 Put away the clutter, Brother  
 Keep your home clean.

Avoid **dangerous chemicals**, Ms. Incredible  
 Keep away from lead, Fred  
 Get away from smokes, Folks  
 Read the whole label, Mabel  
 Skip the bad stuff.

Keep your home **dry**, Guy  
 Mop up the spill, Jill  
 Dry up the water, Potter  
 Squeak if you see a leak, Geek  
 Keep your home dry.

Add some **fresh air**, Blair  
 Turn on a fan, Jan  
 Open a window, Pinto  
 Don't overdo the spray cans, Fran  
 Breathe some fresh air.

Make your home **safe**, Rafe  
 Pick up your toys, Roy  
 Keep your pills high, Di  
 Check your smoke alarm twice, Bryce  
 Keep your home safe.

Keep your home in **good repair**, Claire  
 Check your home often, Crofton  
 Fix a break now, Tao  
 Plug a hole quick, Nick  
 Keep your home fixed.

**Vocabulary Game 1**

Copy the cards below onto cardstock, and cut apart. Fold the cards along the dotted lines, with the words facing out, and tape or glue the blank sides together.

**Terms to Know**

Contaminant




Tools for  
Healthy Living





Mold

Tools for  
Healthy Living




<p>Pest</p>	<p>Tools for Healthy Living</p> 
<p>Pesticide</p>	<p>Tools for Healthy Living</p> 
<p>Toxic</p>	<p>Tools for Healthy Living</p> 

Well-maintained	<p>Tools for Healthy Living</p> 
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Well-ventilated	<p>Tools for Healthy Living</p> 
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### Definitions

A substance that dirties, pollutes, or poisons—such as a dangerous chemical	<p>Tools for Healthy Living</p> 
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Very small living things that grow where they  
find food and moisture

Tools for  
Healthy Living



Creature (such as an insect, mouse, or bat)  
that lives where it is not wanted




Tools for  
Healthy Living



A chemical used to kill pests

Tools for  
Healthy Living



<p>Poisonous</p>	<p>Tools for Healthy Living</p> 
<p>Kept in good repair or good working order</p>	<p>Tools for Healthy Living</p> 
<p>Provided with a good supply of fresh air</p>	<p>Tools for Healthy Living</p> 







**Vocabulary Game 2: Looping Cards**


Copy the cards below onto cardstock, and cut apart. Fold the cards along the dotted lines, with the words facing in.

**Definitions**

Start here	Who has a definition for mold? 
Definition: Very small living things that grow where they find food and moisture	Who has a definition for pest? 

<p>Definition:</p> <p>Creature (such as an insect, mouse, or bat) that lives where it is not wanted</p>	<p>Who has a definition for pesticide?</p> 
<p>Definition:</p> <p>A chemical used to kill pests</p>	<p>Who has a definition for toxic?</p> 
<p>Definition:</p> <p>Poisonous</p>	<p>Who has a definition for well-maintained?</p> 

<p>Definition:</p> <p>Kept in good repair or good working order</p>	<p>Who has a definition for well-ventilated?</p> 
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<p>Definition:</p> <p>Provided with a good supply of fresh air</p>	<p>Who has a definition for contaminant?</p> 
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<p>Definition:</p> <p>A substance that dirties, pollutes, or poisons—such as a dangerous chemical</p>	<p>The end!</p>
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**Feedback**

Please fill in this form right after you have completed the lesson at each site.

4-H site:

Date of delivery:

Number of youth participating:

Youth responses to this lesson									
Did the youth find the topic	Please check the box that most closely applies								
	Interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Boring
	Easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Difficult to understand
	Useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Useless
Did the youth find the activities	Interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Boring
	Easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Difficult to understand
	Useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Useless
Please write down any questions the youth had that were not covered in the topic.									
Your feedback on this lesson									
What was the most useful part of this lesson?									
What was the least useful part of this lesson?									
Do you have any suggestions for improving this lesson? For example, was the lesson too long or too short, with too much information or not enough information?									
Additional comments									







# What is a healthy home?

Your child has been learning about how a home can affect a person's health. People who live in a *healthy home* are less likely to become injured or sick—with illnesses like asthma and lead poisoning. A healthy home helps the people who live there—both children and adults—become or remain **healthy and safe**.

### Did you know?

Most people spend about 90% of their time indoors—especially in their homes.




## What makes a home healthy?

A healthy home is	Why it matters	Problems to look for
<b>Clean</b> 	Clean homes have fewer pests and fewer dangerous chemicals (like lead).	<ul style="list-style-type: none"> <li>Unwashed dishes</li> <li>Trash lying around (not in garbage cans)</li> <li>Dust</li> <li>Pet hair</li> <li>Mold or mildew in bathroom or kitchen</li> <li>Dirty floors</li> </ul>
<b>Dry</b> 	Dry homes are less likely to have mold (which may trigger asthma) and pests (which may trigger asthma or carry diseases).	<ul style="list-style-type: none"> <li>Leaky plumbing: pipes, faucets</li> <li>Moisture stains on ceilings or floors</li> <li>Bubbling paint</li> <li>Clogged drains in kitchen or bathroom</li> </ul>
<b>Free of pests</b> 	Pests can carry diseases and trigger asthma attacks. However, many chemicals used to kill pests (pesticides) are themselves dangerous, especially for young children.	<ul style="list-style-type: none"> <li>Signs of pests: waste, nests, chew marks</li> <li>No lids on garbage cans</li> <li>Gaps or holes in building</li> <li>Torn screens</li> </ul>
<b>Free of dangerous chemicals</b> 	Homes without lead, tobacco smoke, unsafe household cleaners, and pesticides are safer and healthier.	<ul style="list-style-type: none"> <li>Dangerous chemicals, such as pesticides, cleaning chemicals, and medicines, not locked away</li> <li>Cigarettes or other tobacco products</li> </ul>

*Tools for Healthy Living* is a project for 4-H youth. It has been developed by the University of Connecticut's Department of Extension, in the College of Agriculture, Health, and Natural Resources, and is funded by a CYFAR grant from U.S. Department of Agriculture/NIFA.

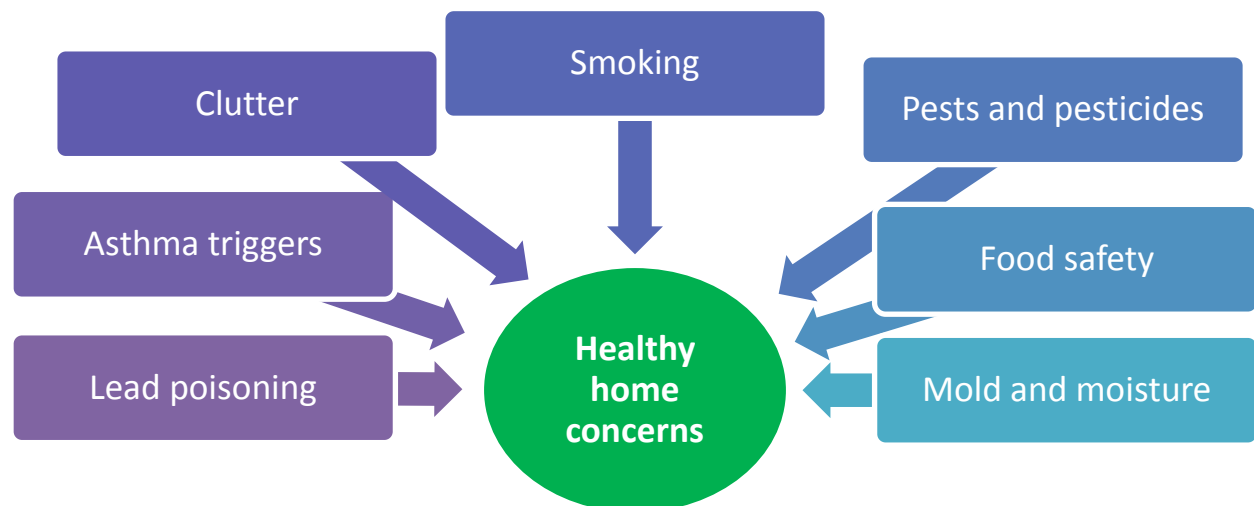
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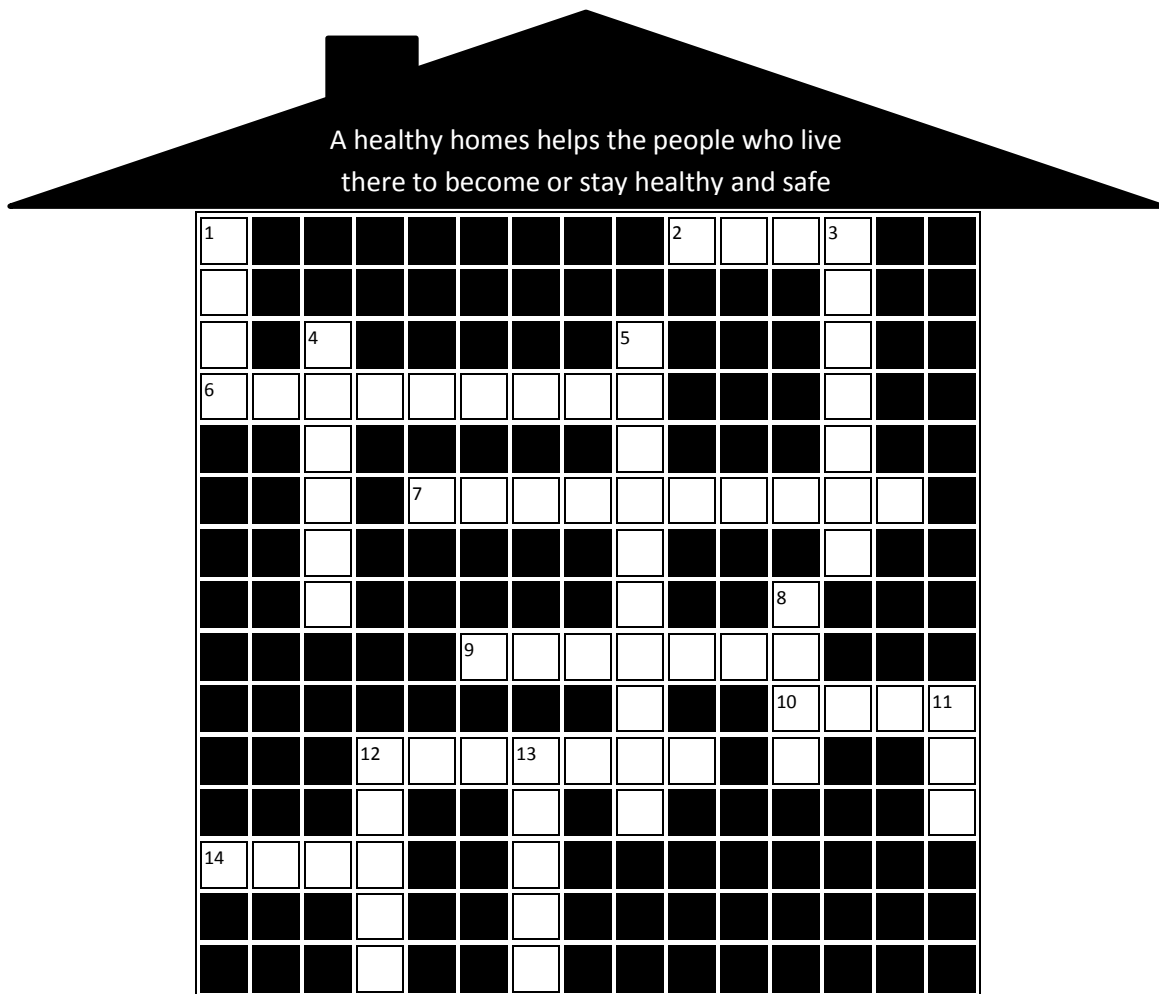
A healthy home is	Why it matters	Problems to look for
<b>Fresh, moving air</b> 	Well-ventilated homes have healthier, cleaner air, so people generally have fewer breathing problems.	<ul style="list-style-type: none"> <li>No exhaust fans in kitchen and bathrooms</li> <li>Unpleasant smells (chemicals, smoke)</li> <li>Windows that don't open, even in good weather</li> </ul>
<b>Safe</b> 	Safe homes help people avoid accidents and injuries from falls, burns, and poisoning.	<ul style="list-style-type: none"> <li>Clutter, especially on stairs or walkways or near stove or heater</li> <li>Burned out light bulbs</li> <li>Slip, trip, and fall hazards, such as loose carpet</li> <li>Electrical outlets without child-safe covers</li> <li>Smoke detectors: none or not working</li> <li>Carbon monoxide detector: none or not working</li> <li>Need to post poison control phone number (1-800-222-1222)</li> <li>Need to post home address in case of 911 (emergency) call</li> </ul>
<b>Well maintained</b> 	Well-maintained homes help people avoid dangerous chemicals (like lead), mold, and accidents	<ul style="list-style-type: none"> <li>Chipping or peeling paint</li> <li>Broken windows</li> <li>Leaking pipes</li> <li>Missing stair railings</li> </ul>

## What's next?

In the coming weeks, your child will be learning about specific things that can make a home healthier or less healthy.



## A healthy home crossword puzzle



### Across

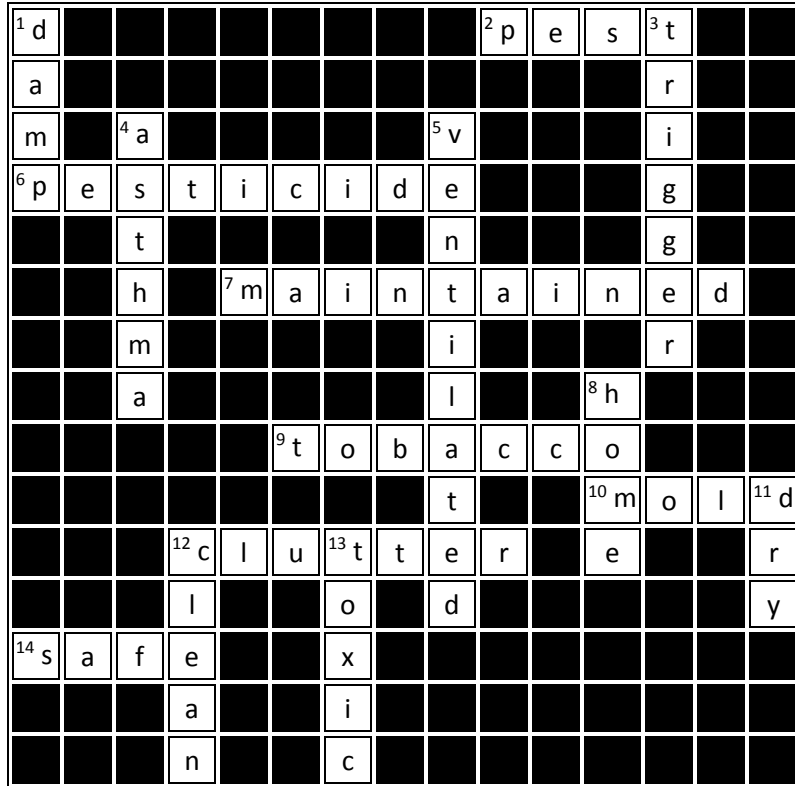
2. a creature (such as an insect, mouse, or bat) that lives where it is not wanted
6. a chemical used to kill pests
7. kept in good repair
9. leaves that are used in cigarettes
10. very small things that grow where they find food and moisture
12. a messy collection of stuff
14. the opposite of dangerous

### Down

1. slightly wet
3. something that that start an asthma attack
4. a serious lung disease
5. having fresh air
8. anywhere that a person lives
11. the opposite of wet
12. the opposite of dirty
13. poisonous

## Lesson 1

### A healthy home crossword puzzle: Answer key











## ¿Qué es una casa saludable?

Su hijo ha estado aprendiendo cómo la casa le puede afectar el estado de salud de una persona. Las personas que viven en una *casa saludable* son menos propensas a lesionarse o enfermarse—con enfermedades como el asma y el envenenamiento con plomo. Una casa saludable le ayuda a las personas que viven en ella—tanto niños como adultos—a estar o permanecer sanas y salvas.

### ¿Sabía usted?



La mayoría de las personas pasan cerca del 90% de su tiempo bajo techo—especialmente en casa.

## ¿Qué hace que una casa sea saludable?

Una casa saludable está	Porqué es importante	Problemas que debe buscar
<b>Limpia</b> 	Las casas limpias tienen menos plagas y menos productos químicos peligrosos (como el plomo).	<ul style="list-style-type: none"> <li>• Platos sin lavar</li> <li>• Basura regada (no en cubos de basura)</li> <li>• Polvo</li> <li>• Pelo de animales domésticos</li> <li>• Moho o mildiu en el baño o la cocina</li> <li>• Pisos sucios</li> </ul>
<b>Seca</b> 	Las casas secas tienen menos probabilidad de tener moho (que puede causar el asma) y plagas (que pueden causar el asma o ser portadoras de enfermedades).	<ul style="list-style-type: none"> <li>• Cañerías, tuberías y llaves que gotean</li> <li>• Manchas de humedad en el techo o piso</li> <li>• Burbujas en la pintura</li> <li>• Cañerías tapadas en la cocina o el baño</li> </ul>
<b>Libre de plagas</b> 	Las plagas pueden ser portadoras de enfermedades y causar ataques de asma. Sin embargo, muchos de los productos químicos que se usan para matar a las plagas (pesticidas) en sí son peligrosos, especialmente para los niños pequeños.	<ul style="list-style-type: none"> <li>• Señales de plagas: excremento, nidos, objetos mordisqueados</li> <li>• Cubos de basura sin tapar</li> <li>• Aperturas o agujeros en el edificio</li> <li>• Mosquiteros rasgados</li> </ul>
<b>Libre de productos químicos peligrosos</b> 	Las casas son más seguras y más saludables si no tienen plomo, humo de tabaco, limpiadores del hogar peligrosos y pesticidas.	<ul style="list-style-type: none"> <li>• Productos químicos peligrosos, como los pesticidas, químicos limpiadores y medicinas, que no estén bajo llave</li> <li>• Cigarrillos u otros productos de tabaco</li> </ul>

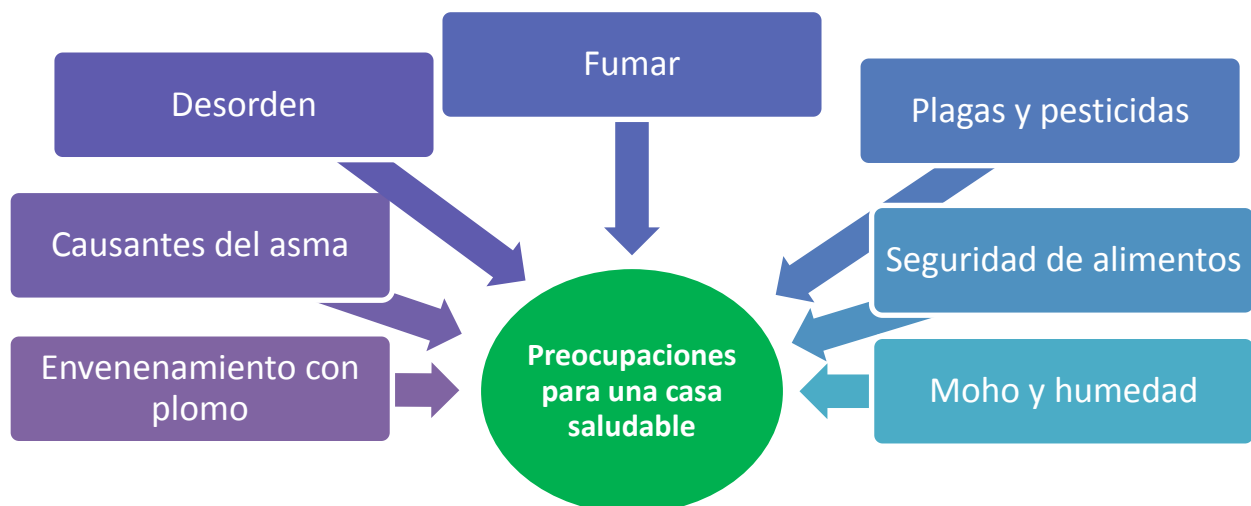
*Herramientas para una vida sana* es un proyecto para los jóvenes 4-H. Fue desarrollado por el Department of Extension de la University of Connecticut, en el College of Agriculture, Health, and Natural Resources, y está financiado por una subvención de CYFAR, del U.S. Department of Agriculture/NIFA.

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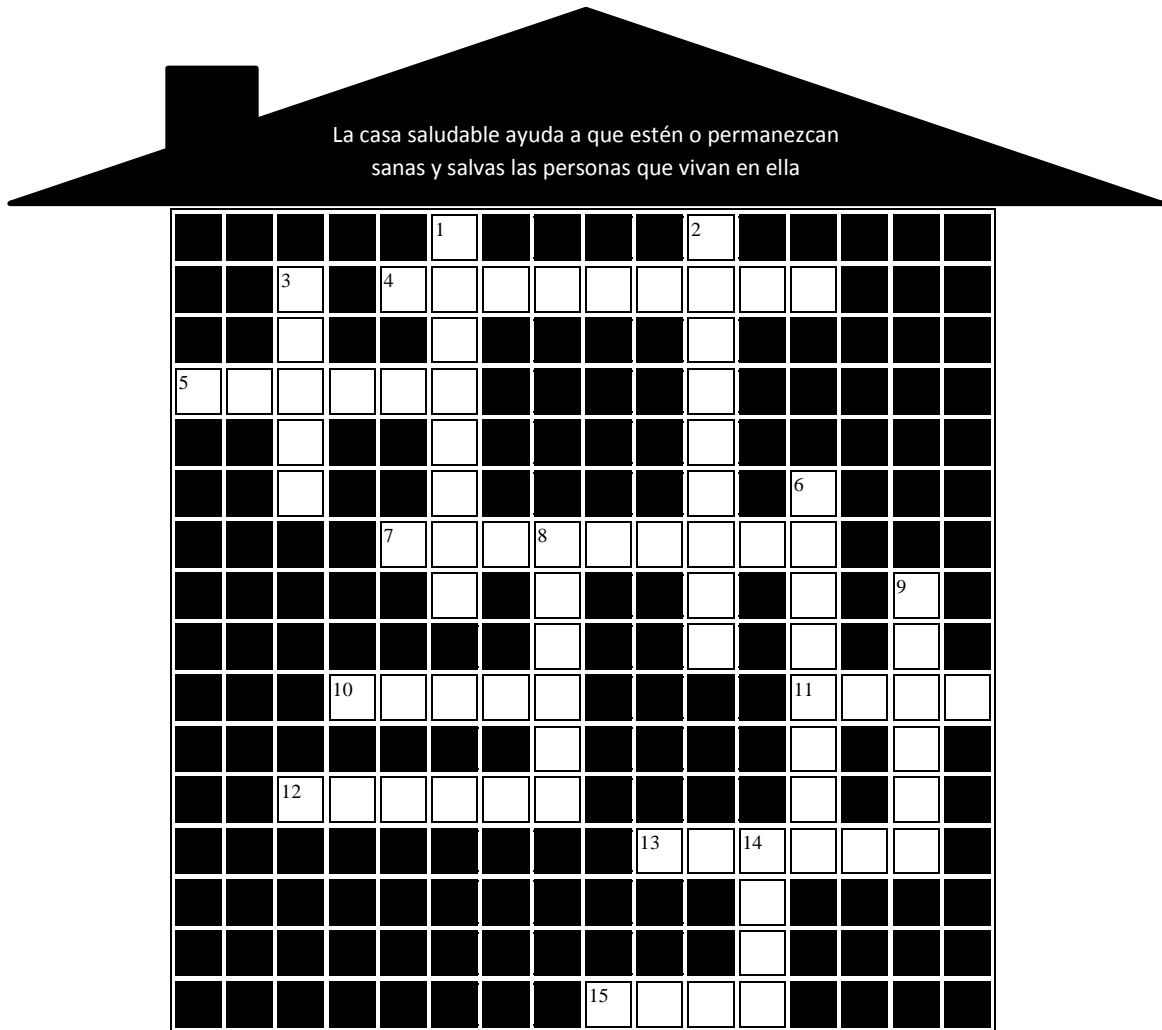
Una casa saludable está	Porqué es importante	Problemas que debe buscar
<b>Fresca y ventilada</b> 	Las casas bien ventiladas tienen aire más saludable y limpia, de manera que las personas por lo general tienen menos problemas respiratorios.	<ul style="list-style-type: none"> <li>• No hay extractores de aire en la cocina y baños</li> <li>• Olores desagradables (de productos químicos, humo)</li> <li>• Ventanas que no se abren, ni siquiera en el buen tiempo</li> </ul>
<b>Libre de peligros y riesgos</b> 	Las casas libres de peligros y riesgos ayudan a las personas a evitar accidentes y lesiones de caídas, quemaduras y envenenamiento.	<ul style="list-style-type: none"> <li>• El desorden, especialmente en las escaleras o pasillos o cerca de la estufa o calentador</li> <li>• Focos fundidos</li> <li>• Riesgos para resbalarse, tropezarse o caerse, como una alfombra suelta</li> <li>• Enchufes eléctricos sin tapa a prueba de niños</li> <li>• Detectores de humo: no hay o no funcionan</li> <li>• Detector de monóxido de carbono: no hay o no funciona</li> <li>• Es necesario tener a la mano el número de teléfono del centro de control del envenenamiento (1-800-222-1222)</li> <li>• Es necesario tener a la mano la dirección de la casa en caso de que sea necesario hacer una llamada 911 (de emergencia)</li> </ul>
<b>Bien mantenida</b>	Las casas bien mantenidas ayudan a las personas a evitar los productos químicos peligrosos (como el plomo), moho y los accidentes	<ul style="list-style-type: none"> <li>• Pintura que se cae o se desprende</li> <li>• Ventanas rotas</li> <li>• Tuberías que gotean</li> <li>• Escaleras sin pasamanos</li> </ul>

## ¿Qué sigue?

En las próximas semanas, su hijo aprenderá cosas específicas que pueden hacer que la casa sea más saludable o menos saludable.



## Crucigrama para una casa saludable



### Horizontal

4. tiene aire fresco
5. opuesto de peligroso
7. producto químico usado para matar a las plagas
10. criatura (como un insecto, ratón o murciélago) que vive en un lugar donde no se quiere que esté
11. enfermedad grave de los pulmones
12. venenoso
13. ligeramente mojado
15. opuesto de mojado

### Vertical

1. cosas mal puestas
2. en buen estado
3. donde vive la persona
6. algo que inicia un ataque de asma
8. hojas que se usan en los cigarrillos
9. opuesto de sucio
14. cositas muy pequeñas que crecen donde encuentran alimento y humedad

## Crucigrama para una casa saludable: Clave de respuestas

