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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National Institute of Food and Agriculture, USDA
Children, Youth and Families at Risk
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.¹ 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 children²

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.”³ 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.”⁴ 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.

⁴ Ibid., p. 39.

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

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

**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. 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) 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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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:7

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.\(^8\)

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.

\(^8\) 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.
Lesson 1

What is a healthy home?

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 Standards1:

• 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
  o Family newsletter
  o 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.

1 U.S. Centers for Disease Control and Prevention, www.cdc.gov/healthyyouth/sher/standards

This project was funded by the National Institute of Food and Agriculture, U.S. Department of Agriculture Children, Youth and Families at Risk and developed by the Department of Extension, University of Connecticut.
Lesson 1

What is a healthy home?
Lesson 1

What is a healthy home?

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)
Lesson 1

What is a healthy home?

Terms for facilitators to know

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

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

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Frequently asked questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some ways to get fresh air into a home?</td>
<td>• Open windows (when outside weather and safety permit)</td>
</tr>
<tr>
<td></td>
<td>• Do not allow smoking in the home</td>
</tr>
<tr>
<td></td>
<td>• In the bathroom and kitchen, use exhaust fans that are vented to the outside</td>
</tr>
<tr>
<td></td>
<td>• Do not use aerosol sprays, scented candles, and air fresheners, which may contain harmful chemicals</td>
</tr>
</tbody>
</table>

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

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?
Lesson 1

What is a healthy home?

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.²

   **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)

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² See National Center for Healthy Housing, [http://www.nchh.org/what-we-do](http://www.nchh.org/what-we-do)
Lesson 1

What is a healthy home?

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.³

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.


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### Lesson 1

What is a healthy home?

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

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.
Lesson 1

What is a healthy home?

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**
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.

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

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.

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.

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.

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

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.

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

<table>
<thead>
<tr>
<th>Contaminant</th>
<th>Tools for Healthy Living</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mold</td>
<td>Tools for Healthy Living</td>
</tr>
</tbody>
</table>
Lesson 1

What is a healthy home?

Pest

Tools for Healthy Living

Pesticide

Tools for Healthy Living

Toxic

Tools for Healthy Living
Lesson 1

What is a healthy home?

Well-maintained

Tools for Healthy Living

Well-ventilated

Tools for Healthy Living

Definitions

A substance that dirties, pollutes, or poisons—such as a dangerous chemical

Tools for Healthy Living
<table>
<thead>
<tr>
<th>Tools for Healthy Living</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very small living things that grow where they find food and moisture</td>
<td></td>
</tr>
<tr>
<td>Creature (such as an insect, mouse, or bat) that lives where it is not wanted</td>
<td></td>
</tr>
<tr>
<td>A chemical used to kill pests</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1

What is a healthy home?

Poisonous

Tools for Healthy Living

Kept in good repair or good working order

Tools for Healthy Living

Provided with a good supply of fresh air

Tools for Healthy Living
Lesson 1

What is a healthy home?

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

<table>
<thead>
<tr>
<th>Start here</th>
<th>Who has a definition for mold?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Definition:</th>
<th>Who has a definition for pest?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very small living things that grow where they find food and moisture</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1

What is a healthy home?

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

Who has a definition for pesticide?

Definition:
A chemical used to kill pests

Who has a definition for toxic?

Definition:
Poisonous

Who has a definition for well-maintained?
### Lesson 1

**What is a healthy home?**

<table>
<thead>
<tr>
<th>Definition:</th>
<th>Who has a definition for well-ventilated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kept in good repair or good working order</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Definition:</th>
<th>Who has a definition for contaminant?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided with a good supply of fresh air</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Definition:</th>
<th>The end!</th>
</tr>
</thead>
<tbody>
<tr>
<td>A substance that dirties, pollutes, or poisons—such as a dangerous chemical</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1

What is a healthy home?

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:

<table>
<thead>
<tr>
<th>Youth responses to this lesson</th>
<th>Please check the box that most closely applies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the youth find the topic</td>
<td>Interesting [ ] Boring [ ]</td>
</tr>
<tr>
<td></td>
<td>Easy to understand [ ] Difficult to understand</td>
</tr>
<tr>
<td></td>
<td>Useful [ ] Useless [ ]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did the youth find the activities</th>
<th>Interesting [ ] Boring [ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Easy to understand [ ] Difficult to understand</td>
</tr>
<tr>
<td></td>
<td>Useful [ ] Useless [ ]</td>
</tr>
</tbody>
</table>

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
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.

What makes a home healthy?

<table>
<thead>
<tr>
<th>A healthy home is</th>
<th>Why it matters</th>
<th>Problems to look for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clean</td>
<td>Clean homes have fewer pests and fewer dangerous chemicals (like lead).</td>
<td>• Unwashed dishes</td>
</tr>
<tr>
<td>Dry</td>
<td>Dry homes are less likely to have mold (which may trigger asthma) and pests (which may trigger asthma or carry diseases).</td>
<td>• Leaky plumbing: pipes, faucets</td>
</tr>
<tr>
<td>Free of pests</td>
<td>Pests can carry diseases and trigger asthma attacks.</td>
<td>• Signs of pests: waste, nests, chew marks</td>
</tr>
<tr>
<td>Free of dangerous chemicals</td>
<td>Homes without lead, tobacco smoke, unsafe household cleaners, and pesticides are safer and healthier.</td>
<td>• Dangerous chemicals, such as pesticides, cleaning chemicals, and medicines, not locked away</td>
</tr>
</tbody>
</table>

**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.

An Equal Opportunity Program Provider

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A healthy home is

Why it matters

Problems to look for

Fresh, moving air

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

- No exhaust fans in kitchen and bathrooms
- Unpleasant smells (chemicals, smoke)
- Windows that don’t open, even in good weather

Safe

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

- Clutter, especially on stairs or walkways or near stove or heater
- Burned out light bulbs
- Slip, trip, and fall hazards, such as loose carpet
- Electrical outlets without child-safe covers
- Smoke detectors: none or not working
- Carbon monoxide detector: none or not working
- Need to post poison control phone number (1-800-222-1222)
- Need to post home address in case of 911 (emergency) call

Well maintained

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

- Chipping or peeling paint
- Broken windows
- Leaking pipes
- Missing stair railings

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
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 vivan en ella—tanto niños como adultos—a estar o permanecer sanas y salvas.

¿Qué hace que una casa sea saludable?

<table>
<thead>
<tr>
<th>Una casa saludable está</th>
<th>Porqué es importante</th>
<th>Problemas que debe buscar</th>
</tr>
</thead>
</table>
| **Limpia**             | Las casas limpias tienen menos plagas y menos productos químicos peligrosos (como el plomo). | • Platos sin lavar  
• Basura regada (no en cubos de basura)  
• Polvo  
• Pelo de animales domésticos  
• Moho o mildiu en el baño o la cocina  
• Pisos sucios |
| **Seca**               | 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). | • Cañerías, tuberías y llaves que gotean  
• Manchas de humedad en el techo o piso  
• Burbujas en la pintura  
• Cañerías tapadas en la cocina o el baño |
| **Libre de plagas**    | 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. | • Señales de plagas: excremento, nidos, objetos mordisqueados  
• Cubos de basura sin tapar  
• Aperturas o agujeros en el edificio  
• Mosquiteros rasgados |
| **Libre de productos químicos peligrosos** | Las casas son más seguras y más saludables si no tienen plomo, humo de tabaco, limpiadores del hogar peligrosos y pesticidas. | • Productos químicos peligrosos, como los pesticidas, químicos limpiadores y medicinas, que no estén bajo llave  
• Cigarrillos u otros productos de tabaco |

**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.

Proveedor de programas con igualdad de oportunidades

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Una casa saludable está fresca y ventilada.
- Las casas bien ventiladas tienen aire más saludable y limpia, de manera que las personas por lo general tienen menos problemas respiratorios.
- No hay extractores de aire en la cocina y baños
- Olores desagradables (de productos químicos, humo)
- Ventanas que no se abren, ni siquiera en el buen tiempo

Libre de peligros y riesgos.
- Las casas libres de peligros y riesgos ayudan a las personas a evitar accidentes y lesiones de caídas, quemaduras y envenenamiento.
- El desorden, especialmente en las escaleras o pasillos o cerca de la estufa o calentador
- Focos fundidos
- Riesgos para resbalarse, tropezarse o caerse, como una alfombra suelta
- Enchufes eléctricos sin tapa a prueba de niños
- Detectores de humo: no hay o no funcionan
- Detector de monóxido de carbono: no hay o no funciona
- Es necesario tener a la mano el número de teléfono del centro de control del envenenamiento (1-800-222-1222)
- Es necesario tener a la mano la dirección de la casa en caso de que sea necesario hacer una llamada 911 (de emergencia)

Bien mantenida.
- Las casas bien mantenidas ayudan a las personas a evitar los productos químicos peligrosos (como el plomo), moho y los accidentes
- Pintura que se cae o se desprende
- Ventanas rotas
- Tuberías que gotean
- Escaleras sin pasamanos

¿Qué sigue?
En las próximas semanas, su hijo aprenderá cosas específicas que pueden hacer que la casa sea más saludable o menos saludable.
La casa saludable ayuda a que estén o permanezcan sanas y salvas las personas que vivan en ella.

**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

1. d
2. m
3. h
4. ventilado
5. seguro
6. c
7. pesticida
8. ticida
9. l
10. plagas
11. asma
12. tóxico
13. húmedo
14. h
15. seco