

ARISE BASIC HEALTH 101: HEALTH AND HYGIENE

TABLE OF CONTENTS

ARISE Foundation: An Overview.....	3
What Are People Saying About ARISE?.....	4
Tips for Teaching ARISE Life Management Skills.....	6
Performance Evaluation.....	10
SECTION ONE	
Introduction.....	11
General Health.....	12
Handling Common Illnesses.....	14
Choosing a Doctor.....	16
Review Activity.....	18
SECTION TWO	
Introduction.....	19
STDs.....	20
HIV and AIDS.....	22
Symptoms, Prevention, and Treatment.....	24
Review Activity.....	26
SECTION THREE	
Introduction.....	27
Personal Hygiene.....	28
Hygiene Specifics.....	30
Skin Care.....	32
Review Activity.....	34
Worth Remembering.....	35

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TABLE OF CONTENTS

ARISE Foundation: An Overview.....	3
What Are People Saying About ARISE?.....	4
Tips for Teaching ARISE Life Management Skills.....	6
Performance Evaluation.....	10
SECTION ONE	
Introduction.....	11
General Health.....	12
Handling Common Illnesses.....	14
Choosing a Doctor.....	16
Review Activity.....	18
SECTION TWO	
Introduction.....	19
STDs.....	20
HIV and AIDS.....	22
Symptoms, Prevention, and Treatment.....	24
Review Activity.....	26
SECTION THREE	
Introduction.....	27
Personal Hygiene.....	28
Hygiene Specifics.....	30
Skin Care.....	32
Review Activity.....	34
Worth Remembering.....	35

ARISE BASIC HEALTH 101: HEALTH AND HYGIENE

TABLE OF CONTENTS (CONT.)

LEARNER'S WORKSHEETS

SECTION 1.....	38
SECTION 2.....	64
SECTION 3.....	83
Vocabulary.....	97

QUIZZES, ASSESSMENTS, ANSWER KEYS AND BONUS MATERIAL

Worksheet Answers.....	101
Quizzes and Assessments.....	104
Quiz and Assessment Answers.....	110
Discussion Questions and Activity Ideas for the ARISE Inspirational Biographies.....	113
ARISE Inspirational Biographies.....	114
Vision Board Activity.....	117
Using ARISE True Life Tales to Create Memorable Learning Experiences.....	118
ARISE True Life Tales.....	119
Mind Map Activity.....	127
Create a Comic Activity.....	128
How to Make the Most of the ARISE Life Quotes Found Throughout this Manual.....	129
How to Effectively Use the ARISE Motivational Posters in this Manual.....	130
ARISE Motivational Posters.....	131
ARISE Training and Curricula.....	136

SECTION ONE

INTRODUCTION

Are you feeling run down? Tired and weak? Have no fear! You're probably just in need of a shot of good food and new health habits. If that old saying "You are what you eat" is true, then most of us are large, walking potato chips or greasy cheeseburgers.

Besides sticking to a healthy diet, you need to know how to treat fevers and allergies as well as what to do if you have a sprain or bruise.

The goal for learners in this section is:

**To learn tips on how to take care of yourself so you can avoid the doctor's office, and important steps to take with family members in case of an emergency.
Prevention is the best medicine!**

REMEMBER TO INCLUDE THE WONDERFUL INTERACTIVE RESOURCE MATERIAL BEGINNING ON PAGE 113 AS PART OF THIS EXCITING LEARNING EXPERIENCE.



INFORM LEARNERS:

**THERE WILL BE A QUIZ FOLLOWING EACH SECTION.
IF THEY DON'T KNOW A WORD, ASK THEM TO REFER TO THE VOCABULARY LIST ON PAGES 97-100 OF THIS MANUAL AND PAGES 64-67 OF THE LEARNER'S WORKBOOK.**

1

GENERAL HEALTH

SLEEP AND DREAMS QUESTIONNAIRE

Worksheet: Page 38

Learner's Workbook: Page 5

1. Ask learners, Do you believe sleep has any effect on your health and looks? Answers should include: *Our bodies need rest, especially when we are sick or run down; We need to recharge our batteries; It's impossible to look good or think clearly without enough sleep.*
2. Referring to page 38 of this Manual and page 5 of the Learner's Workbook, read questions out loud as learners mark "T" or "F." By a show of hands, find out how many learners are good sleepers and how many are not. Ask for suggestions on how to improve sleep. For example, *go to bed at the same time every night and don't smoke right before bed.* Have a volunteer read the tips from the worksheet.

FOOD SMART

Worksheet: Page 39

Learner's Workbook: Page 6

1. Ask learners if they know what "eating smart" means. Write correct answers on the board or a large piece of paper. Explain that in order to feel and look good, we have to eat food that is healthy for us. Have the group turn to worksheet page 39 and page 6 of the Learner's Workbook. Ask volunteers to read and discuss the information listed.
2. Encourage all to think about and list on a sheet of paper what they would like to eat for breakfast, lunch, and dinner for two days. When finished, have everyone read their menus out loud. Have learners write all their food choices on the board or large piece of paper where all can see. After everyone has participated, go through the entries, asking, Are these healthy foods? Why? Why not?

RESTAURANT SMARTS

Worksheet: Page 40

Learner's Workbook: Page 7

1. Ask learners, Do you find it difficult to eat healthy when you're in a rush or in a fast-food restaurant? Can you share any tips on how to handle this? Write tips on the board or a large piece of paper. Some examples include *lemon instead of salad dressing, hold the mayo, olive oil on bread instead of butter.*
2. Read worksheet page 40, Learner's Workbook page 7 out loud. Have volunteers role-play being a customer in a restaurant and ordering from a waiter using some of the phrases found on the worksheet.

ALLERGIES

Worksheet: *Page 41*

Learner's Workbook: *Page 8*

1. Ask learners if anyone has allergies. Encourage discussion about symptoms and how they handle them.
2. Have learners jump read worksheet page 41, Learner's Workbook page 8. (Jump reading begins with one volunteer reading until the end of a sentence or idea. Then another learner jumps in and reads until the end of the next thought or sentence. Continue until all information has been read.) Ask learners how they handle their allergies. Then read "Handling Minor Allergies" on the worksheet.
3. Together, make a chart of things that can cause allergies. They can take the chart home to refer to.

POISON PREVENTION

Worksheet: *Page 42*

Learner's Workbook: *Page 9*

1. Ask, How do you prevent children from getting access to dangerous household items? Answers may include *Keep medicine and cleansers above adult shoulder height; Never place cleaning products in attractive containers; Don't keep cleaning products or chemicals in the same cabinets as food.*
2. Have volunteers jump read worksheet page 42 and page 9 of the Learner's Workbook. Discuss the information as a group. Talk about a time when someone they know swallowed a dangerous substance. Have learners get into groups of three and make a list of dangerous substances.
3. Encourage learners to create a poster that shows ways to keep medicines out of the reach of young children. Display their artwork.

FIRST-AID KIT; QUICK THINKING

Worksheet: *Pages 43-45*

Learner's Workbook: *Pages 10-12*

1. Explain that minor injuries can be treated using items available at the drug store. These should be stored in a first-aid kit out of the reach of children (above adult shoulder height). Ask a volunteer to read worksheet pages 43 and 44 and pages 10 and 11 of the Learner's Workbook.
2. Ask for a volunteer to read worksheet page 45 and page 12 of the Learner's Workbook out loud. What would they do in that person's place? Do they think they would have acted differently? Listen to their comments and opinions.

WRAP-UP

Worksheet: *None*

Ask the following questions: What are some healthy food choices? Where should you keep household cleaners? What things bother people with allergies?