

Title: Alphabet Taxonomy (Human Sexuality)

Topic: Any topic of your choosing (sexuality used in this example)

Level: Upper elementary, high school, college

Time: One class period

Materials: Each person will need a piece of paper and a pen or pencil.

Overview: This activity can be used to stimulate a lot of discussion in relation to the topic selected by the instructor.

Procedures:

- 1) Have each person write the alphabet down the left side of a piece of paper.
- 2) Instruct everyone to write one word that begins with each letter of the alphabet that indicates something associated with the topic selected.
- 3) Example using sexuality as the topic of discussion:

| | | |
|---------------|-----------------------|------------|
| A. Areola | K. Kiss | U. Urethra |
| B. Breasts | L. Love | V. Vagina |
| C. Cervix | M. Mons | W. Why |
| D. Death | N. No | X. |
| E. Epididymis | O. Orgasm | Y. |
| F. Foreplay | P. Penis | Z. |
| G. Genitals | Q. Quit | |
| H. Hug | R. Refractory | |
| I. Intimacy | S. Sexual intercourse | |
| J. | T. Tongue | |

- 4) As a variation, instead of individuals doing this, you could put students into small groups of three or four and then play "Scatergories," where each team reads the word it has developed for a letter and other teams need to cross out that word if they have the same word. The team gets to select the letter they think will be unique for them, that is, no one else will have the same word as they have selected. Doing this stimulates creativity. If a team or individual has a unique word or phrase, that person can explain why he or she or they selected that word or phrase.
- 5) This activity may be used for any content area in a health class.

Title: Proverbs

Topic: Introduction to creative thinking

Level: 1-12

Time: 20 - 30 minutes

Materials: List of proverbs to be distributed to the class, individual or in groups

Procedures:

- 1) Prior to class prepare a handout on which you have written the first half of a well-known proverb. instruct the students they are to complete the proverb. If you do this in groups, you may want to give different proverbs to each group, then have the students complete the proverb. In the ensuing discussion, have the students explain their "completion" or what they think the proverb means.
- 2) The example in this method was located on the internet and the actual source is unknown. However, in the interest of full disclosure, An Elementary School Teacher had twenty-six students in her class. She presented each child in her classroom the 1st half of a well-known proverb and asked them to come up with the remainder of the proverb. It's hard to believe these were actually done by first graders. Their insight may surprise you. While reading, keep in mind that these are first-graders, 6-year-olds, because the last one is a classic!
- 3) Sample proverbs and answers from a first grade class:

| | | |
|-----|-----------------------------------|--------------------------|
| 1. | Don't change horses | until they stop running. |
| 2. | Strike while the | bug is close. |
| 3. | It's always darkest before | Daylight Saving Time. |
| 4. | Never underestimate the power of | termites. |
| 5. | You can lead a horse to water but | how? |
| 6. | Don't bite the hand that | looks dirty. |
| 7. | No news is | impossible. |
| 8. | A miss is as good as a | Mr. |
| 9. | You can't teach an old dog new | math. |
| 10. | If you lie down with dogs, you'll | stink in the morning. |
| 11. | Love all, trust | me. |
| 12. | The pen is mightier than the | pigs. |
| 13. | An idle mind is | the best way to relax. |
| 14. | Where there's smoke there's | pollution. |
| 15. | Happy the bride who | gets all the presents. |

| | | |
|------------------------------|---|-----------------------------------|
| 16. | A penny saved is | not much. |
| 17. | Two's company, three's | the Musketeers. |
| 18. | Don't put off till tomorrow what | you put on to go to bed. |
| 19. | Laugh and the whole world laughs with you, cry and | you have to blow your nose. |
| 20. | There are none so blind as | Stevie Wonder. |
| 21. | Children should be seen and not | spanked or grounded. |
| 22. | If at first you don't succeed | get new batteries. |
| 23. | You get out of something only what you | see in the picture on the box. |
| 24. | When the blind lead the blind | get out of the way. |
| 25. | A bird in the hand | is going to poop on you. |
| And the WINNER and last one! | | |
| 26. | Better late than | pregnant. |

Title: Don't Judge

Topic: Acceptance for people with disabilities or who are different

Level: K-6

Time: 5-10 minutes

Materials: 2 bananas

Procedures:

- 1) One banana should be bruised a bit right before coming to class.
- 2) One banana should be kept in the refrigerator overnight.
- 3) The banana from the refrigerator will look very brown and not too appetizing. The other should look much better.
- 4) Ask the students which banana they would prefer to eat. They should choose the one you just bruised.
- 5) Peel each banana and reveal the one that looked worse was actually the better banana.
- 6) Lead the discussion on how it is impossible to judge a book by its cover. This is also a great introduction to helping students understand that they do not have to be afraid of someone with a disability. It is important to take the time to get to know someone before judging them as a person.

- Title:** **Setting Public Policy**
- Topic:** Alcohol or possibly tobacco use
- Level:** High school, college
- Time:** One class period
- Materials:** Possible handouts that will be discussed class or a ppt with the questions
- Overview:** This activity can be used to stimulate a lot of discussion in relation to the topic selected by the instructor.

Procedures:

- 1) Inform the students there has been a new scientific breakthrough has just been reported. Read the following to the participants.

Scientists have discovered two alcoholism susceptibility genes (ASGs). Each gene has two possible alleles, a high-susceptibility allele and a low-susceptibility allele. As a result, a person may have 1, 2, 3, or 4 high-susceptibility alleles. Almost everyone who has high susceptibility alleles would become an alcoholic if he or she were to consume alcohol on a regular basis. Those with none of the high-susceptibility alleles would have no genetic predisposition to become an alcoholic. It has been proposed that all applicants for a driver's license be tested for the various alleles. Anyone who has three or four high-susceptibility alleles will have a stamp on his or her driver's license that contains the words, "No eligible to purchase alcoholic beverages." This would make it illegal for anyone with these words on his or her driver's license to purchase alcoholic beverages. If anyone who has this type license is "caught" with alcoholic beverages, the individual's license would automatically be suspended for two years. Further, there is a fine of \$10,000 for anyone who sells alcoholic beverages to an individual who has this on his or her driver's license. For anyone who furnishes alcohol (not selling, but giving) to a person who has the high susceptibility alleles, there is a mandatory 90 day jail sentence.

Should this law be passed? why or why not?

- 2) Possible discussion questions include:

Is this potential law an invasion of our constitutional rights?
Is there information about the two alcohol-susceptibility genes missing?
Who might be affected by this possible legislation?
If the law is passed, who or what agency might be required to "enforce" it?
Should each state have the right not to accept this if it is federal legislation?

How might the tax monies that would be lost from the sale of alcoholic beverages be "recouped?"

- 2) Clearly, there are many other questions that might be asked about this issue. If this activity is used to discuss alcohol, you might also ask the participants to discuss what ramifications might ensue if another allele were to be discovered that would identify those who would definitely develop lung cancer or heart disease if he or she uses tobacco products.
- 3) To end the discussion, you might explore with the students the potential role of new scientific discoveries and the effect of these discoveries on public policy. Be sure to explain to the students, that at this point in time, no such alleles have been discovered. This activity may be used for any content area in a health class.

Food Quiz for Fun

Title: Food Quiz for Fun

Topic: Nutrition

Level: High School through College

Time: 10 - 20 minutes

Materials: Perhaps an overhead transparency that contains the questions. You could also prepare this on a single page as a “test” for the students. Do not have them put their name on the paper

Aims:

Introduce a series of lessons about nutrition, or include as a “fun break” during a lesson about nutrition.

Procedures:

1. Tell the participants you are going to give them a short quiz about nutrition.
2. Distribute the “quiz” or put the transparency on the overhead.
3. Tell the participants they are to become “creative” in their responses.
4. After a short period of time (e.g., five - ten minutes), begin asking the students their answers. There may be more than one “correct” answer:
 1. If you were an actor, you would keep a good supply of _____ on hand at all times.
 2. For hungry twins, _____ would be an ideal after school snack.
 3. If you were a jeweler, you would keep your case full of _____.
 4. In the hot Arizona sun, a swimmer always enjoys a _____.
 5. Some of you may not like it, but _____ is a favorite of the linguists.
 6. The banker may be a lousy cook, but he can't get along without _____.
 7. A drummer must have _____.
 8. An electrician has to be careful not to lose his or her _____.
 9. Most prize fighters really like their _____.

10. A prospector in the mountains would be really hungry if there was nothing to eat but _____.
11. A lumberjack would be hard pressed to do work without _____.
12. A gambler would not be satisfied without _____.
13. The dog sled driver always eats the same breakfast. He needs his _____.
14. If you don't find _____ at the shoe repairman's, stop at the shoe store.
15. Young lovers always want more _____.

Title: Taking off the Blinders

Topic: Introduction as an icebreaker; cultural Diversity; Stress Reduction; Relationships

Level: Middle/junior high; senior high; adult

Time: 20 - 40 minutes, depending upon the time spent doing the activity and in discussion

Materials: One 3x5 card for each participant/student

Overview: This activity and resultant discussion can show how we may set up artificial barriers

Procedures:

- 1) Distribute one 3x5 card to each participant.
- 2) Instruct each participant to turn the card so the lines (if you used lined card) are on the bottom.
- 3) Have each individual print his or her name/'nickname in the middle of the card.
- 4) Instruct the individuals as follows:
 - In the upper left corner, draw a picture of your favorite taste
 - In the upper right corner, draw a picture of your favorite touch
 - In the lower left corner, draw a picture of your favorite smell
 - In the lower right corner, print the initials of the state in which you were born.

On the back of the card, write something unique about you as a person.
- 5) Once #4 has been completed, have all students/participants come to the front of the classroom and indicate "boys (men) on the left, girls (ladies) on the right. Try to keep a good space between the two groups. Be sure to "hustle" them so they don't have a lot of time to chat.
- 6) Instruct the individuals as follows:
 - Find someone in your group who has the same first name or nickname as you. The students will probably be "huddled" so you will need to get them to spread out. Now go to the groups (most likely still in the "male/female" grouping you initially "set up." Go through the entire group asking each person or "group" to state his or her name/nickname.

Now find someone who have the same favorite taste (or touch, or smell, the order doesn't matter) as you. The students should be regrouping by whatever variable (taste, touch, smell) you indicated. If someone asks, "Can we go to the other group?" simply state, "The instructions were to find someone who has the same favorite taste as you." It is possible students may want to get out of their "gender group", but at least initially,

you should see them remaining in the “artificial” gender group you initially established. If the groups begin to “co-mingle,” there is still no problem and you can “build” on that as presented later in these instructions.

As with the name specification, begin to go around the group asking the various “new groupings” to specify their favorite taste. It is suggest you begin with either a male or female who seems to be by him or herself to see what he or she states and see if there is some other group that is similar.

As you go from group to group, more than likely some group will “repeat” something that was stated in a different group, particularly if they are still in the original male/female groups. When this happens, I repeat that they were to find those with the same “taste, or touch, or smell” as the individual had drawn. Someone will probably say, “you said boys over here and girls over there,” and this is the perfect time to ask, “Why did it take you so long to realize there were people in the group “across the room” who had the same “taste, touch, or smell” as you?

- 7) Once you have gone through all the four corners, you can initiate a discussion about how we may, unknowingly, set up artificial barriers for ourselves (our perceptions of barriers that may not be present) that may well inhibit our thinking, or logic, when dealing with various problems or dilemmas we must face.
- 8) Have the students learn the following:
Tickitee Tee, Tickitee Tee
I wonder if anyone knows that I’m me?
I’m me when I’m happy, I’m me when I’m sad.
I’m me when I’m good, I’m me when I’m bad.
Whatever I say, whatever I do, I know I could never, oh never be you.
I couldn’t be father, I couldn’t be mother;
I couldn’t be sister, I couldn’t be brother.
So Tickitee tee, tickitee tee
I guess I’LL JUST HAVE TO BE HAPPY I’M ME!
- 9) Have the students turn over the cards and one at a time, tell what they thought was unique about them.
- 10) More discussion about uniqueness and appreciation of the uniqueness of individuals can then ensue. Be sure to stress the concept that if we were all alike, it would be a pretty “dull” world.

Go; Grow; Glow

Title: Go; Grow; Glow

Topic: Nutrition

Level: Any, grade 1 – college (be cognizant of the procedures from item 4 and beyond)

Time: Perhaps 20 – 30 minutes, up to one class period

Materials: Chalk board, dry erase board, or overhead projector and transparencies or PowerPoint

Aims:

Help students review the interactions between the three functions of food, the food groups, and the basic nutrients within each of the foods groups.

Procedure:

- 1) Ask the participants to state the three functions of food.

They may actually state them:

Energy

Build and Repair Body Tissues

Regulate Body Processes (advanced students may say: “Homeostasis”)

- 2) Ask the participants if they can think of “little words” that may mean the same as the three functions. The three words are Go, Grow, and Glow.

- 3) List these three words (Go, Glow, Grow) on the board and ask, “What are the six basic nutrients?”

Carbohydrates

Fats

Proteins

Minerals

Vitamins

Water (I often refer to this as a catalyst)

- 4) List the six nutrients on the board, or overhead when they are specified by the participants.

- 5) Ask the participants to tell you the basic food groups.

Meat

Milk

Fruits

Vegetables

Grains

Fats/Oils

- 10) The key now is to develop a diagram and ask the participants what each of these groups does, so I list the Nutrients on the left side of a chart, the functions in the middle, and the food groups on the right, and ask the participants to tell me what each nutrient “contributes” to in terms of the three functions, and what the source of the nutrient might be. Use arrows, or colored markers on an overhead.
- 11) You could then indicate the number of servings of each of the nutrients, and show a transparency of the Food Guide Pyramid as you go through this exercise.

Topic: We ask first/Music
Topic: Substance abuse/nutrition/consumer health
Level: Elementary
Time: 20 - 40 minutes, depending upon whether or not you have the “cutouts” prepared ahead of time.

Materials: Magazines that contain pictures of good things to eat, as well as things such as gasoline, drugs, alcohol, tobacco products, that are not good for youth to consume. You could have these things already available and not have students cut them out of magazines. Also have two sets of large lips made from cardboard, with the lips parted, and taped onto a trash can so things can be placed through the open lips and will fall into the trash can that has been lined with a plastic liner. Have available one other trash, also lined with a plastic bag or other plastic liner. Also have a bulletin board prepared that is divided into two parts. The title of the bulletin board would be, “We Ask First.” On the left side of the board place the heading “Good to Eat,” and on the right side of the board place the heading, “Bad to Eat.” Have push pins available for use later in the lesson.

Aims:

This particular activity can be used to integrate health with music, as well as with basic physical education/dance skills. It may be used as a part of a nutrition, drug abuse, or consumer health unit for elementary school children. Depending upon what you have prepared in advance of the lesson, fine motor skills could also be involved.

Procedures:

- 1) In advance of the lesson, have enough pictures of things like vegetables, fruits, meats, eggs, chicken, fish, 3-in-1 oil, motor oil, alcohol (e.g., wine, liquor, spirits), tobacco products, so that each participant would receive as many as five to ten pictures. An alternative would be to have a stack of magazines available in the room and have the participants cut out pictures of these various things. Collect these and put them into a folder for later use.
- 2) Explain to the participants they are going to learn a song and will make some decisions about things that would be OK to eat, or things they should not eat.
- 3) Teach students the following song, sung to the tune of Three Blind Mice:

We ask first.
We ask first.
What we may taste.
What we may taste.
Even though goodies look ever so good;
We always remember as wise children should;
Not to put anything into our mouths;
Till we ask first.

- 4) Once the participants have the song memorized, distribute the various cutout items that either you or the students have prepared so that each student has five to ten cutouts.

- 5) Place the two trash cans you have prepared, side by side at the front of the classroom.
- 6) Have the participants stand and have their cutouts ready to place either through the “lips,” or into the trash can, based upon whether what they have is good to eat, or not good to eat.
- 7) Have the participants begin singing the song and marching toward, and past the two trash cans at the front of the classroom. As they sing and march past the trash cans, they are to look at one of the cutouts they have been given, and make a decision if that particular item is good to eat, or not good to eat. As they pass by the trash cans, they either place the picture through the lips and into the “stomach,” or into the trash can, to be discarded.
- 8) Once all children have had a chance to go past the trash cans approximately five times (or how many ever pictures they have), they will return to their seats for a discussion.
- 9) Remove all the things from the “stomach,” and, one at a time, hold them up asking the participants to again decide, “Is this good to eat?” If the answer is, “Yes,” then give the item to a participant and have that participant tape or tack the item to the bulletin board under one of the two headings you have on that board.
- 10) Conduct a discussion of why certain things (e.g., fruits, vegetables, meats, grains, milk, eggs, etc. are “Good to Eat,” and why things such as tobacco products, gasoline, laundry products, alcohol, etc. are “Not Good to Eat,” by participants their age.

I occasionally have the students sing the song, regardless of the time of day, or what is going on, just to keep this concept of not putting things that aren’t healthy into their mouths. I’ve done this throughout the academic year with the students. It also creates a “refreshing break” from some the “tedium” that can set in during the teaching day.

Adapted from: School Health Curriculum Project, Grade 1.