Appendix A

PERSONAL CARE & HYGIENE

MATERIALS

- White board & markers
- Stop Germs, Wash Hands CDC Fact Sheet
- Most missed areas of hands handwashing diagram
- Free toothbrushes for students

LESSON & ACTIVITY – 15 minutes

- At this station we will be discussing proper hygiene. Can someone tell me what hygiene means?
- At your age group, there are a lot of changes occurring in the body so it is particularly important to start building habits to taking good care of yourself.
- If you do not have good hygiene habits, you can get certain diseases. Diseases you can get from poor hygiene include athlete’s foot, body lice, chronic diarrhea, tooth decay, hot tub rashes, pinworms, pubic lice, scabies, swimmer’s ear, ringworm, etc. Poor hygiene can also lead to the spread of germs causing you and other people to get sick with other things like the flu.
- Draw a stick figure on the board. We can go through each part of the body and discuss what are the important aspects of care for each body part. For each aspect, poll the group to see what they come up with.
  - Hair:
    - Brush and comb hair every day
    - Shampoo hair as often as necessary to keep it smelling clean and fresh.
    - Avoid shampoo build-up in the hair by using a penny-size amount of shampoo and rinsing it all out.
  - Face:
    - Wash all over face, including neck and ears.

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4Free Toothbrushes were received as a donation
• Acne is due to build up of oils in your pores. Wash face morning and night with a gentle cleanser.
• Using harsh soaps or scrubbing too hard can hurt the skin and sometimes can make pimples worse.

  o Teeth:
    • Brush your teeth twice daily while humming the ABCs.
    • Brush in small circles up and down and include the front, back, inside and outside of all teeth.
    • Brush your tongue as well to avoid having bad breath.
    • Floss daily to get food that can build up between your teeth.
    • Good dental care can actually affect long-term health

  o Body:
    • Wash all parts of the body with warm water and soap.
    • Make sure to dry yourself completely after bathing.
    • Wear fresh, clean clothes every day. Wash clothes after wearing.
    • Shaving: People have different choices about shaving. It is important to use a clean razor and shaving cream if you choose to shave an area.

  o Underarms:
    • Daily Deodorant use is important for combatting body odor.
    • Some people may also choose to shave the underarm area.

  o Hands:
    • Be sure to wash your hands several times daily (refer to CDC hand out on handwashing and commonly missed spots).
    • Don’t forget between the fingers and under the finger nails.
    • Clip your nails once weekly.

  o Pubic area/genitals:
    • Same cleaning routines as the other part of the body including washing everyday with warm water and soap over the external surface including in regions of pubic hair. Avoid harsh scrubbing or scented soaps. There is no need for cleaning internally such as douching or putting soap into the vaginal area.
    • It is always good to wear clean underwear and other tight-fitting clothes.
    • Once you start menstruating you can use pads or tampons. It is important to change them at least every 8 hours. Always pack an extra pad or tampon with you in case.

  o Feet:
    • Use soap and warm water to wash your feet and rinse them well.
    • Be sure to wash between the toes and under toenails.
    • Clip toenails once a week.
    • Wear clean socks every day.
    • Store shoes in a cool dry place. If you feel more moisture is building up, try using baby powder in your shoes to prevent moisture building up which can lead to bad smells.

• There are other aspects of personal care such as using sunscreen when going outside to protect yourself from the UV rays.
• Other important things to keep in mind, are personal self-care which includes seeing a primary care doctor regularly. For you all, that would mean going to the pediatrician.
every year even if you don’t feel sick. It is good to get a regular check up as your pediatrician can assess your health and also answer questions and give you resources to better take care of your health. Family Health Center in Worcester can provide free medical services.

- Answer questions about hygiene
MENTAL HEALTH 5.6

MATERIALS

- Stress Survey
- Coping Cards

LESSON – 8 Minutes (with interspersed activities)

- Mental health is very important because it has to do with the health of our brain. The brain and body are tightly linked so both must be functioning well for you to succeed.
- What is Mental Health? It is our health and how it relates to our emotions, thoughts and behaviors. For that reason, our mental health is just as important as physical health when thinking about what gets us through everyday life.
- Emotions are an important part of life. A wide range of them helps us work our way through the happenings of life. At times, we can feel happy or excited. At other times, it is perfectly normal to feel negative emotions such as sadness, anger and frustration especially in response to stressful things. In fact, those emotions in moderate amounts can help us succeed in working through challenging situations.
- Feeling negative emotions does not in any way mean you have bad mental health. On the contrary, taking care of your mental health is what helps you adapt to situations when you don’t feel so good. It helps us adapt to the situation and move forward so that we don’t feel sad, angry or frustrated forever. Pause for questions.
- Has anyone ever talked about mental health before? Has anyone ever heard any negative comments about mental health in general?
- Mental health can be difficulty to talk about because many people have misconceptions about what mental health means or about mental illnesses. It is important to watch your language when talking about mental health and try not to use words that are hurtful or harmful to others. It is also important to ask questions if you are concerned, try to learn more and listen to the experiences of others. All these things can reduce the misconceptions and negative attitudes toward mental health.
- Let’s transition to things that can make us feel stressed or sad. Can you all think of any examples of things that are stressful?
  - Prompts/ideas for stressors
    - Physical – injury, illness, fatigue, hunger, lack of shelter
    - Social – arguments, rejection, embarrassment
    - Intellectual – mental fatigue, lack of understanding
    - Emotional – death of a close friend or family member

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- Spiritual – guilt, moral conflicts, lack of purpose

- There are many ways stressful events or challenges can manifest including the feelings themselves but there are also other behaviors that are linked to it. Take one minute to fill out this stress survey so you can get a better idea of if there are any stress behaviors that you do. *Pause for Activity 1*

- Now that you have filled out your own, when you go home, try to become more aware of these behaviors in yourself and even your loved ones. Now we can talk about some coping strategies for times you feel stressed. *Does anyone have any ideas about some good coping strategies? Bad coping strategies? What makes bad coping strategies harmful? Transition to activity 2*
  - Ideas to get people to participate and offer some ideas of coping strategies before completing the activity:
    - Healthy coping strategy examples for discussion: Rest, breathing exercises, exercise, working out, going outside, listening to music, eating healthy food, drinking water, talking to friends, meditation, watching a movie, spending time with family, friends or pets, taking a bath or shower, focusing on the good things, telling yourself positive affirmations, watch a funny video, ask for help, leave the situation, make a list of things to do, get organized
    - Unhealthy coping strategies: drugs, alcohol, unhealthy food, caffeine, smoking, venting, bottling up emotions, physical violence, taking it out on others, blaming yourself, not being able to say no

ACTIVITY – 7 Minutes total

- Activity 1: Filling out Stress Survey (2 minutes). These go home with the students.
- Activity 2: Determining the utility of different coping strategies (5 Minutes)
  - Using the coping cards, have the students move to one side of the room or another depending on whether they feel the coping strategy presented is helpful or harmful. Then have a volunteer or two explain why they moved to the area they did. This can be done by either having each student take a card and then move and explaining it to the group OR if you hold up a card and have everyone move in response to the card.
NUTRITION

MATERIALS

• Infographics: The New (Ab)Normal by CDC, MyPlate completed sheet
• One Can of Sprite
• Mason Jar with Sugar
• MyPlate Blank Hand Out
• Colored Pencils

LESSON – 6-8 MINUTES

• Importance of nutrition: The food we eat is vital to life and ensuring we are able to get through day-to-day. However, there are important things to consider when deciding what foods to use as fuel for your body. The term “poor nutrition” not only refers to not getting enough to eat, but also refers to getting too much of the wrong types of foods or too much food in general.
• Currently, within the United States, we are experiencing an obesity epidemic (refer to the New (Ab)Normal infographic)
• Obesity is important and also dangerous because it can affect our long-term health.
• Some consequences of obesity include: high blood pressure, high cholesterol, type II diabetes, coronary heart disease, stroke, gallbladder disease, osteoarthritis, sleep apnea and breathing problems, cancers (endometrial, breast, colon) and mental illness.
  o Some of you may know people who are obese and/or have these medical problems. They are chronic health conditions and require a lot of extra care in comparison to a healthy person.
  o All of them lead to taking more medications, seeing more doctors and ultimately dying at an earlier age.
• Luckily, to prevent obesity, we can look into what we eat and focus on our nutrition. It is known that building healthy nutrition habits at a younger age is beneficial for people long-term.
• It is important to pay attention to what we eat, drink and how much of these things we consume.
• For starters, we will talk about sugar. Added sugar into foods has contributed significantly to the obesity epidemic in the United States. Can anyone tell me where they think all this extra sugar is coming from? Candy vs cakes and other desserts vs sweetened beverages?

The highest amount of added sugar in the American diet comes from sugar sweetened beverages. This includes soda, sports drinks AND juices.

Americans consume **22 grams of added sugar per day** (*demonstrate mason jar with 22 grams of added sugar*). Now look at what is the **recommended amount of added sugar per day, 6 g** (*demonstrate mason jar with 6 grams of added sugar*). For reference, here is the amount of sugar in a typical can of soda (*demonstrate a can of soda next to a jar of sugar containing 9 teaspoons sugar*).

- Now that we’ve discussed drinks and how they can contribute to our nutrition, we can move to our activity which is about building a healthy plate.
- There has been an effort to create an educational campaign within the United States about the importance of “building a healthy plate”. *Have any of you seen this or have experience with it before?*
- Today we will build our own versions of a healthy plate. For starters, here is the “ideal healthy plate” (*Demonstrate healthy plate*)
  - 50% of the plate is fruits and vegetables and the other 50% is grains and protein.
  - Fruits and vegetables are healthiest when fresh. Frozen, canned or dried are also great options. It is important to get a wide variety and the best way to see that is if you have a lot of different colors on your plate!
  - Grains and proteins are the other half. Grains are important and the goal is to get at least half of them as whole grains. Proteins are important for energy and building muscle. Protein can be meat or non-meat products and the best are small and lean rather than fatty.
  - Dairy is the last part of the meal that is important for getting calcium and vitamin D which are very important for teeth and bones. Non-fat, skim or 1% dairy is best.

**ACTIVITY – 5 MINUTES**

Students will create their own version of a healthy plate using the blank MyPlate worksheets and provided colored pencils.

**REVIEW ACTIVITY – 3 MINUTES**

- Ask 1-2 students to share their plate
- Address questions
SUBSTANCE USE & PEER PRESSURE

MATERIALS

- Harm Caused by Substances Graphic
- Great Escape Worksheet (for Educator)
- White Board & Markers

LESSON – 8 Minutes

- We will begin with a discussion of certain substances that people in the adolescent age range use the most often and a substance that can cause addiction. We will be covering tobacco & nicotine, marijuana, and alcohol, but if you have questions about other substances, you can refer to the handout for more information.
- The goal is to inform you of the facts about these substances so that you are able to make informed decisions about your health.
- Tobacco & Nicotine
  - What do you all know about tobacco and nicotine?
  - Many forms including smoked tobacco products like cigarettes, cigars and hookahs or water pipes and smokeless tobacco products such as chewing tobacco. There are also electronic cigarettes and including vaporizing devices. These also contain both tobacco and nicotine.
  - The most concerning substance for addiction is nicotine as it changes chemicals in your brain leaving people with immense difficulties when trying to quit smoking.
  - Addiction comes from nicotine and other harm to the body comes from tobacco and other products included such as tar, formaldehyde, cyanide, ammonia and carbon monoxide.
  - People who smoke as well as people who are around people who smoke, also known as getting “second-hand” smoke, are both subject to the negative effects of these chemicals.
  - Smoking tobacco itself can cause many lung and breathing problems due to inhaling harmful chemicals. It can also lead to heart disease, stroke, and changing of hair, skin, and several problems within the mouth.
  - The most alarming and concerning health consequence of smoking is cancer. Cancer takes time to develop so people may not feel the effects of it right away. Not only can tobacco use lead to lung cancer, it can also lead to cancer in the mouth, esophagus, stomach, pancreas, kidney, bladder and bone.
- Marijuana
  - What do you all know about marijuana?

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Marijuana can be used in multiple ways such as smoking hand-rolled cigarettes, inhaling smoke using pipes, inhaling vapor using other devices or ingesting it in edible forms.

Marijuana itself is not to be confused with synthetic marijuana which is made in a factory. These are much stronger and often more dangerous.

The chemical in marijuana that is dangerous to the developing brain is THC. THC is responsible for the “high” effect but can also impact decision making, concentration and memory.

Short term effects include altered senses, changes in mood, problems with balance and coordination, increased appetite, trouble thinking and solving problems and sometimes hallucinations or having false thoughts.

Long term, it is associated with a lower school performance, especially in people under age 18, it has been shown to decrease IQ. It can also lead to reduced life satisfaction. Additionally, it can lead to impaired driving.

The only FDA approved medical uses of marijuana are to treat nausea and vomiting in patients undergoing chemotherapy (THC) and possible treatment for some severe forms of childhood epilepsy (CBD).

• Alcohol
  • What do you all know about alcohol?
  • There are many things we know about alcohol, especially that are true for the teenage brain.
  • The shown short term effects including inhibitions and impaired memory, reduced decision-making skills and problems with coordination or physical control. Alcohol use will severely impair the ability to drive. It also can lead to significant legal problems as the legal drinking age is 21.
  • Long-term, alcohol has been shown to affect the prefrontal cortex, or the part of the brain which is responsible for processing information and leaning. There is also a risk of developing alcohol use disorder later in life.
  • Alcohol is a substance that when ingested at high levels can cause death.
    • Over 4,000 young people die due to alcohol use each year

• Whenever you have questions, feel free to refer to the resources on the handout that you all received today. You should also talk to a trusted adult such as a guidance counselor or parents. If you learned anything from today, please remember to never drive or get into a car with someone who has been using any substances. This has led to significant deaths and it is always safer to try and find an alternate way home.

• We hope giving you this information will help you when it comes time to make decisions about substance use and your health and safety.

ACTIVITY – 7 Minutes

• Start with a discussion of
  • What do you know about peer pressure and substance use?
  • Why do people want to do what their friends are doing? Why do you think people have difficulty saying no?
  • What can people do when they are in a situation where they are feeling pressured?
• “Great Escape” Activity. Review scenarios (or come up with some yourself depending on the age group of the students) and have students come up with 2-3 ways to get out of the situation or things to say.
# Health Day Pre-Survey

Please rate your knowledge and comfort on the following areas:

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### Substance Use & Peer Pressure

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**Health Day Post-Survey**

After going through today’s stations, please rate your knowledge and comfort on the following areas:

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Was there anything else you wanted to learn more about today?

Was there anything you especially liked today?

Was there anything you disliked or found challenging today?