

Session 7

Introduction to Preventive Health

Objectives Learners will:

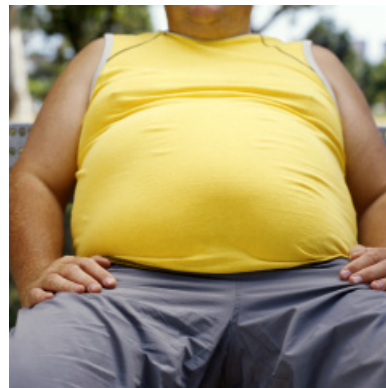
- Identify ways to promote and maintain a healthy lifestyle.
- Discuss different methods of preventing illness.
- Use the new vocabulary words in sentences/short paragraphs about the importance of preventive health.

Materials Needed

Board or chart paper
Markers
CD and CD player
Photo prompts for Activities 1 & 3 (Healthy/Unhealthy behaviors)
“Health Talk Game” sheets (laminated)
Dice
Worksheets: **7a** (Fill in the blanks: Margarita), **7b** (Carlos and Jamal), **7c** (Find Someone Who...), **7d** (Stress)

Activity 1 Healthy versus Unhealthy Introduction

1. Show pictures of 2 people: an **Obese Person** sitting on a bench (*below, left*), and a **Woman Jogging** (*below, right*). Ask learners which one they think is healthy and which one is not. Ask learners to give their reasons for their choice. Write answers on the board. Point to the picture of an obese man, and ask “*What do you think is his problem? What should he do now?*” Ask learners to say and write their answers on the board.
2. Divide the class into small groups. Ask each group to brainstorm for things a person can do to stay healthy. Give each group an easel pad or chart paper to record their answers. Limit activity to 10 minutes. Walk around and offer assistance to groups as needed. Ask learners to present their work to the class. Encourage feedback from the learners.



Activity 2 Listening & Reading



1. Write “**Lifestyle**” on the board. Elicit definitions from learners, and ask “*What are the components of a lifestyle?*” Limit discussion to 2 minutes, as this is an introductory activity.
2. Play the CD or read the passage below to the class. As they listen to the reading, ask the learners to identify different ways to maintain a healthy lifestyle. Play or read the passage one more time. Ask learners to answer the Discussion Questions below. Check answers as a group. Then read the passage again.

Margarita is 32 years old. She tries to have a healthy lifestyle. She visits the doctor once a year for a routine physical exam and gets checked for high blood pressure. She eats healthy food like fish, fruits, and vegetables. Margarita knows that she should exercise, but she really doesn’t do it very often. She says, “I’m so busy with my job and my two kids. I don’t have the time for exercise!”

Discuss with the class what Margarita could do to improve her health.
Ask, “*Why is it important?*”

3. Hand out the cloze activity (Worksheet 7a, Margarita). Ask learners to fill in vocabulary words. Check answers as a group.
4. *Pair Work*: Ask learners to silently read the stories about Carlos and Jamal (Worksheet 7b.) Then ask learners to discuss each story and the questions with a partner. Learners then share their ideas with the class.

Carlos is 49, and works as a manager of a fast-food restaurant. He has a very stressful job—and he works long hours. He tries to find ways of relieving his stress. He finds that talking to friends or listening to music really helps him. He walks to work every day, and that not only helps with his stress, but gives him some exercise, too.

Carlos hasn’t been to a doctor since he left his country 6 years ago. He says, “I exercise and eat well—so why do I need to see a doctor?”

- *What does Carlos do to be healthy?*
- *What could he do to improve his health? Why is it important?*

Jamal is 28 years old. He is a foreman in a construction company. He likes to lift weights and eat fish and vegetables. He also likes to go out with friends for a drink or two after work. This is his way to unwind and relieve the stress of work. However, he goes home to have 2 more beers every night. He used to smoke a pack of cigarettes a day, and now he only smokes 3–4 cigarettes a day.

- *What does Jamal do to be healthy?*
- *What could he do to improve his health? Why is it important?*

5. Ask learners to discuss:
 - *What are some things you do to stay healthy?*
 - *What would you like to change?*
6. Hand out the activity “Find Someone Who...” (Worksheet 7c). Have learners go around the room, completing their list by finding a person who exercises, does not smoke, etc.

7. **Optional Summary.** (NOTE: *Only do this if your students need more repetition.*) Say, “***There are things we can do to have a healthy lifestyle. Can you name them?***” Try to elicit the following: *Be active, Eat healthy, Do not smoke, Get your blood pressure checked at least every 2 years, Learn healthy ways to manage stress.*
8. Say, “***What are some healthy things you do to manage stress?***” Hand out Worksheet 7d for learners to record their answers. Ask learners to share as a class or with another student.

Activity 3 Writing a Story Using Picture Prompts

1. Divide the learners into groups of 3 to 4.
 2. Give each group a set of pictures of a person engaged in healthy/unhealthy activities. Ask each group to write a story following the model of Carlos and Jamal. Their story should include the person’s healthy and unhealthy habits, and how they can improve their lifestyle.
 3. Distribute chart paper. Ask learners to brainstorm ideas to include in the story, writing their ideas on the paper.
 4. Tell the learners that each group member should contribute at least 1 or 2 sentences to the story.
 5. Walk around the room to facilitate the activity.
 6. When a group has finished their story, ask them to prepare questions to ask the other learners (to encourage listening).
 7. Each group takes a turn presenting their story and asking their questions.
- (NOTE: *If you feel it would be beneficial, model the activity together first, before doing the small group work. Choose one picture set and, as a class, develop a story and write questions about it.*)

Activity 4 “Health Talk” Board Game

Hand out the “Health Talk Game” sheets. Have learners take turns tossing the dice. They move their marker as the number indicates, and then answer the question.

Activity 5 Vaccinations

Optional Discussion

If you have additional time, discuss vaccinations. Use the teacher’s notes below to assist you. You may wish to focus on a few types of vaccinations that seem relevant to your particular class. Ask the learners:

- ***What are vaccinations?***
- ***Why are they necessary?***
- ***What vaccinations do children need?***
- ***What are some vaccinations that some adults may need?***
- ***What are some side effects?***

**For the
Teacher****Vaccinations**

Standard vaccinations are recommended as part of routine preventive health care. The full course of recommended vaccines includes:

- **MMR** (Measles, Mumps, Rubella)
- **Diphtheria, Tetanus and Pertussis**/"Whooping Cough" (TDap vaccine covers all 3 illnesses)
- **Hepatitis B**
- **Meningococcal** (for Meningitis)
- **Varicella** (for Chicken Pox)
- **HPV** (*for girls only*—protects against Human Papillomavirus, which can cause cervical cancer)

The "**Flu**" vaccine is another recent vaccination that is available to protect against Influenza. It is highly recommended for the elderly, those with a compromised immune system, and anyone working in direct contact with medical patients in a health care setting. Other vaccines that are available, and recommended based on specific health conditions, include **Hepatitis A** and **Pneumococcal** (for Pneumonia).

Certain vaccines may cause side effects, which generally include soreness, fatigue, slight fever and sometimes nausea, depending on the vaccine.

Homework

Hand out the vaccine information sheets. Ask learners to check to see if they need any vaccinations.

(NOTE: *Check the website, www.immunize.org, to make sure that these handouts are current.*)

Teacher's Version

Fill in the blanks with one of the following words:

BLOOD PRESSURE BUSY EXERCISE FRUIT
JOB KIDS LIFESTYLE OFTEN ONCE
ROUTINE SHOULD

Margarita is 32 years old. She tries to have a healthy lifestyle. She visits her doctor once a year for a routine physical exam and gets checked for high blood pressure. She eats healthy food like fish, fruit, and vegetables. Margarita knows that she should exercise, but she really doesn't do it very often. She says, "I'm so busy with my job and my two kids. I don't have time for exercise!"

***Read the stories about Carlos and Jamal.
Then discuss the questions at the end with a partner.***

Carlos is 49 and works in a restaurant as a manager for a fast-food restaurant. He has a very stressful job – and he works long hours. He tries to find ways of relieving his stress. He finds that talking to friends or listening to music really helps him. He walks to work every day, and that not only helps with his stress, but gives him some exercise, too.

Carlos hasn't been to a doctor since he left his country six years ago. He says, "I exercise and eat well – so why do I need to see a doctor?"

1. What does Carlos do to be healthy?

2. What could he do to improve his health? Why is it important?

Jamal is 28 years old. He is a foreman in a construction company. He likes to lift weights and eat fish and vegetables. He also likes to go out with friends for a drink or two after work. This is his way to unwind and relieve the stress of work. After that, he goes home and has two more beers every night. He used to smoke a pack of cigarettes every day, but now he only smokes 3 to 4 cigarettes a day.

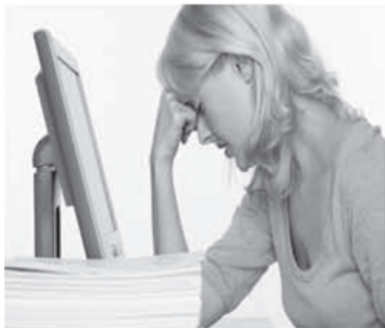
1. What does Jamal do to be healthy?

2. What could he do to improve his health? Why is it important?

Find Someone Who...

<i>Find someone who:</i>	<i>Names of Classmates</i>
Eats healthy food.	
Has never smoked.	
Is active (walks, runs, jogs or exercises most days).	
Listens to music when she/he is stressed.	
Had his/her blood pressure checked this year.	
Used to smoke.	
Calls a friend when she/he is stressed.	
Dances when she/he is stressed.	

STRESS



Talk to your classmates about ways to manage stress.

Write your ideas here.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Teacher's Version





















Vaccinations for Adults

You're NEVER too old to get immunized!

Getting immunized is a lifelong, life-protecting job. Don't leave your healthcare provider's office without making sure you've had all the vaccinations you need.

Vaccine  Age 	19–49 years	50–64 years	65 years & older
Influenza	You need a dose yearly if you have a chronic health problem,* are a healthcare worker, have close contact with certain individuals,* or you simply want to avoid getting influenza or spreading it to others.		
Pneumococcal	You need 1–2 doses if you smoke cigarettes or if you have certain chronic medical conditions.*		You need 1 dose at age 65 (or older) if you've never been vaccinated. You may also need a 2nd dose.*
Tetanus, diphtheria, pertussis (Td, Tdap)	If you haven't had at least 3 tetanus-and-diphtheria-containing shots sometime in your life, you need to get them now. Start with dose #1, followed by dose #2 in 1 month, and dose #3 in 6 months. All adults need Td booster doses every 10 years. If you're younger than age 65 years and haven't had pertussis-containing vaccine as an adult, one of the doses that you receive should have pertussis (whooping cough) vaccine in it—known as Tdap. Be sure to consult your healthcare provider if you have a deep or dirty wound.		
Hepatitis B (HepB)	You need this vaccine if you have a specific risk factor for hepatitis B virus infection* or you simply wish to be protected from this disease. The vaccine is given as a 3-dose series (dose #1 now, followed by dose #2 in 1 month, and dose #3, usually given 5 months after dose #2).		
Hepatitis A (HepA)	You need this vaccine if you have a specific risk factor for hepatitis A virus infection* or you simply wish to be protected from this disease. The vaccine is usually given as 2 doses, 6–18 months apart.		
Human papillomavirus (HPV)	You need this vaccine if you are a woman who is age 26 years or younger. The vaccine is given in 3 doses over 6 months.		
Measles, mumps, rubella (MMR)	You need at least 1 dose of MMR if you were born in 1957 or later. You may also need a 2nd dose.*		
Varicella (Chickenpox)	If you've never had chickenpox or you were vaccinated but only received 1 dose, talk to your healthcare provider about whether you need this vaccine.		
Meningococcal	If you are a young adult going to college and plan to live in a dormitory, you need to get vaccinated against meningococcal disease. People with certain medical conditions should also receive this vaccine.*		
Zoster (shingles)	If you are age 60 years or older, you should get this vaccine now.		

* Consult your healthcare provider to determine your level of risk for infection and your need for this vaccine.

Do you travel outside the United States? If so, you may need additional vaccines. The Centers for Disease Control and Prevention (CDC) provides information to assist travelers and their healthcare providers in deciding the vaccines, medications, and other measures necessary to prevent illness and injury during international travel. Visit CDC's website at www.cdc.gov/travel or call (800) CDC-INFO ([800] 232-4636). You may also consult a travel clinic or your healthcare provider.

When Do Children and Teens Need Vaccinations?

Age	HepB Hepatitis B	DTaP/Tdap Diphtheria, tetanus, pertussis	Hib Haemophilus influenzae type b	Polio	PCV Pneumococcal conjugate	RV Rotavirus	MMR Measles, mumps, rubella	Varicella Chickenpox	HepA Hepatitis A	HPV Human papillo- mavirus	MCV4 Meningococcal conjugate	Influenza
Birth	✓											
2 months	✓ (1-2 mos)	✓	✓	✓	✓	✓						
4 months	✓ ¹	✓	✓	✓	✓	✓						
6 months		✓	✓ ²		✓	✓ ²						
12 months												
15 months	✓ (6-18 mos)	✓ ⁴ (15-18 mos)	✓ (12-15 mos)	✓ (6-18 mos)	✓ (12-15 mos)		✓ (12-15 mos)	✓ (12-15 mos)	✓✓ (2 doses given 6 mos apart at age 12-23 mos)			
18 months												
19-23 months		Catch-up ⁵	Catch-up ⁵ (to 5 years)	Catch-up ⁵	Catch-up ⁵ (to 5 years)		Catch-up ⁵	Catch-up ⁵				
4-6 years		✓		✓			✓	✓				
7-10 years	Catch-up ⁵	Catch-up ⁵							Catch-up ⁵			
11-12 years		✓ Tdap								✓✓✓ ⁶	✓	
13-18 years		Catch-up ⁵ (Tdap/Td)		Catch-up ⁵			Catch-up ⁵	Catch-up ⁵		Catch-up ^{5,6}	Catch-up ^{5,7}	✓ ³ (given each fall or winter to children ages 6 mos- 18 yrs)

1. Your infant may not need a dose of HepB at age 4 months depending on the type of vaccine that your healthcare provider uses.

2. Your infant may not need a dose of Hib vaccine or RV vaccine at age 6 months depending on the type of vaccine that your healthcare provider uses.

3. One dose is recommended for most people. Children younger than age 9 years who are receiving influenza vaccine for the first time, or who received only 1 dose in the previous season (if it was their first vaccination season), should receive 2 doses spaced at least 4 weeks apart this season.

4. This dose of DTaP may be given as early as age 12 months if it has been 6 months since the previous dose.

5. If your child's vaccinations are delayed or missed entirely, they should be given as soon as possible.

6. All girls and women age 11 through 26 years should be vaccinated with 3 doses of HPV vaccine, given over a 6-month period. Boys and men age 11 through 26 years may also be vaccinated with one of the HPV vaccines (Gardasil) to reduce their likelihood of getting genital warts. The vaccine may be given to children as young as age 9 years.

7. If you have a teenager who is enrolling in college and planning to live in a dormitory and who hasn't previously been vaccinated against meningococcal disease, they should be vaccinated now.

Please note: Some children may need additional vaccines. Talk to your healthcare provider.

Technical content reviewed by the Centers for Disease Control and Prevention, January 2010.

www.immunize.org/catg.d/p4050.pdf • Item #P4050 (1/10)