



Committee of Interns and Residents

Family Health Challenge Lessons, Grades 2 - 4

Week 7 | Ask Me About the Family Health Challenge

WEEK 7 | Ask Me About the Family Health Challenge

Challenge: Review and write a prescription using all FHC challenges

Objectives

This lesson will...

1. Review all of the concepts we discussed in the past weeks.
2. Move students to understand the doctor-patient relationship through a scripted scenario in which a patient opens up about feeling unwell. This includes learning what a prescription is.
3. Give students the opportunity to apply what they learned by playing the role of a doctor who writes a prescription for a patient who is not feeling well.

Materials

- Lesson Slides
- Handout: Reflection sheet, Rx sheet
- Giveaway: FHC Tote

Outline (45 minutes)

- **Introduction** - Slides 1-3 (7 min)
- **Movement Break** - Slide 4 (3 min)
- **One Big Review + You Got This** - Slide 5- 10 (15 min)
- **Activity** - Slide 11 (10 min)
- **Reflection + Share It!** - Slide 12 (10 min)



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Lesson Plan Guide

INTRODUCTION

Slide 1 - Introduce Yourself

1. **Introduce Yourself:** Hi (*second, third or fourth*) graders!
 - a. My name is (*Say your name*).
 - b. I'm a doctor and I work at (*Say your hospital*).
 - c. I'm a doctor who (*Say your department or specialty*).
 - d. Before we get started, let us share a fun fact! (*All doctors share a fun fact*)

Slide 2 - Re-introduce the Program

1. **Re-introduce the Program:** We're back in your class with our union, which is called the Committee of Interns and Residents. That's like a big team of doctors. Just like your teachers and other workers, we come together as a union to make things better for us at work, and everybody in our community.
2. **Getting Oriented:**
 - a. **Today, we're completing FHC at (School Name)!** This is the LAST lesson. WE have been here with you for the past few weeks to make learning about being healthy easy and fun!
 - b. **We broke up big health challenges into tiny steps** you can do with your loved ones. It's more fun when we work together! That's the whole point of being in a union and it's a big part of this program too!
 - c. **Don't worry if something seems hard;** Remember to break it up into small parts, just like we did in Family Health Challenge!

Slide 3 - Explain How the Program Works

1. **We will move:** Like we've done throughout the program, we'll begin with a quick 2-minute activity to get our bodies moving and feeling great.
2. **Challenge review:** Then we will review ALL the lessons we had in this program. We will start with last week's lesson and go all the way through to the beginning.
3. **Fun activity:** For our fun activity this time, we will play the role of a patient who is having trouble being as healthy as they can be. YOU all will play the role of a doctor who gives them very good advice. How does that sound?

(Pause for a few questions)



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MOVEMENT BREAK

Slide 4 - Let's Get Moving!

1. **Let's Get Moving:** Ok, let's move our bodies! We're going to play a video from our friends at Hip Hop Public Health.
 - a. Listen carefully to the instructions in the beginning.
 - b. 3 people will show you different ways of moving your body.
 - c. Follow the person in the video you're most comfortable with.
 - d. And more importantly, have fun! Let's go!
 - e. **Play the Video**
 - f. That was fun! I feel ready to take on this review today, how about you?

ONE BIG REVIEW + YOU GOT THIS!

Slide 5 - Let's Review Lesson 6

1. **This is going to be one big review** of all the lessons you have learned throughout FHC.
2. **Let's start by reviewing what we learned last time** and we will work our way back to the very first week of FHC. Who remembers the challenge last time?
3. **In Lesson 6**, we learned how to use our hand and our eyes to measure our food. Let's review this tool again. *(Please refer to the slide here)*

Slide 6 - Let's Review Lesson 6

1. **We also learned how to tell when is the right time** to eat and we saw this hunger scale. Who remembers where we should try to be on the hunger scale?
2. **This hunger scale** can help us think about how hungry or how full we are. Remember we want to be around a 6 to feel our best and be able to do the activities we love.

Slide 7 - Let's Review Lesson 5

1. **In Lesson 5**, we talked about moving our bodies everyday! Who remembers why this is important?
2. **Exercise is good for our heart**, our body and our mind. It has many benefits and we can always do the exercises that feel good to us.



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Slide 8 - Let's Review Lesson 5

1. **We also learned how to take our pulse**, which is your pulsing heartbeat. When we exercise we have a quicker pulse. Who remembers how to take a pulse?
2. **Who remembers how long** we should try to exercise each day?
 - a. We will feel our best when we try to exercise 60 minutes every day.
 - b. To do this, we might have to limit screen time.

Slide 9 - Let's Review Lesson 4

1. **In Lesson 4**, we talked about staying alert to sugar and salt. Who remembers why we should be careful with foods that contain a lot of sugar and salt?
2. **Sneaky sugar** - Who remembers why sugar is called the master of disguise?
 - a. Sugar hides in our food using many different names, like coconut syrup, modified corn starch, high fructose corn syrup, and many others.

Slide 10 - Let's Review Lesson 3

1. **In Lesson 3**, we talked about the other foods that are not rainbow foods and are really important for our bodies. Who remembers what those are?
 - a. **Let's start with whole grain foods**. What are the three parts of a whole grain?
 - i. Whole grain has 3 edible parts - the outer bran layer, the germ and the endosperm.
 - ii. The bran and the germ are the healthiest parts of a whole grain.
 - b. How can we identify whole grain foods?
 - i. We can look for a whole grain stamp in the packaging. We can also look at the ingredients list.
 - c. **Now, let's talk about protein**. What is a protein?
 - i. Protein is important for growth and development.
 - ii. There are plant-based proteins and animal proteins.

Slide 11 - Let's Review Lesson 2

1. **In Lesson 2**, we learned about rainbow foods. Who remembers what those are?
 - a. Different colored fruits and vegetables have different vitamins and minerals.
 - b. Different colors mean different things. For example, red foods keep your heart strong. Orange foods help protect your eyes and green foods provide strength for your bones and your teeth.
2. **Who remembers how much rainbow foods** we need to eat everyday?



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- a. **We should shoot for 5 a day.** That means 5 fruits and veggies every day. Sometimes the kinds of fruits and vegetables we eat will change. Everyone's rainbow is different. But if it all adds up to 5, you're good!
- b. **Sometimes we can't have 5 servings** of fruits and vegetables, and that is ok.

Slide 12 - Let's Review Lesson 1

1. **In Lesson 1**, we talked about building a healthy community. We said that's a big task, but how can we manage big challenges?
 - a. **Big challenges can be broken up into small, tiny steps** that are more manageable.
 - b. The key is to be consistent.

ACTIVITY

Slide 13 - Activity

1. **Now it's activity time.**
2. **Teach back:** This is YOUR chance to show us everything you have learned about being healthy! Throughout this program, we have been coming to you with ways we think can help you be healthier. Now that we've reached the end of the program, you are going to tell us how to be healthy. We're going to pretend to be a 2nd grader who is having a little trouble believing they can be healthy. YOU all will pretend to be the doctors who give this patient some advice.
3. **What is a prescription:** You are going to write all your advice (or tips) in a prescription (which you should have now). A prescription is a set of instructions that doctors give their patients. YOU are going to write one for US!
4. **Read scenario:** Let's get started. We're going to play the part of a 2nd grader - like you. *(Please read the following scenario and pause to give students a chance to think about what you have said and write down their recommendations)*
 - a. I hate to exercise. I like to dance and it feels great while I'm doing it, but I can't stand the idea of getting out of my bed to get all sweaty. I love being cozy and play video games, text with my friends and stream my favorite shows. As soon as I get home from school, I borrow a screen and scroll, scroll, scroll. While I'm scrolling, I love to snack on chips, cookies and candy. I can open a big bag of chips and eat the whole thing in one sitting. Sometimes I drink an entire bottle of soda all by myself. I hate the taste of water, so I always choose to drink soda or fruit juice when I'm thirsty. I never try to make any of my meals myself. I think it's too hard to prepare something on my own. I always choose to eat fast



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food, even though I don't always want that. Being healthy sounds too hard for me.

RECAP + SHARE IT!

Slide 14 - Reflection Tracker

1. **You have been filling out your challenge trackers** throughout this program. The challenge tracker was just a way to see all of the challenges and record how that challenge went for you.
 - a. **Reflection tracker:** You are going to fill out the last part of the tracker. The reflection tracker asks questions about the challenges in FHC.
 - b. **Fill it out:** Let's take a few minutes to answer the four questions on the reflection tracker. We would like to hear from some of you about how the FHC challenges went for you.
2. **Share with your community:** Who is someone in your life you can tell about your favorite challenge? Think about one person's name and on 3, let's all whisper the name at the same time. 1-2-3 - (whisper name).

Slide 15 - Goodbye!

1. **Thank you for allowing us to come visit every week** and we hope that you take all you have learned and share it with your family, friends, and community. Because you did such a great job, we're giving each of you a tote bag to take home!

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- **Members of CIR's Community Relations and Engagement team:** Marah Ramirez, MPH, Alyssa Ruiz Nicholson
- **Members of CIR's Communications team:** Andrea Cardenas



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- **Reviewer:** Paula Kadanoff, MPH
- **Educational videos and images:** Nourish Interactive (Choosing Healthy Portions), Children's Physicians Medical Group San Diego (Hunger Scale)

Disclaimer

The content in this body of work is designed to be delivered as is for maximum efficacy. Please, in the interest of preserving the integrity of the program, do not alter the program or any corresponding materials in any way.