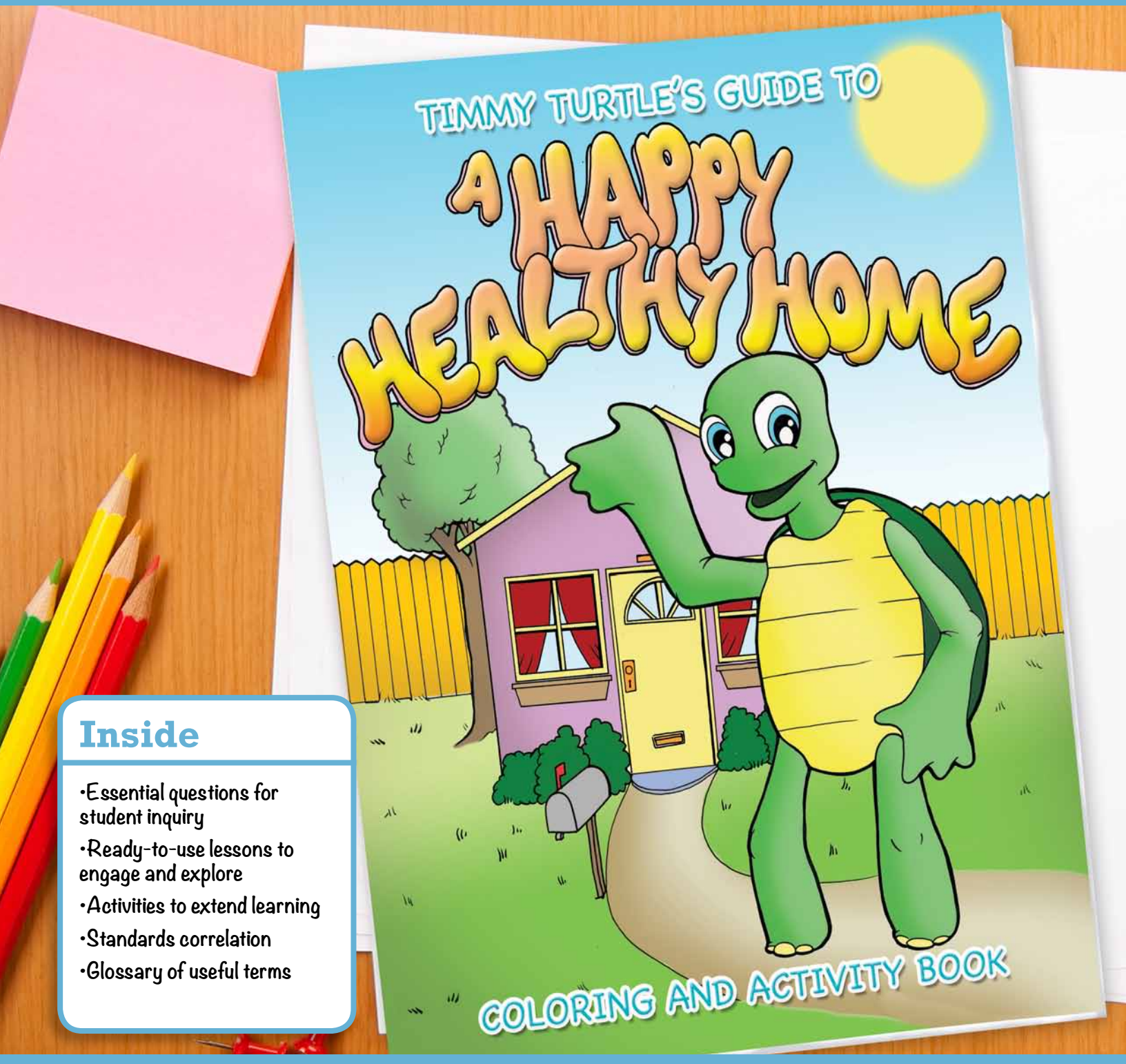
The Educator's Guide to:

Timmy Turtle's Guide to A Happy Healthy Home



Inside

- Essential questions for student inquiry
- Ready-to-use lessons to engage and explore
- Activities to extend learning
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Introduction

Everyone deserves to have a happy, healthy home. This guide, a supplement to the kids' book *Timmy Turtle's Guide to a Happy Healthy Home*, provides educators and parents with essential background information, practical lessons, and hands-on investigations for educating children about home health and safety. Large group activities ideal for the classroom and small group activities suitable for the home are designed to enhance student learning. Essential questions and lesson plans are linked to curriculum requirements and explore themes within topics such as science as inquiry, life science, and science in personal and social perspectives. The guide's activities aim to help children acquire skills that are significant in their developmental process—to collect, organize, and communicate ideas.

Essential Questions

How can your house make you sick?

Sometimes **dust**, dirt, mice, or bugs in your house can make you cough, sneeze, or get sick. But don't worry, Timmy can help to make your home a healthy one!

What can you do to make your home a healthy one?

The best way to keep your house healthy is to keep it clean! There are many things you can do to stay safe and healthy at home:

Healthy Home Tips

- ► Vacuum pet hair.
- ► Clean up spills.
- ► Sweep up dust.
- ► Don't leave food out. It can attract bugs!
- ► Be careful around heat and fire.
- ► Don't play near the fireplace, stove, or space heater.
- ► Ask an adult to make sure you have a working smoke alarm and carbon monoxide detector in the house.
- ► Make a fire escape plan.
- ► Never put paint chips in your mouth.
- ► Don't touch cleaning supplies unless an adult says it's okay.
- ► Tell an adult if you see a water leak or mold in the house.
- ► Don't play by the pool without an adult present.

What is asthma? And what are asthma triggers?

Asthma is a kind of sickness that can make it hard to breathe. Asthma can make the tubes that carry air to your lungs get really tight. If you have asthma, your doctor will make a plan that's just for you. Your doctor may give you medicine for your asthma, tell you how to avoid **asthma triggers**, and ask you to keep emergency phone numbers handy. Asthma triggers are things that make your asthma flare up or get worse. They can be things like pet hair, dust mites, smoke, cockroaches, pollen, **mold**, and cold air.

How can your family be prepared for an emergency like a house fire?

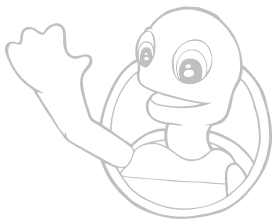
You and your family can take steps to prevent and be prepared for household **emergencies** like a fire. Remind an adult to make sure there are no **flammable** objects near the heat of a fireplace, stove, or space heater. Your home should also be equipped with a **fire extinguisher**, a device used to put out fires. During an emergency, a working smoke alarm and **carbon monoxide** detector will sound to give you and your family time to exit the house safely. Make sure you have an exit plan, too!

How can you be safe around household chemicals and cleaning products?

The best way to stay safe around household chemicals and cleaning products is not to touch them, unless an adult says it's okay. Many of them can make you very sick!

How can you be safe outside?

It's important to be safe outside your home, too! Stay away from the road while playing outside. You should also stay clear of power lines and any flags in the lawn that may be marking underground gas pipes. Make sure an adult is always watching when you are playing near or in the pool!



Lessons to Engage and Explore!

1. Experiment—Where Does Mold Grow?

Introduction

Mold is a fungus that grows in moist, warm places. It often grows on food that is left out of the fridge, or in very moist places like in your bathroom. It comes in many different colors and most often will look black or green. It can make your food go bad, and some people are even allergic to it! So be careful and to listen closely to the experiment instructions!

Objectives and Learning Goals

Students will see that mold grows more quickly in warm, moist places.
Students will realize that properly storing food is an important factor in having and maintaining a healthy home.

Time and Groups

Two 30-minute sessions; small groups of 3 students

Materials

Slices of bread, water, plastic baggies, markers

Activity Procedure

- ► Pass out two slices of bread and two baggies to each group.
- ► Ask the students to place one slice of bread in each bag.
- ► Have the students use markers to label one bag "Warm Place" and the other bag "Cool Place." They can also write their group members' names on the bags.
- ► Ask the students to add a small amount of water (just a few drops!) to the "Warm Place" bag.
- ► Have the students record their initial observations by drawing each bread slice in their notebooks or journals.
- ► Put the "Warm Place" bags in a warm location such as inside a cabinet. Place the "Cool Place" bags in the refrigerator.
- ► After one week, pass out the bags to the appropriate groups and ask the students to observe and draw the bread slices again. Remind them not to take the bread out of the baggies!
- ► Compare the final observations with the initial observations and ask the students to draw conclusions.

Follow-Up Questions

Which bread slice grew the most mold?
In what environment did the mold grow the fastest?
Where should you keep food to avoid mold?
Now that you know what mold "likes," in what places in your house might mold grow?

2. Spreading Healthy Home Awareness

Introduction
Now that you know how to have a happy, healthy home, spread the word!

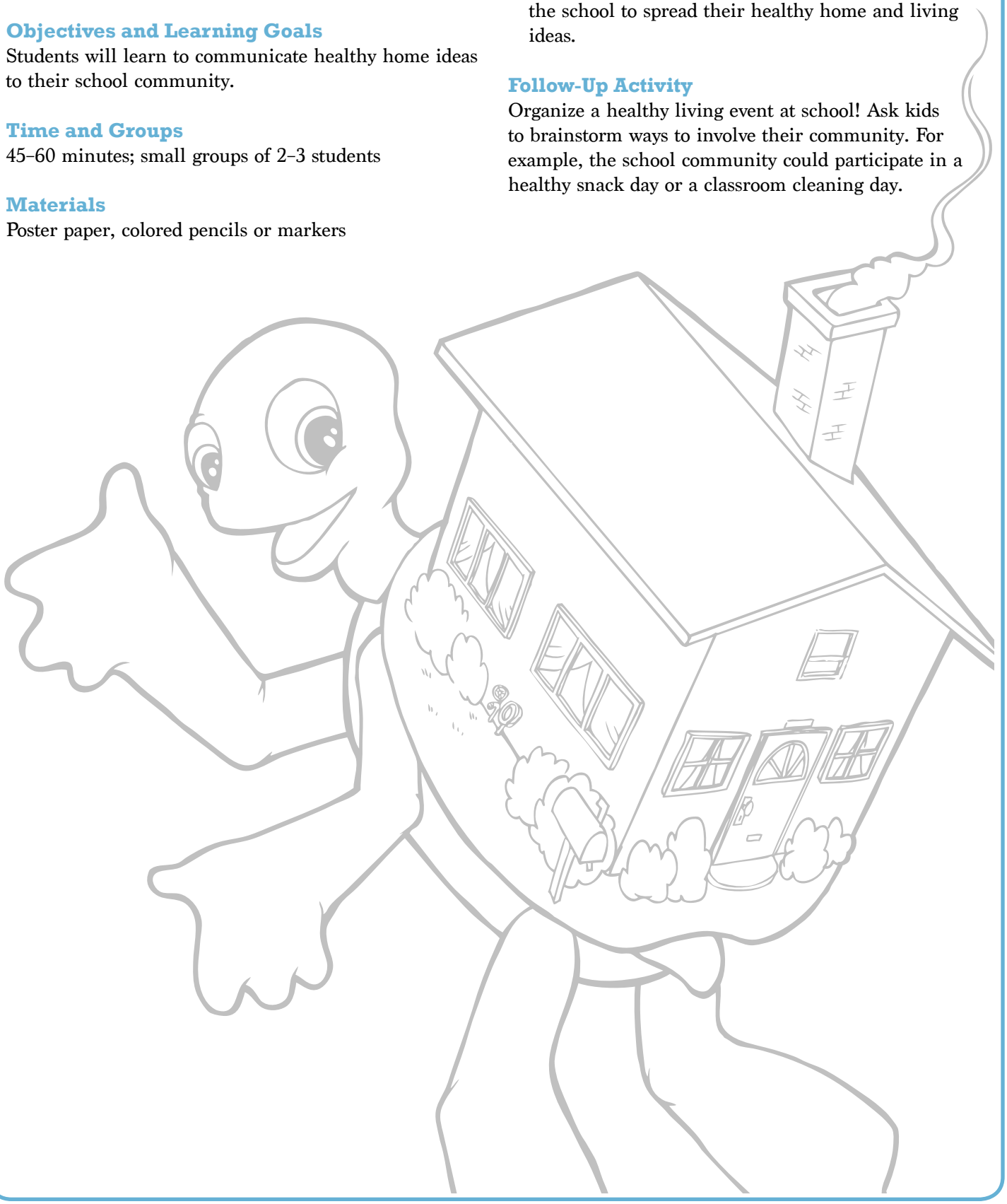
Objectives and Learning Goals
Students will learn to communicate healthy home ideas to their school community.

Time and Groups
45–60 minutes; small groups of 2–3 students

Materials
Poster paper, colored pencils or markers

Activity Procedure
- ► Divide the students into small groups.
- ► Ask the students to create posters to hang up around the school to spread their healthy home and living ideas.

Follow-Up Activity
Organize a healthy living event at school! Ask kids to brainstorm ways to involve their community. For example, the school community could participate in a healthy snack day or a classroom cleaning day.



3. Healthy Home Sorting Game

Introduction
Thanks to Timmy the Turtle, you have learned many ways to keep your home happy and healthy!

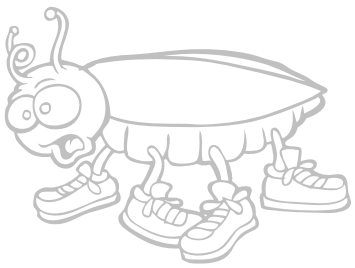
Objective and Learning Goals
Students will review healthy home tips learned from Timmy the Turtle.
Students will be able to apply these tips to other areas in their life, such as at school or friends' houses.
Students will learn to work together in large group activities.

Time and Groups
45 minutes; a full class activity that can easily be adapted to an individual or small group activity for home

Materials
Paper or cardstock, scissors, colored pencils

Activity Procedure
First, make the playing cards: hand out two blank, precut cards to each student, and ask them to write down one way to keep a home healthy on one card and one way a home could be unhealthy on the other card. Students may also include an illustration on their cards. Collect and shuffle the cards.

- Divide the classroom in half—one side for a healthy home and one side for an unhealthy home.
- One by one, give each student a card from the deck.
- After the student reads the card aloud to the class, he or she must move to the appropriate side of the room.
- After the students sort through all of the playing cards, they can be challenged to find their healthy home partner. For example, the one holding the healthy home card "Store food in the fridge or in sealed containers" can find his or her counterpart holding the unhealthy card "Leave food out."
- The activity may be played a few times by shuffling and swapping the cards or making new ones.



At Home Activities to Extend Learning!

1. Be a Healthy Home Detective

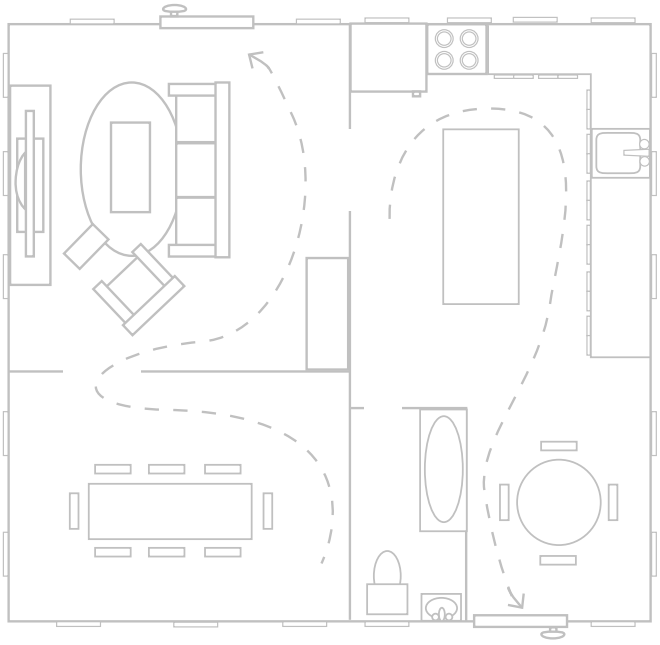
Overview
You and your family can make your home a happy and healthy place!

Exploration
With an adult helper, investigate each room of your house or apartment. Make a list or draw the things that make your home a healthy place, such as a working smoke alarm, carbon monoxide detector, and fire extinguisher. Also look for things that make your home unhealthy, such as spills, dust, pet hair, or a water leak.

Extension
Brainstorm! In what ways can you and your family make your home even healthier?

2. Planning Your Home Fire Escape Route

Overview
One of the most important steps in being prepared for household emergencies such as a fire is to make a home exit plan with your family. During an emergency, a working smoke alarm and carbon monoxide detector will sound to alert you and your family to exit the house. The first step in coming up with a plan is to know your fire department's emergency phone number. Write it down and put it somewhere you will remember, like on the kitchen fridge.



Exploration

Draw a map of your house or apartment (make sure you include all windows and doors, and the location of your smoke alarm and carbon monoxide detector). You can even make pets part of your plan!

Find two ways out of each room and mark them with arrows.

Decide on a common meeting place outside the house, such as a neighbor's house, a mailbox, or tree. Remember, once you exit your house or apartment, don't go back in until the firemen say it's safe. Never go back into a burning building!

Make sure everyone in the house knows the fire escape plan, and have drills at least a few times a year to practice exiting your home quickly and safely!

Extension
With an adult helper, test your home smoke alarm and carbon monoxide detector so you know they are working and what they sound like. Also remember to keep replacement batteries handy!

3. Asthma Triggers Investigator

Overview
With an adult helper, investigate each room of your house or apartment.

Exploration
Make a list of the asthma triggers you see around the house, such as pet hair or dust.

Extension
What can you do to reduce the asthma triggers you find?

Glossary of Useful Terms

Asthma trigger Something that can make your asthma flare up or get worse, such as dust or pet hair.

Carbon monoxide A poisonous gas that you can't see or smell.

Dust Tiny particles of dirt that collect on surfaces.

Emergency A sudden, urgent, and unsafe event that may require assistance, such as a house fire.

Fire extinguisher A device used to put out fires.

Flammable Materials that can easily catch fire.

Mold A fungus that grows in moist, warm places.

Correlation to Standards

This educator's guide can be correlated to the standards listed below for students in grades K–5. The activities provided in this guide allow children to use appropriate techniques to collect, organize, communicate, and visualize data. Selected lessons also enable the use of mathematics to ask questions and form conclusions.

Common Core Standards

English Language Arts & Literacy in History/ Social Studies, Science, and Technical Subjects K–5

Reading: Informational Text

Key Ideas and Details: CCSS.ELA-LITERACY.RI.K.1, 1.1, 1.2, 1.3, 1.4, 1.5; CCSS.ELA-LITERACY.RI.K.2, 1.2, 2.2, 3.2, 4.2, 5.2

Craft and Structure: CCSS.ELA-LITERACY.RI.K.4, 1.4, 2.4, 3.4, 4.4, 5.4

Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.K.8, 1.8, 2.8, 3.8, 4.8, 5.8

Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.RI.K.10, 1.10, 2.10, 3.10, 4.10, 5.10

Writing

Text Types and Purposes: CCSS.ELA-LITERACY.W.K.1, 1.1, 2.1, 3.1. 3.1.A, 3.1.B, 4.1, 4.1.A, 4.1.B, 5.1, 5.1.A, 5.1.B

Production and Distribution of Writing: CCSS.ELA-LITERACY.W.K.5, 1.5, 2.5, 3.5, 4.5, 5.5

Research to Build and Present Knowledge: CCSS.ELA-LITERACY.W.K.8, 1.8, 2.8, 3.8, 4.8, 5.8

Speaking & Listening

Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.K.1, K.1.A, K.2.B, 1.1, 1.1.A, 1.1.B, 1.1.C, 2.1, 2.1.A, 2.1.B, 2.1.C, 3.1, 3.1.A, 3.1.B, 3.1.C, 3.1.D, 4.1, 4.1.A, 4.1.B, 4.1.C, 4.1.D, 5.1, 5.1.A, 5.1.B, 5.1.C, 5.1.D

Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.K.5, 1.5, 2.5, 3.5, 4.5, 5.5

Language

Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.K.4, 1.4, 2.4, 3.4, 4.4, 5.4

Mathematics Standards K–5

Counting & Cardinality: CCSS.MATH.CONTENT.K.CC.B.4, B.4.A, B.4.B, B.4.C; CCSS.MATH.CONTENT.K.CC.C.6

Operations & Algebraic Thinking: CCSS.MATH CONTENT.K.OA.A.1, 1.OA.A1, 2.OA.A1, 3.OA.A1, 4.OA.A1, 5.OA.A1

National Science Education Standards K–4

Content Standard A: Science as Inquiry, A1. Abilities necessary to do scientific inquiry, A2. Understanding about scientific inquiry

Content Standard F: Science in Personal and Social Perspectives, F1. Personal health, F5. Science and technology in local challenges

Next Generation Science Standards K–5

Scientific and Engineering Practices: Asking questions and defining problems; Planning and carrying out investigations; Analyzing and interpreting data; Obtaining, evaluating, and communicating information

Disciplinary Core Ideas: LS1.B Growth and development of organisms; LS2.D Social interactions and group behavior

Crosscutting Concepts: Structure and Function

References

- Centers for Disease Control and Prevention: www.cdc.gov
- Kids.gov: kids.usa.gov
- U.S. Department of Health & Human Services: www.hhs.gov
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). Common Core State Standards. Washington, DC: Authors.

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