

**November/December 2009**

### **Neighbors United for Health**

**Wayne W. Westhoff, Jaime Corvin, and Irmalie Virella**

Modeled upon the ecclesiastic community group concept of Latin America to unite and strengthen the bond between the Church and neighborhoods, a community-based organization created Vecinos Unidos por la Salud (Neighbors United for Health) to bring health messages into urban Latino neighborhoods. The model is based on five tenants, and incorporates Latino subjective norms to strengthen the bonds of group members with similar interest, lifestyles, language and acculturation.

Westhoff WW, Corvin J, Virella I. Neighbors united for health. *Am J Health Educ.* 2009;40(6):317-319.

### **The Smoking Milkshake**

**Jennifer Thomas and Paul E. Luebbers**

Objectives: This teaching idea is designed for students to learn about the ingredients in cigarettes and the potential short-term health consequences of these ingredients, as well as to learn about the general effects of smoking. Students will complete an activity to use this information in a hypothetical, but potentially, real-world situation. Target Audience: Middle school students.

Thomas J, Luebbers PE. The smoking milkshake. *Am J Health Educ.* 2009;40(6):322-328.

### **“Rewind and Replay:” Changing Teachers’ Heterosexist Language to Create an Inclusive Classroom Environment**

**Nicole Aydt Klein and Linda Markowitz**

Objectives: By completing the “Rewind and Replay” activity, participants will: (1) identify heterosexist language in common classroom interactions, (2) discuss underlying heterosexist assumptions embedded in common teacher statements, (3) brainstorm inclusive terms and expressions for use in place of heterosexist language, and (4) verbally practice alternatives to common heterosexist expressions. Target Audience: Pre-K through high school teachers and teacher candidates.

Klein NA, Markowitz L. “Rewind and replay:” Changing teachers’ heterosexist language to create an inclusive environment. *Am J Health Educ.* 2009;40(6):329-332.

### **Sexual Risk Taking: For Better or Worse**

**Tammy Wyatt**

Risk assessment can be an effective pedagogical strategy for sexuality education.

Objectives: After learning about the modes of transmission and prevention strategies of

sexually transmitted infections (STIs), students engaged in this teaching technique will define sexual intercourse and sexual activity, assess the level of STI risk associated with eight sexual behaviors, and identify positive alternatives to each sexual behavior. Target Audience: This activity is designed for use with adolescents in high school and youth group settings, and it can be used in teacher preparation programs.

Wyatt T. Sexual risk taking: For better or worse. *Am J Health Educ.* 2009;40(6):333-340.

### **Teaching Violence Prevention: How Much Does Bullying Weigh?**

**John Blosnich and Ruth Kershner**

Bullying is a prevalent problem for many elementary school students, and it is associated with physical injury and depression.<sup>1-4</sup> Objectives: Students engaged in this teaching activity will be able to identify bullying behaviors as well as list and demonstrate strategies to effectively deal with bullying situations. Target Audience: Fourth- and fifth-grade students.

Blosnich J, Kershner R. Teaching violence prevention: How much does bullying weigh? *Am J Health Educ.* 2009;40(6):341-345.

### **The Story of Stuff: Increasing Environmental Citizenship**

**Amy L. Versnik Nowak, Heidi Hale, Jessica Lindholm, and Elizabeth Strausser**

Objectives: After this lesson, students will be able to: (1) list the five stages of materials production, (2) report key facts related to the materials economy, (3) identify sustainable solutions that positively impact the environment, and (4) recognize how the environment affects health. Target Audience: This activity is designed for students in middle school and junior high school.

Nowak ALV, Hale H, Lindholm J, Strausser E. The story of stuff: Increasing environmental citizenship through critical thinking. *Am J Health Educ.* 2009;40(6):346-354.

### **Using Fast Food Nutrition Facts to Make Healthier Menu Selections**

**Jennifer Turley**

Objectives: This teaching idea enables students to (1) access and analyze fast food nutrition facts information (Calorie, total fat, saturated fat, trans fat, cholesterol, sugar, and sodium content); (2) decipher unhealthy and healthier food choices from fast food restaurant menus for better meal and diet planning to reduce obesity and minimize disease risk; and (3) discuss consumer tips, challenges, perceptions, and needs regarding fast foods. Target Audience: Junior high, high school, or college students, with appropriate levels of difficulty included in this paper.

Turley J. Using fast food nutrition facts to make healthier menu selections. *Am J Health Educ.* 2009;40(6):355-363.

### **Whole Grains and Food Fun in an After-School Program**

**Mary Beth Gilboy**

Programs in community-based, after-school settings are ideal to teach children about healthy eating. Objectives: After completing this Whole Grains & Food Fun lesson, children will be able to: (1) list at least two benefits of eating more whole grains, (2) demonstrate skills involved in child-friendly, basic food preparation, and (3) choose a whole grain food for each meal. Target Audience: This teaching idea is appropriate for children, ages 6-11, participating in a community-based, after-school program.

Gilboy MB. Whole grains and food fun in an after-school program. *Am J Health Educ.* 2009;40(6):364-367.

### **Everyday Theory: A Practical Application of the Ecological Perspective**

**Adam Barry and Heather Honoré**

Knowledge of health behavior theory allows health practitioners to design health promotion interventions that are based on factors that influence behavior. Objectives: At the conclusion of this lesson, students will be able to: (1) identify and define the three major levels of influence of the Ecological Perspective, (2) identify how each level of the Ecological Perspective impacts the health of community members described in an enclosed case study, and (3) develop an intervention strategy to improve the health of community members described in the enclosed case study. Target Population: Because the application of health behavior theory is a topic pertinent to numerous disciplines, individuals studying health education, health promotion, public health, evaluation and assessment, and social work may benefit from this lesson.

Barry A, Honoré H. Everyday theory: A practical application of the ecological perspective. *Am J Health Educ.* 2009;40(6):368-372.

### **Stop the Tears of Drug and Alcohol Abuse**

**Jane Shimon, Terry-Ann Gibson, and Caile Spear**

Objectives: By participating in this Stop the Tears teaching strategy, students will be able to: (1) analyze how alcohol and drug abuse could affect their lives as well as the lives of their friends and family and, (2) create a media message, such as a poster, pamphlet, poem, or song, in which alcohol and drug prevention is advocated specific to how alcohol and drug abuse has affected students in their school. Target Audience: Students in grades 6-12 and lower-division college students.

Shimon J, Gibson T-A, Spear C. Stop the tears of drug and alcohol abuse. *Am J Health Educ.* 2009;40(6):373-377.

### **Lessons from the Street: An Introduction to Drug Education**

**John Janowiak**

The instructional approach used in this teaching idea involves high-level cognitive and affective learning rather than passive learning through lecture, which often is the traditional, and ineffective, approach for students being educated about drugs. Objectives: At the conclusion of this drug education teaching strategy, students will be able to: (1) form opinions based on fact, (2) draw logical conclusions regarding legal and illegal drugs of abuse, (3) categorize drug samples into pharmacological groups, and (4) discuss the laws, availability and abuse of licit and illicit drugs. Target Audience: Middle school and high school students.

Janowiak J. Lessons from the street: An introduction to drug education. *Am J Health Educ.* 2009;40(6):378-381.