

80th Annual OAHPERD State Convention (Columbus, OH)

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9:30-11:00 am

From Gross to Great: Exploring Body Fluids

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Fluids to be examined

Gross

- Saliva
- Blood
- Perspiration
- Oil
- Mucus
- Tears

Gross

Grosser

Grosser

- Earwax
- Vomit
- Pus
- Discharge
- Feces
- Urine

- You are not wrong for being grossed out about body fluids.
- Public health practices also treat body fluids as gross unclean substances. However their reasoning may be different. They see body fluids as carriers of infectious diseases.

Middle School Education - Grades 6 to 8

National Health Education Standards (NHES) alignment

NHES Standard 7

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Performance Indicator 7.8.2

Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

Performance Indicator 7.8.3

Demonstrate behaviors to avoid or reduce health risks to self and others.

NHES Standard 4

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Rationale:

Effective communication enhances personal, family, and community health. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

Performance Indicator 4.8.1

Apply effective verbal and nonverbal communication skills to enhance health.

Performance Indicator 4.8.4

Demonstrate how to ask for assistance to enhance the health of self and others.

Source - <http://cdc.gov/healthyyouth/>

Responsibilities and Competencies for Teachers of Young Adolescents In Coordinated School Health Programs

These guidelines are to be used by university faculty for developing their own objectives and evaluation measures for professional preparation courses. As a result of professional preparation, prospective middle-level educators will be capable of assuming these responsibilities and competencies in a coordinated school health program. These guidelines align to our Body Fluids Unit:

Responsibility 2: Collaborate with health educators in assessing health behaviors of youth.

- *Competency A:* Identify health needs, risks, and protective factors for young adolescents.
- *Competency C:* Identify the needs of young adolescents for their healthy development

Responsibility 4: Actively participate in the health education of young adolescents.

- *Competency C:* Use developmentally appropriate strategies when addressing sensitive health issues

Responsibility 5: Participate in evaluating the effectiveness of health education for youth.

- *Competency B:* Assess health literacy of students in collaboration with the health education specialist.
- *Competency C:* Utilize a variety of assessment resources for evaluation of program effectiveness.

Responsibility 7: Serve as a resource person to youth regarding their healthy development.

- *Competency A:* Collaborate with the health education specialist in identifying effective health education resources that promote the healthy development of young adolescents.

Source: AAHE, ASHA, NMSA, CSSO, AASA (1996)