



## Welcome to INSIDE HEALTH!

**E**very Tuesday, the **HEALTH** section tries to help readers improve their well-being and make sense of the welter of products, claims and services that litter the modern **HEALTH** marketplace. Through lively, sometimes humorous, but always rigorously researched stories, we try to separate the truths from the half-truths to help people make smarter health care decisions for themselves and their families.

We see our mission not in dwelling on sickness and pathology — although it would be easy to fill the section with such stories — but in examining the many facets of life that comprise personal **HEALTH**, from nutrition and exercise to mental **HEALTH**, spirituality, sexuality and personal development.

Whether we are exploring teens' use of "performance-enhancing" sports supplements or a contest between the latest Air Jordan and Chuck Taylor athletic shoes, our approach is one that you'll probably want to encourage in your students.

We practice some basic principles in reporting on **HEALTH**.

1. We insist on getting information from the most reliable sources — the respected authorities in a particular field and the most solid studies in peer-reviewed medical journals.
2. We're fiercely independent of any commercial interest or advocacy group.
3. We respect our readers' demand for good science, clear jargon-free language and well-labeled illustrations.

How could your students make use of the **HEALTH** section? In the process of doing one of the following they will become more critical readers and thinkers.

- They could report on stories that affect their lives directly, such as stories on teen drinking, individual fitness potential and the epidemic of childhood obesity.
- They could read the archives or participate in [washingtonpost.com](http://washingtonpost.com) online chats with the **HEALTH** staff. Health and Nutrition writer Sally Squires hosts the Lean Plate Club on Tuesday, 1-2 p.m. to consider ways to eat healthy and live wisely. Thursdays at 2 p.m. "The Moving Crew" answers questions about finding creative ways to squeeze exercise into one's schedule. Want more? Tuesdays at noon, Marty Gallagher, a World Powerlifting champion and fitness expert, fields questions.
- They could distinguish claims from facts, labeling both where they find them.
- They could describe the sequence of a physical exercise or scientific procedure.
- They could evaluate whether, based on a report, a product seems worth

their money ... or a medication worth taking with the risks attached.

- They could begin a health column in their school newspaper. Use one of the **HEALTH** columns as a model. Students could share their personal stories about how an activity or practice has improved their lives in ways large and small.

Local academic standards that relate to an aspect of each exercise are included. Teachers should be aware that many of the topics covered in **HEALTH** articles and features apply to national health standards.

Online at [www.washpost.com/nie](http://www.washpost.com/nie), teachers will find curriculum guides that cover many subject areas. Click on Lesson Plans and select one of the following that are health-related:

- *Backpack Math*: After reading **KidsPost** articles about the healthy weight to carry in a backpack, students are ready to complete a worksheet, engage in more math activities and participate in a week-long survey.
- *Sleep*: Through articles, activities and a sleep journal, the importance of sleep is presented to students. Students read "Eyes Wide Shut: Sleeping May Be the Most Important Thing You Do Today," "Sweet Dreams" and "Word Study: A Look at Sleep." Students are asked to keep a six-day sleep and activity journal.
- *Circumnavigation*: The challenges to safety and health during endurance races are examined in the "Careful Packing" activity.

## Highlights of Health

<i>CALENDAR</i>	Free classes, workshops and seminars; lectures and discussions; screenings, volunteers and donations
<i>THE DOSE</i>	Weekly shot of news and notes
<i>THE FILTER</i>	Health books, Web sites, television health specials, DVDs, videos
<i>GIVE ME FIVE</i>	Five approaches, ideas, suggestions to a particular health challenge
<i>GOOD QUESTIONS</i>	Q and A on a health issue
<i>INTERACTIONS</i>	Letters to the Editor
<i>KIDLIFE/MIDLIFE</i>	Healthy handling of children and adulthood (appear in alternating weeks)
<i>LEAN PLATE CLUB</i>	A weekly feature on eating more healthfully and getting regular exercise
<i>MY TIME</i>	Abigail Trafford comments weekly on the period of life that follows middle age and can present people with entirely new opportunities — and obstacles.
<i>QUICK STUDY</i>	Weekly digest of new research on major health topics
<i>REAL LIVES</i>	Coping with challenges
<i>THE SCAN</i>	Short weekly pieces on consumer health developments
<i>THE SYSTEM</i>	A weekly checkup on health care costs and coverage

## Get Acquainted with Health

### GENERAL PROCEDURE

A basic mission of a newspaper is to inform the public. Every Tuesday, **HEALTH** appears in The Post. This section is dedicated to examining the many facets of life that comprise personal health — developing more educated and healthy readers.

These exercises are designed to acquaint students with the **HEALTH** section. In preparation for Level 3, cut and mount the cover story picture(s) from the **HEALTH** section. Pictures appearing with the cover story article on the inside of the magazine can also be mounted.

Use your professional judgment. The **HEALTH** Section cover story can be reserved when topics are developmentally appropriate to the students' level of understanding.

**1** The cost of health care and medicines remains an issue of concern for many families. Have students read the following **HEALTH** features: Calendar, Quick Study, The System and The Scan. Reinforce the purpose and focus of each.

Have students categorize the information into

- Useful information for students;
- Useful information for parents;
- Useful information for grandparents.

Articles in **HEALTH** are often shared with family and friends. Have students select one item to share with a parent, neighbor or other adult in the community. Why does the student think this information will be of interest?

### **Academic Content Standards and Skills**

*Maryland Reading/English Language Arts*, Students will read, use and identify the characteristics of functional documents.

*Virginia English*, The student will comprehend what is read from a variety of sources. Evaluate and synthesize information to apply in written and oral presentations.

*Washington, D.C. Reading/English Language Arts, Grade 5, Language as Meaning Making*, The student develops understanding and produces written work that restates or summarizes information.

**Fundamental Skill:**  
Reinforce Interacting

**Sub-skill Reinforcement:**  
Following directions, locating information, categorizing, evaluating, analyzing, drawing conclusions, developing visual imagery

# 2

The Lean Plate Club is devoted to healthy eating and boosting activity. Have students collect Lean Plate Club from **HEALTH** for three weeks. They may read the articles before class, but are to have all three in class for this activity.

Divide the class into three groups, assigning each a different article. Each group is to do the following:

- Summarize the article as a one-sentence health alert.
- Create a poster to inform and highlight the key points made about a more healthy life.
- Discuss the ways in which information in the article might influence their current diets, lifestyle and activities.
- Write an article for the school newspaper that conveys the main information and relates it to a student's diet and activities.
- Write a series of three one-minute Your Health announcements that could be read with the daily announcements or broadcast over your school's radio or television station.

# 3

Ask students to study carefully the mounted picture(s) from the cover story of **HEALTH** and to create a cover story headline based on the picture(s). Students should be reminded that this section focuses on **HEALTH** and its impact on society and science; consequently, their suggested headline should be health-related and justified by references to information gathered from the picture study.

After students come to a consensus on one or two “best” headlines, share the actual headline. How close was their prediction? An exact word-for-word match is not the goal. Rather, how closely does the class headline capture the feature article’s topic or issue as reflected in the photograph selected to illustrate it? Does the photograph illustrate society’s perception of the topic or the author’s thesis?

After facilitating a reading and discussion of the **HEALTH** cover story, ask students to propose a moral or philosophical question that is related to and/or raised by the article. For example, a feature on advances in medical technology most often used in maintaining the body functions of “brain dead” patients can raise the issue of euthanasia. A story about the long-term effects of atomic radiation as studied through Hiroshima survivors can generate a debate surrounding the quick end brought to World War II versus the prospect of longer, more costly, more global conventional fighting.

Once the issue-question is defined, ask students to contribute facts and viewpoints to a “Pro and Con” list. Prior knowledge as well as information from the cover story can be used to contribute to the lists. The two lists will act as the basis upon which each student is to develop two brief statements (3-5 paragraphs each) responding to the issue-question: one “Pro” and one “Con.”

As with the creation of the “Pro and Con” lists, information researched from other sources can be used to develop these statements.

**Extension:** Students may be invited to organize into debate teams to present their statements. In such a presentation, however, each team should be ready to challenge the viewpoints and information presented by the opposing team as well as to defend their own position during rebuttal.

# Health, the Individual and Society

## GENERAL PROCEDURE

This section focuses on **HEALTH** and its impact on society and science. Understanding how articles about health relate to their personal lives might be difficult for younger, healthy students. The exercises that follow present ways to get students to consider how health issues and concepts relate to their lives.

Have students scan the **HEALTH** section to prepare for the following exercises.

**1** Organize the class into groups of four or five students. Ask each group to scan the headlines and pictures in the **HEALTH** section and choose three articles that the group feels will have the most to say to students of their age.

To assist in this exercise, the following statement can be completed for each of the selected articles:

We believe \_\_\_\_\_ will have a lot to say to us because \_\_\_\_\_. In reading this article, we hope to learn these two things:

1. \_\_\_\_\_
2. \_\_\_\_\_

Consider modeling how to complete the assignment before asking students to begin their group work. For example,

We believe “Popcorn Earns Praise From Nutritionists” will have a lot to say to us because we like to eat popcorn at the movies. In reading this article, we hope to learn these two things:

1. What makes corn pop?
2. Why popcorn is good for us.

After reading the article, have students complete these statements:

In reading this article, we learned these two facts:

- 1.
- 2.

We do/do not need to change our habits because

## Academic Content Standards and Skills

Maryland Reading/English Language Arts, Students will identify and use text features to facilitate understanding of informational texts.

Virginia English, Grade 4, The student will read and demonstrate comprehension of nonfiction. Use organizers, such as type, headings, and graphics to predict and categorize information.

Washington, D.C. Science, Grade 4, Life Science, The student examines the FDA recommendations and other data to know that food provides energy and materials for growth and repair of body parts.

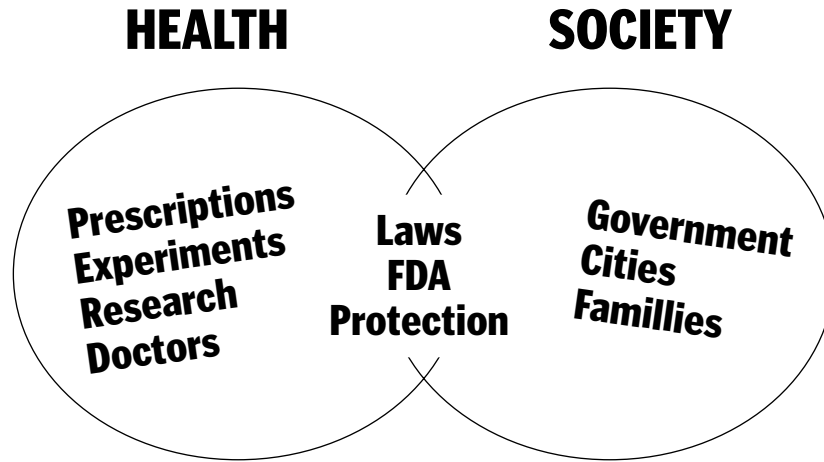
**Fundamental Skill:**  
Reinforce Interpreting

**Sub-skill Reinforcement:**  
Locating information, categorizing, comparing and contrasting, drawing conclusions, decision making

2

At one time, the full title of the **HEALTH** section was: “A Weekly Journal of Medicine, Health, Science and Society.” Consider including the following exercise as a part of a class discussion that will define “society” and examine its connection to public health.

Draw two large, intersecting circles on the chalkboard. Write “society” above one circle and “health” above the other.



With which of the two terms does each of the following words have the strongest association? Write each word in the appropriate circle. If the class agrees that the association is equally strong or if the class is split on the association, place the word in the circles’ intersection.

- |                                  |               |
|----------------------------------|---------------|
| cities                           | government    |
| doctors                          | laws          |
| disease                          | medicine      |
| drugstores                       | neighborhoods |
| experiments                      | prescriptions |
| families                         | protection    |
| Food & Drug Administration (FDA) | research      |

Other vocabulary may be added to the words to be associated. However, more than arriving at “correct” answers, the purpose of the exercise is to demonstrate the close relationship between health and the structure that protects the health of people who have chosen to live together in groups.

After they have read the cover story in **HEALTH**, ask students to explain the impact of health issues on the individual and what the individual might expect from the government and community. Is the focus of the article an individual’s issue and personal decision or is it one that government might be expected to supervise or legislate to protect citizens?

# 3

Use the current or a previous edition of the cover story in **HEALTH** to illustrate how writers will often add sidebars or boxed “sub-articles” to the feature story to explain a concept, procedure or fact related to the primary article. For example, a previous **HEALTH** article on the effects of radiation also contained a boxed article on the same page explaining how radiation is measured. Another feature article on chemical warfare was supplemented by a sub-article on what tear gas does to the body. As another example, the same **HEALTH** section carried a story titled “Official Adoptions Are Increasing Among Blacks.” An appropriate sub-article might describe the standard steps necessary to adopt a child.

Have students read the cover story or a feature article in the current edition of **HEALTH**. As they read, they should be alert to topics related to the article about which they would like more specific information. Students are to choose one of these sub-topics and develop a brief, related article. When submitted, the student-article (complete with boxing) should be accompanied by the article it is intended to supplement. Obviously, the composition of such a sub-article will require research beyond the reading of the **HEALTH** story.

**Extension:** Many of the cover stories also have illustrations to assist comprehension and to explain procedures. Another week, students could be asked to create an illustration to accompany the cover story or an article within **HEALTH**.

## Small Steps to Health

### GENERAL PROCEDURE

Students will read articles that address fitness and articles focusing on nutrition. Understanding the essential concepts about nutrition and diet, understanding the relationship of family health to individual health, maintaining mental and emotional health, and knowing essential concepts and practices concerning injury prevention and safety are all part of national health standards.

**1** Over a series of weeks have students clip MidLife, Real Lives and KidLife columns found in **HEALTH**. They may read the articles and become familiar with the content, but wait to do this exercise when they have several examples from which to select.

Have students select one of the columns — MidLife, Real Lives or KidLife — as a model for a column they would like to write. They are to follow the format.

Students are to choose their own topic and write a column. Ask them to give it their own title.

You may have students practice their keyboarding skills to prepare the columns for publishing. Students may read their columns to the class or post them on a Health Issues bulletin board.

### Academic Content Standards and Skills

**Maryland**  
*Reading*, Students will demonstrate their ability to read for information by examining, constructing and extending meaning from articles, editorials, content texts and other expository materials related to the content areas.

**Virginia**  
*Government*, The student will understand that thoughtful and effective participation in civic life is characterized by keeping informed about current issues.

**Washington, D.C.**  
*History, Grade 3*, Social Diversity and Social Change, The student summarizes local and community issues found in current events (newspaper articles, periodicals, magazines and journals).

**Fundamental Aim:**  
Reinforce Developing Positive Attitudes and Personal Interests

**Sub-skill Reinforcement:**  
Locating information, identifying, analyzing, categorizing, decision making, drawing conclusions, evaluating

## 2

Direct students' attention to the articles in Lean Plate Club, Quick Study, Good Questions and The Dose in **HEALTH**. Guide students in a reading of the articles, giving particular attention to personal implications for eating and/or exercise habits. Each student should be asked to decide which of the articles speaks most strongly to him or her. Though some students may not mind sharing and explaining their choice, this should not be required of all students.

Students are to write a letter to that person whom they feel would be in the best position to support them as they change their eating habits or increase their physical activity to become more healthy. This might be the cafeteria manager who makes up the school menu. The person might be the family member who buys the groceries and/or cooks the meals. The letter might be addressed to the school's physical education teacher. Based on information gained from the **HEALTH** article, the letter should:

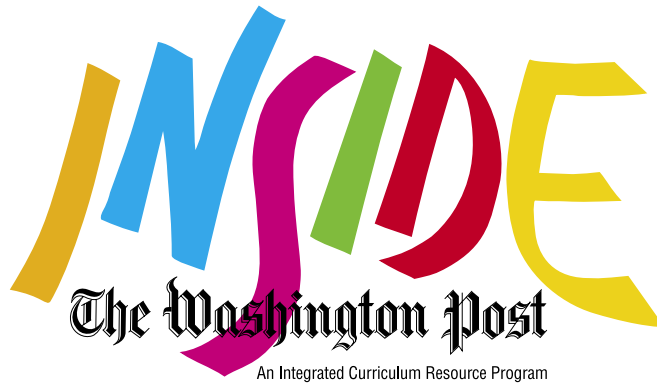
- Explain the change that is wanted,
- Explain why the change would be good for the writer,
- List specific changes the receiver of the letter is being asked to do to help bring this change about.

## 3

Have students imagine that they have been chosen as one of the student representatives on the President's Council for Physical Fitness. In preparation for their service, they are to research **HEALTH** articles suggesting nutrition, fitness and general health concerns of importance to adolescents. This would include any indication of trends within this age group regarding increasing health problems or, perhaps, increasing tendencies toward better eating and fitness practices.

Though many formats are possible, the "brief" prepared for presentation to the Council might be organized into three sections:

- "Health Issues Impacting on the Adolescent of the Twenty-first Century"
- "Trends in Adolescent Health," and
- "Recommended Presidential (National) Response(s)."



You have just reviewed and used suggested activities from one section of an online manual provided by The Washington Post’s INSIDE program. Each section of the daily Post is introduced and examined from the perspective of using it as a teaching tool and resource. Online lessons are found at [www.washpost.com/nie](http://www.washpost.com/nie). The sections for which activities are provided are:

- A Main News
- B Metro
- C Style
- CC KidsPost
- D Sports
- E Business
- EE Washington Business
- F Health
- G Food
- H Home
- I Extra
- J Weekend

An index to the manual and to other Post online guides are found in INSIDE Index.

The Post’s Educational Services, a Newspaper In Education affiliate, serves schools in Maryland, Virginia and Washington, D.C. For more information about resources available to you and your students, contact the following:

Educational Services:  
(202) 334-4544

Manager, Educational Services:  
Margaret Kaplow  
(202) 334-6225  
[kaplowm@washpost.com](mailto:kaplowm@washpost.com)

District Representative:  
Stella Jackmon  
(202) 334-4545  
[jackmons@washpost.com](mailto:jackmons@washpost.com)

Maryland Representative:  
Marian Washington  
(202) 334-5686  
[washingtonm@washpost.com](mailto:washingtonm@washpost.com)

Virginia Representative:  
Christopher Janson  
(202) 334-5690  
[jansoncl@washpost.com](mailto:jansoncl@washpost.com)