



In general...

Read or ask children to read the words on each page, and to color the pictures.

Be a winner, eat smart.

- Talk to children about what they eat. What did they have for breakfast? What kinds of snacks to their parents let them eat. When do they eat dinner at home? Ask them what foods they like—then ask if those foods like them--i.e., if those foods are healthy choices. Tell them about the food pyramid and see if they can figure out what foods fit in which categories.

The base of the food pyramid is the grain group, which includes breads, cereals, spaghetti, and pancakes. Everyone should eat 6 to 11 servings from this group every day. On the next level is the vegetable group (3-5 servings) and fruit group (2-4 servings). Vegetables include corn, carrots, broccoli, and potatoes; fruits would be apples, oranges, and bananas. The next level up features the milk group (2-3 servings) and meat group (2-3 servings). The meat group features chicken, steak, eggs, and beans. Finally, at the top of the pyramid are fats, oils, and sweets, which should be eaten in limited amounts only. This group includes potato chips and similar snacks, cookies, and soda.

Be a winner, exercise.

- Ask the children about their favorite activities. Tell them what you like to do (or liked to do when you were their age). Ask them which they like better—team or individual sports, indoor or outdoor, etc. How do they feel when they exercise? Make sure they understand that “exercise” occurs not only during formal sports activities, but simply by being active—through such activities as riding bicycles, playing ball, or walking. Contrast this to passive activities—watching TV or playing video games, for example. Note: You may want to tie this topic to your discussion of “Be a winner, eat smart,” especially if the children are avid athletes. For example, make sure they understand that athletes need good “fuel” to perform at their peak.

Be a winner, don’t smoke

- Remind the children that, whatever their favorite activity, it’s not nearly as fun if they smoke. Also explain some of the physical effects of smoking.
 - Makes clothes and hair smell bad.
 - Makes teeth and fingers yellow, and leads to premature wrinkles.
 - Causes bad breath, coughing, and shortness of breath.

Leads to more frequent colds.

- Ask the children if they know anyone who smokes—parents, teachers, or friends? How do they feel around smokers? Have they ever been offered a cigarette? What did they say? Did they feel pressure to smoke and be cool, or did they just say “no”?

Be a winner, don't drink

- Tell the children that beer and wine can make them dizzy, give them headaches, and make them do things they normally wouldn't do. For instance, if they drink, they might try to do something dangerous and get hurt. Emphasize that these products are for grown-ups only, point out that some adults drink too much, and ask the children if they know of anyone like this. What was it like for them to be around these people? Did their breath smell funny? Did they act strangely? Did they act sad, or get angry really easily? Tell them that alcohol is a type of drug—a dangerous, sometimes deadly one.

Be a winner, don't use drugs.

- Ask the children to name any drugs they may have heard of, and whether they understand some of the drugs' effects. Tell them that drugs come in many different types (including alcohol), and that all of them are dangerous. Some common drugs are marijuana, or “pot” (which is smoked), cocaine (snorted), “crack” cocaine (smoked), heroin (injected), amphetamines (swallowed), and glue (sniffed). Ask the children if anyone has ever tempted them to use drugs, and what their response was. Make sure they understand that many drugs are illegal, because they are dangerous. People who use them sometimes do foolish things and get hurt or killed.

Be a winner, choose friends who care

- Ask the children to list five features of a good friend, and to describe their best friend. What do they think their best friend sees in them? (in other words, what are some of the good qualities as a friend?) Are they considerate? Do they share? Do they listen to others' problems, and try to help? Contrast this by discussing some features of bad friends, and some of their own features that might make them bad friends. (For instance, do they lie? Are they greedy? Do they pressure others into doing things they know aren't right?) How can they change these features and improve themselves?

Be a winner, don't get uptight

- Give the children a real-life example of stress. For example, if you're the teacher, tell them they will have pop quiz in five minutes, and that anyone who doesn't get every question right will have to stay after school. That's stress! If you're a parent, describe the situation. Ask them how their bodies reacted to your announcement—with sweaty palms, fast-beating heart, upset stomach, and quaky voice? Tell them that too much stress can be unhealthy. Make sure the children understand that they can beat stress by learning ways to relax; and ask if they have suggestions to add to the ones in the book.

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