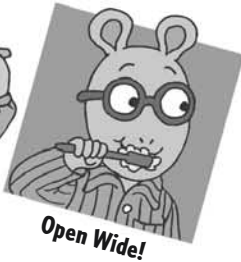


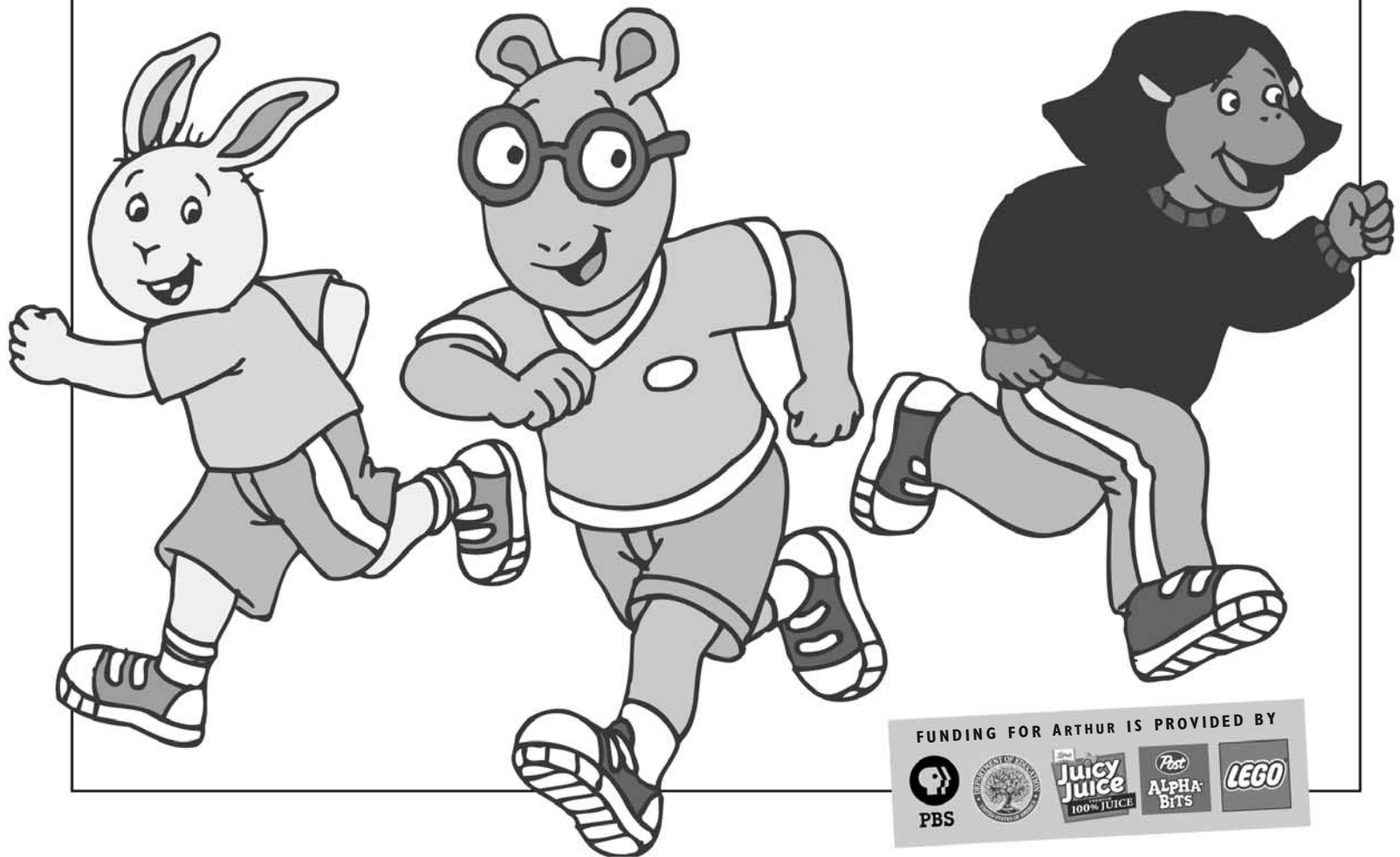
Arthur® Presents

Reviewed
by the American
Academy of
Pediatrics

Hooray for Health!



A Health Curriculum for Children



FUNDING FOR ARTHUR IS PROVIDED BY



Dear Educator:

Libby's® Juicy Juice® has been a proud sponsor of the award-winning PBS series ARTHUR® since its debut in 1996. Like ARTHUR, Libby's Juicy Juice, premium 100% juice, is wholesome and loved by kids. Promoting good health has always been a priority for us and Juicy Juice can be a healthy part of any child's balanced diet.

Because we share the same commitment to helping children develop and maintain healthy lives, we applaud the efforts of PBS in producing quality educational television.

Libby's Juicy Juice hopes this health curriculum will be a valuable resource for teaching children how to eat well and stay healthy.

Enjoy!

Libby's Juicy Juice



Contents

Eat Well. Stay Fit.	2
Open Wide!	7
Dealing with Feelings	12
Head Lice Advice	17
All About Asthma	22
<div style="text-align: center;">  </div>	
Classroom Reproducibles.	30
Taping ARTHUR™ Shows	32
ARTHUR Home Videos.	32
ARTHUR on the Web	32



About This Guide

Hooray for Health! is a health curriculum activity guide designed for teachers, after-school providers, and school nurses. It was developed by a team of health experts and early childhood educators. ARTHUR characters introduce five units exploring five distinct early childhood health themes: good nutrition and exercise (*Eat Well. Stay Fit.*), dental health (*Open Wide!*), emotions (*Dealing with Feelings*), head lice (*Head Lice Advice*), and asthma (*All About Asthma*). Each unit includes background information, age-appropriate activities, a book list, a featured ARTHUR show, and family activity sheets in English and Spanish. Visit the ARTHUR Web site (pbskids.org/arthur/grownups) to find family activity sheets in Vietnamese, Chinese, and Tagalog.

Many experts agree that high quality television can inspire active learning. Each *Hooray for Health!* theme is introduced in an ARTHUR show which can be used to begin or expand the unit. (For information about taping the show or obtaining home videos, please see page 32.) Because the ARTHUR characters so accurately reflect the joys and dilemmas of growing up, the show is remarkably well-suited to helping children understand themselves and the world around them. We hope that Arthur and this guide help you and your kids have fun exploring these important health themes.

Eat Well. Stay Fit.

This unit encourages children to take care of themselves by eating healthy foods and exercising. To introduce the unit, you may want to show the video or read the book *D.W., the Picky Eater*. Share the background information below with your students as you do the activities on page 3.

Background Information

Food. Food is the fuel your body uses to move, grow, and repair itself. When you're hungry or thirsty, your body is telling you that it needs food. A healthy diet includes a balance of nutritious foods. (See the Good Food for Kids pyramid.) Different types of food help your body do different things.

- Carbohydrates (such as grains and starchy vegetables) are burned for energy.
- Protein (such as eggs and meat) helps your body grow and repair cells.
- Vitamins and minerals also help your body stay healthy. For example, calcium helps build strong bones. Vitamin E protects skin cells.

Exercise. Exercise helps your body become strong and remain healthy. When you exercise, your blood flow increases. This helps your heart and lungs work more efficiently. It also increases the amount of oxygen that goes to your brain and the rest of your body. Exercise can help you think better, feel more relaxed, and live a longer, healthier life.

Out-of-shape kids. 13% of American children are now overweight. Kids are less active today than in past generations. They spend much of their free time watching TV and playing computer games. In some neighborhoods, kids can't go out to play on their own because of safety concerns. Being overweight and out-of-shape puts kids at an increased risk for health problems, including type 2 diabetes and heart disease. Type 2 diabetes is a condition that requires medication. If gone untreated, it can lead to complications with eyes, heart, and blood pressure.

Healthy habits. Schools and aftercare programs can help kids develop healthy habits by serving nutritious snacks, limiting the availability of unhealthy foods, and making active play an important part of the day. Limiting TV time will also help kids stay fit. Get in the habit of turning off the television when a show is over and doing something active for fun!

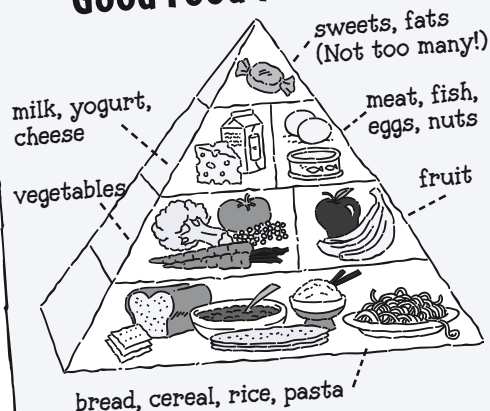
The American Academy of Pediatrics recommends that kids spend no more than 1-2 hours a day in front of a TV or computer.

TM **D.W., the Picky Eater**

D.W. will not be allowed to go to Grandma Thora's birthday dinner unless she learns to eat healthy meals. It's up to Arthur to get D.W. to eat her spinach before time runs out. Watch the video and read the book.



Good Food for Kids



Children need to eat a balanced variety of healthy foods.



Activities

Eating well. Draw a simple food pyramid poster (see page 2). Read a book about healthy eating (see Read All about It), or watch the video *D.W. the Picky Eater*. Let children draw or cut out pictures of their favorite foods and attach the pictures to the appropriate sections of the food pyramid. Ask: *In which sections are most of your favorite foods?* Talk about keeping a good balance between healthy foods and sweet or high-fat foods. Have children think of healthy foods they like that fit in sections that are fairly empty, particularly fruits and vegetables. Add new food pictures to the poster. Remind kids that it is important to eat whole fruits, not just drink fruit juice.

Kid cuisine. Give children the responsibility for planning healthy class snacks. The Eating Well activity (above) will help them think of good choices. An easy, nutritious recipe, Arthur's Open-Face Sandwiches, is provided on the Family Activity Sheet (pages 4-5). Kids' cookbooks often have other good suggestions for healthy, no-bake snacks.

Get up and move! Fit plenty of "stretch and move" breaks into your day. Do the Hokey Pokey, play Simon Says, Follow the Leader, or a non-competitive version of musical chairs where everyone squeezes in. Schedule time for outdoor play as well. Let students take turns suggesting favorite active games. Yoga stretches are a great way to ease cramped muscles or warm up before a game.

Step 1



Angry Cat. Arch up your back, put your chin down, and hiss!

Step 2



Happy Cat. Arch your back down, put your chin up, and purr.

Our favorite games. Watch *The Good Sport* or another ARTHUR™ show. Talk about the ways the kids in ARTHUR enjoy getting exercise. Create a class book with directions for playing students' favorite sports and games. Send copies home to share with families. Visit the ARTHUR Web site at pbskids.org/arthur/grownups/partyideas/games for new active game ideas such as Brain's Tidal Wave and Pal's Bubble Stomp.

Health fair. Organize a family health fair or participate in a community walk or health-related event. Give each child a *Hooray for Health!* certificate (provided on page 30). You may also want to distribute *Hooray for Health!* stickers, available from SmileMakers at www.smilemakers.com

Family activities. Send home copies of the recipe, Arthur's Open-Face Sandwiches and the Tips for Parents and Kids. English and Spanish versions are provided on pages 4-6. Chinese, Vietnamese, and Tagalog versions are available on the ARTHUR Web site: pbskids.org/arthur/grownups

Read All about It



HEALTHY EATING

Allie the Allergic Elephant: A Children's Story of Peanut Allergies by Nicole S. Smith

Mama Provi and the Pot of Rice by Sylvia Rosa-Casanova

Vegetable Soup by Lois Ehlert
(Also available in Spanish: *A sembrar sopa de verduras*)

Pretend Soup and Other Real Recipes: A Cookbook for Preschoolers & Up by Mollie Katzen and Ann Henderson

Child of Mine by Ellyn Satter (A book for parents on feeding kids well)

EXERCISE

A Yoga Parade of Animals: A First Picture Book of Yoga for Children by Pauline Mainland

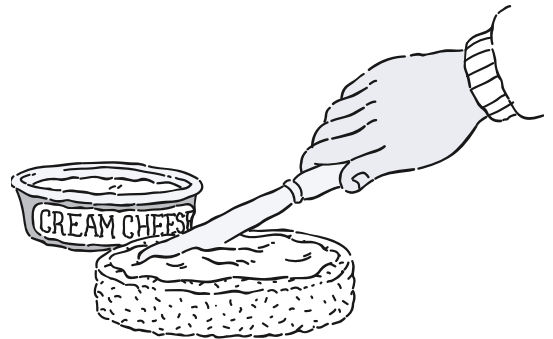
Don't miss
The Good Sport.
It's all about Michelle
Kwan, the Olympic
figure skater,
and me!



Arthur's Open-Face Sandwiches

1

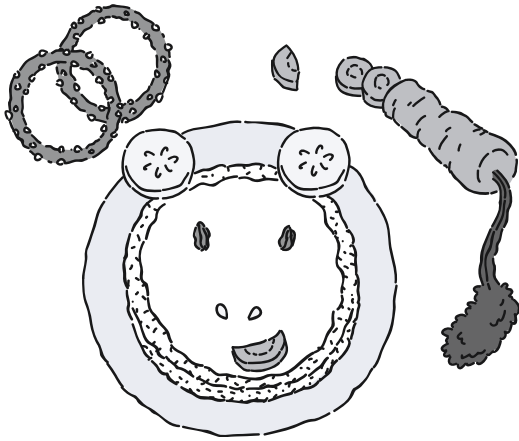
Spread an English muffin, rice cake, or mini pita bread with hummus, cream cheese, or cheese.



2

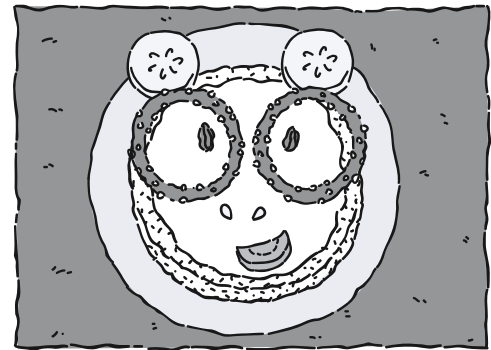
Make Arthur's face.

- Use raisins or sunflower seeds for his eyes and nose.
- Use cucumber or banana slices or dried apricots for his ears.
- Use bits of carrot or sweet red pepper for his mouth.



3

Use round pretzels for Arthur's eyeglasses.



For a nutritious breakfast, try an Arthur sandwich with a glass of milk and a sliced orange.

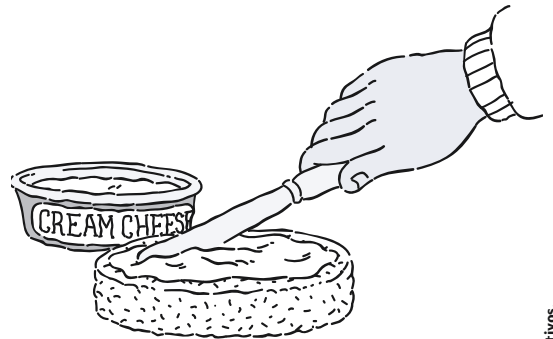
Who knew Arthur could be so yummy ... and good for you, too!



Sándwiches con la cara de Arthur

1

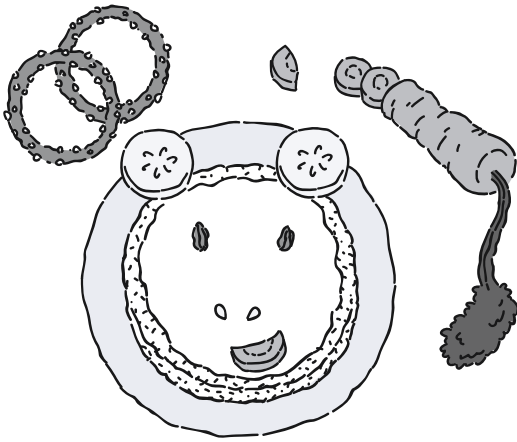
Cubre con *hummus*, queso crema o queso la superficie de un pan tostado, un pan de arroz inflado o un minipan árabe.



2

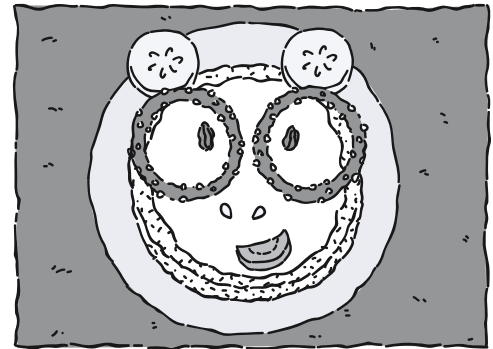
Haz la cara de Arthur.

- Usa uvas pasas o semillas de girasol para hacerle los ojos y la nariz.
- Fórmale las orejas con rodajas de cohombro o de banana, o con albaricoques secos.
- Hazle la boca con tiras de zanahoria o de pimienta roja.



3

Usa galletas pretzels redondas para hacerle las gafas.



Para disfrutar de un desayuno nutritivo, cómete un "sándwich de Arthur" acompañado de un vaso de leche y una naranja en gajos.

¿Quién creyera que Arthur pudiera ser tan delicioso... y tan lleno de valor nutricional?



Staying Healthy

Tips for Parents and Kids

It's important to eat right and get enough exercise. To stay healthy and fit:

- 🍏 Eat plenty of fruits, vegetables, bread, cereal, rice and pasta. Provide fresh fruit and cut-up vegetables for snacks.
- 🍏 Try not to have too many fatty foods, sweets, or soft drinks.
- 🍏 Don't spend too much time in front of a computer screen or television.

Get up and move! It's fun and it's good for you. Here are some ideas to get you started:

- 🌀 Put on music and dance around your living room.
- 🌀 Go for a walk. Play follow the leader, toss a bean bag back and forth, or walk in a pattern: skip 4 steps, walk 4 steps, skip 4 steps, walk 4 steps.
- 🌀 Keep a balloon or beach ball up in the air using your feet, knees, head, and hands.

© 2001 WGBH Educational Foundation. All rights reserved. Underlying TM/© Marc Brown. Permission is granted for reproduction of this printed material for educational use only.

Cómo gozar de buena salud

Consejos para padres e hijos

Es muy importante comer bien y hacer suficiente ejercicio. Para mantenerse sano y en forma:

- 🍏 Comer muchas frutas, verduras y legumbres. Tener a mano frutas frescas y verduras picadas para la hora de la merienda.
- 🍏 Tratar de no comer demasiadas comidas grasosas ni demasiados dulces. Evitar las bebidas gaseosas.
- 🍏 No pasar mucho tiempo frente a la pantalla de la computadora o del televisor.

¡Muévete! Es divertido y bueno para la salud. He aquí algunas ideas para comenzar:

- 🌀 Poner música y bailar en la sala.
- 🌀 Salir a caminar. Corretear y saltar, lanzar una bolsita llena de frijoles, o salir a pasear siguiendo un patrón determinado: dar 4 brincos, dar 4 pasos, dar 4 brincos, dar 4 pasos.
- 🌀 Mantener un globo o una pelota de playa en el aire usando los pies, las rodillas, la cabeza y las manos.

© 2001 WGBH Educational Foundation. Todos los derechos reservados. TM y © subyacentes a nombre de Marc Brown. Se autoriza la reproducción de este material impreso sólo para fines educativos.

Open Wide!

This unit helps children learn how to take good care of their teeth. It also provides opportunities to talk and learn about visits to the dentist and losing baby teeth. To introduce these topics, you may want to show the video or read the book, *Arthur's Tooth*. Share the information below with your students as you do the activities on page 8.

Background Information

Tooth anatomy. The part of your tooth above the gums is called the *crown*. Below the gums are the *roots*. The crown is covered with a hard white surface called *enamel*. It is the hardest material your body makes. It protects the inner tooth from germs and bacteria. Beneath the enamel is the *dentin*. It is not very hard. In the center of the tooth is the *pulp*. This is where all the nerves and blood vessels are. The pulp is the part that hurts when you have a toothache.

Baby teeth. By the time they are 3 years old, most children have a full set of 20 baby, or primary, teeth. (Adults have 32 teeth.) Around the age of 5 to 7, the first baby tooth falls out, usually a front tooth, top or bottom. A permanent tooth soon takes its place. Around age 7 or 8, children lose the two teeth on either side. Between the ages of 9 and 12, children lose their pointed canine teeth and their first and second molars.

How cavities are formed. Cavities are caused by sugars left on teeth after meals or snacks. Bacteria feast on these sugars and form acid as a by-product. This acid eats into the tooth enamel, eventually creating a cavity. One way to prevent cavities is to limit between-meal snacks. If you need a snack, choose raw vegetables, fruit, or cheese.

Clean, healthy teeth. Brush your teeth as soon as possible after eating. Removing all food particles from your teeth prevents decay. Children should be encouraged to brush their own teeth from an early age, but an adult should rebrush the child's teeth until he or she is 5 or 6, to ensure a thorough cleaning. Many dentists recommend that parents also help their children learn to floss. Children and adults should visit a dentist twice a year for a check up and teeth cleaning.

Arthur's Tooth

Everyone in the third grade has lost a baby tooth, except for Arthur. Francine teases him and calls him a baby. Arthur visits his dentist who reassures him that many children do not lose their first tooth until they are 8 or 9 years old.



For tips on how to keep your teeth clean and strong, see page 11.

Kittens and puppies lose their baby teeth, too.



Activities

Baby teeth. Show the video *Arthur's Tooth*, or read one of the Loose Tooth books listed in the box. Ask children: *When do kids begin to lose their baby teeth? Do you think kids who have lost some baby teeth are more grown up than kids who haven't lost a tooth yet?* Encourage kids to illustrate and write or dictate stories about losing a tooth.

How many teeth? Have children wash their hands and count their own teeth. Provide mirrors, if possible. Have children enter the information on a graph.

[illegible]

When I went to the dentist... Ask children to recall things that happened when they went to the dentist. Write each detail on a sentence strip. With the children, arrange the sentences in a logical sequence. Have groups of children role play a visit to the dentist.

Toothpaste survey. Bring in small tubes of different toothpastes and a toothbrush for each child. Have children look for the word *fluoride* on the tube. Explain that fluoride helps prevent cavities. Have children brush their teeth with different toothpastes and rate the taste. (Use only a pea-size amount of toothpaste.) Copy and distribute score cards (see page 30). Add up the points for each brand and chart the results.



Dentists in the classroom. Invite a local dentist or dental hygienist into your class to talk about teeth and to demonstrate proper dental care.

Family activities. Give each child a copy of My Toothbrushing Chart and Tooth Care Tips. English and Spanish versions are provided on pages 9–11. Visit the ARTHUR Web site: pbskids.org/Arthur/grownups for Chinese, Vietnamese, and Tagalog versions. You may want to send home ARTHUR mini dots stickers (available online at www.smilemakers.com) to use with the chart.



Read All about It

LOOSE TOOTH

*Arthur's Tooth and Arthur Tricks
the Tooth Fairy* by Marc Brown

Little Rabbit's Loose Tooth
by Lucy Bate

DENTAL CARE

How Many Teeth? by Paul Showers

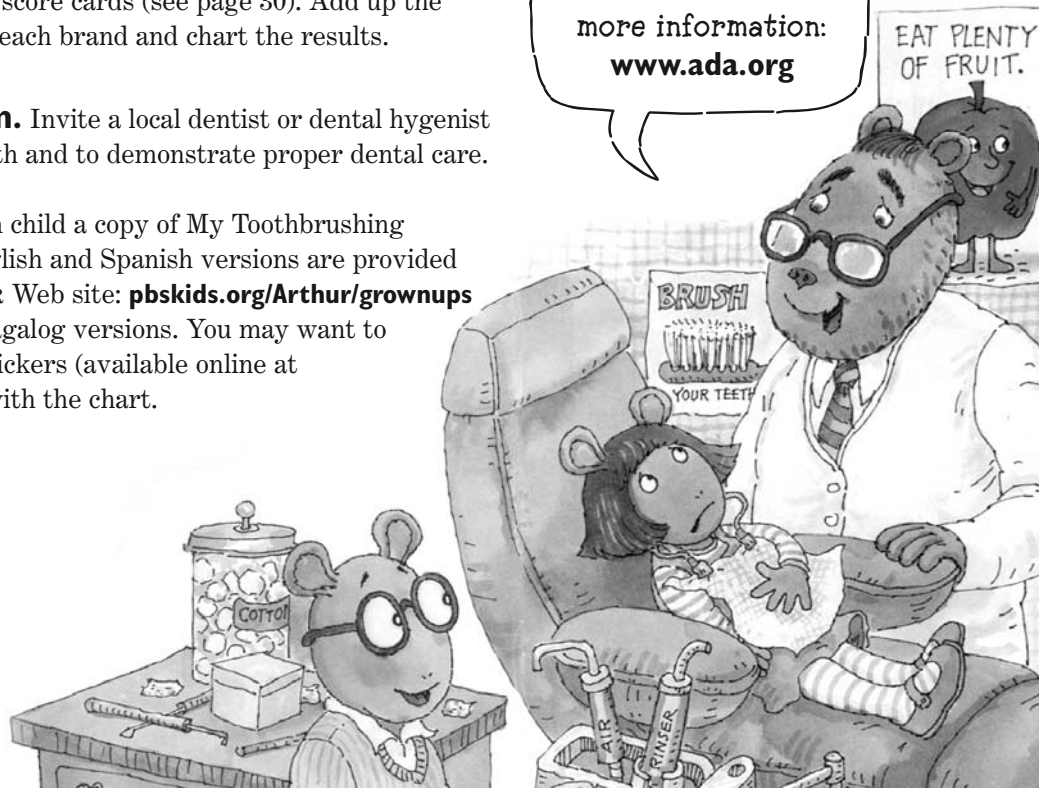
Open Wide: Tooth School Inside
by Laurie Keller

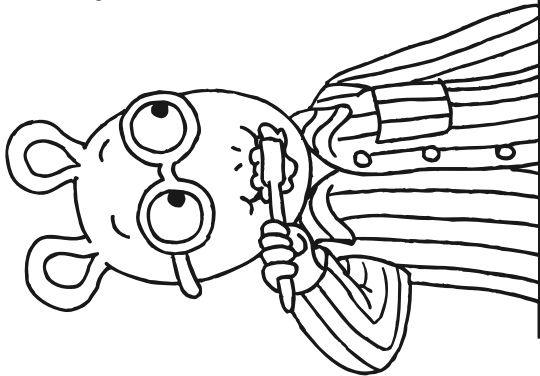
TOOTH TRIVIA

*Throw Your Tooth on the Roof:
Tooth Traditions from Around the
World* by Selby B. Beeler

What Big Teeth You Have!
by Patricia Lauber

Visit the American
Dental Association
Web site for
more information:
www.ada.org





My Toothbrushing Chart

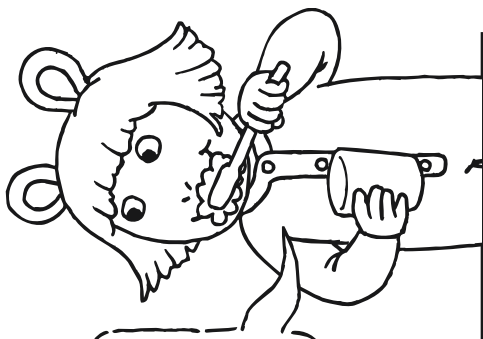
Brush your teeth in the morning.

Brush your teeth at night.








Mark your chart



When your teeth are clean and bright.

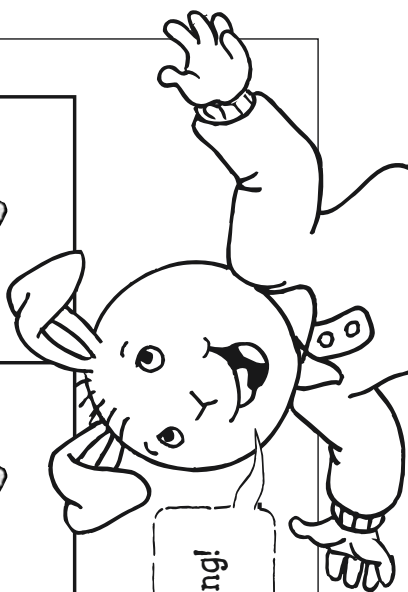


Color in the tooth or put a sticker on the calendar each time you brush your teeth.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						

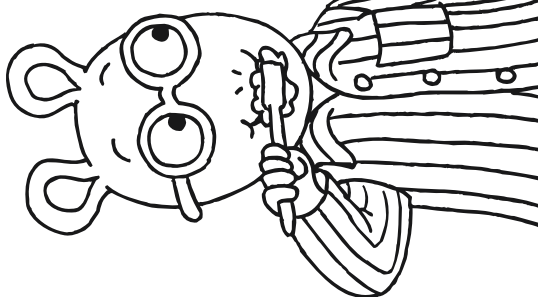
MORNING

NIGHT



Happy brushing!

Name _____



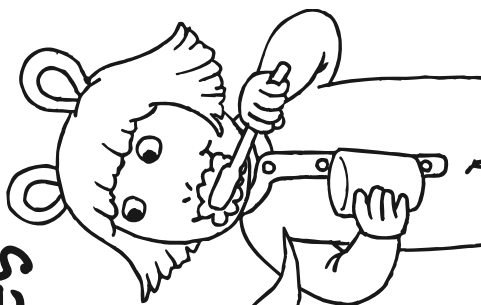
Mi tabla para cepillarme los dientes

Cepíllate los dientes por la mañana.















Cepíllatelos antes de irte a dormir.

Y no olvides marcar en la tabla

cuando los veas relucir.



Colorea la muela o pega una calcomanía en el calendario cada vez que te cepilles los dientes.

domingo	lunes	martes	miércoles	jueves	viernes	sábado
						
						

EN LA NOCHE EN LA MAÑANA



¡Cómo te brillan los dientes!

Nombre

Tooth Care

Tips for Parents and Kids

Tooth decay is caused by food that is left on your teeth.

These bits of food make a film on your teeth called plaque.

Germes in the plaque make acid, which can eat holes in your teeth.

To keep your teeth clean and strong:

- 🦷 Brush your teeth twice a day, after breakfast and before you go to bed.
- 🦷 Brush with toothpaste that has fluoride. Fluoride helps prevent cavities. You should never swallow toothpaste.
- 🦷 Use a toothbrush with soft bristles.
- 🦷 Brush the front, back, and top of every tooth. Brush your tongue, too!
- 🦷 Visit your dentist twice a year. The dentist will clean and check your teeth.



© 2001 WGBH Educational Foundation. All rights reserved. Underlying TM/© Marc Brown. Permission is granted for reproduction of this printed material for educational use only.

El cuidado de los dientes

Consejos para padres e hijos

La caries dental se produce por restos de alimentos que quedan en los dientes.

Estos pedacitos de comida forman placa dental, una película que se pega a los dientes.

Las bacterias de la placa producen ácido, que puede formar agujeros en los dientes.

Para mantener los dientes sanos y fuertes:

- 🦷 Cepíllate los dientes dos veces al día, después del desayuno y antes de acostarte.
- 🦷 Usa crema dental que contenga flúor. El flúor ayuda a prevenir la caries dental.
- 🦷 Nunca debes tragarte la crema dental.
- 🦷 Usa un cepillo de cerdas suaves. Cepilla el frente, la parte de atrás y la superficie masticadora de todos los dientes y muelas.
- 🦷 Cepíllate la lengua también.
- 🦷 Acude al odontólogo dos veces al año para que te limpie y revise la dentadura.



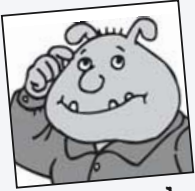
© 2001 WGBH Educational Foundation. Todos los derechos reservados. TM y © subyacentes a nombre de Marc Brown. Se autoriza la reproducción de este material impreso sólo para fines educativos.

Dealing with Feelings

This unit helps children learn to label their feelings and express them in appropriate ways. To introduce this topic, you may want to show the video or read the book, *Arthur and the True Francine*.

Share Background Information with the children as you do some of the activities on page 13.

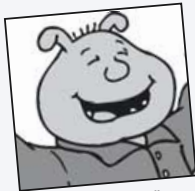
The Many Moods of Binky™



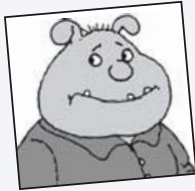
confused



angry



excited



embarrassed

Who knew you could have so many different feelings?



Background Information

Feelings. Learning to recognize, label, and deal with our own feelings is a skill we continue to develop over our lifetime. Here are some important understandings you can help kids develop.

- **Feelings change.** During a day, most people experience lots of different feelings, both good and bad.
- **It's OK to feel angry or upset.** While we can't really control our feelings, we can learn to control our actions and that's what is important.
- **When we feel bad, we can find ways to make ourselves feel better.**

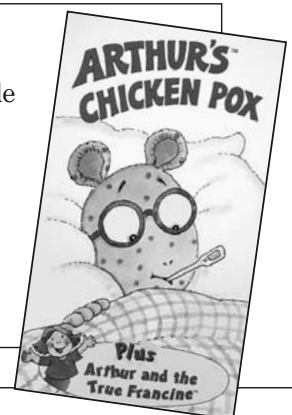
Kids as problem solvers. Strong emotions can make us feel out of control. Kids are more able to stay in control when they can use words to describe their feelings, figure out what makes them feel that way, and make decisions about how to respond. Dramatic play and discussions about how to deal with arguments and upsetting situations can help kids develop ideas about things they could do or say. When a difficult situation arises, kids can think about these options before they respond. For more ideas, see the parent and teacher books in Read All about It (page 13) and the ARTHUR™ on the Web resources listed below.

Controlling anger. Self-control is a skill that children acquire gradually as they grow older. Parents and caregivers can support that process by making sure that kids get enough physical activity and sleep (tired kids get frustrated easily), and by helping them find healthy ways to express feelings. For suggestions, see Tips for Parents and Kids on page 16. We also help kids when we set clear limits for acceptable behavior and intervene in firm, calm ways when they lose control. We can assure them they have someone to talk to and a safe place to go.

ARTHUR on the Web. For tips on helping kids deal with conflict and anger, go to the ARTHUR Web site: pbskids.org/arthur. In the Grown-Ups area, check out the Parent Guides: *The Ups & Downs of Friendship* and *Sisters and Brothers: Working Things Out*. (Available in English and Spanish.)

Arthur and the True Francine™

In *Arthur and the True Francine*, the second episode on this home video, Muffy cheats on a test and lets Francine take the blame. Pause the video and have children suggest ways to solve the problem. Ask: *How does Muffy (or Francine) feel? Why? What could she choose to do or say? How do you think the girls will work out the problem?*



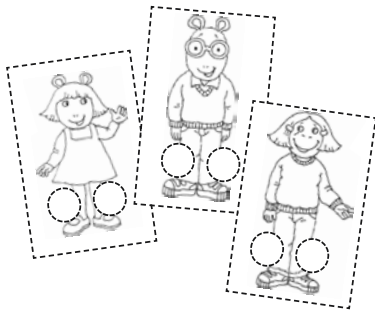
Activities

Name that feeling. Being able to name your emotions is a first step towards understanding what makes you feel that way. The book *A to Z: Do You Ever Feel Like Me?* is a terrific tool for building children's vocabulary. As you read, pause to let kids guess each emotion. Ask: *Have you ever felt (jealous, impatient, grumpy)? What made you feel that way? When you're (jealous), how can you make yourself feel better?* Have children mime or role play feelings for the others to guess.

Head to toe. Lead children in a visualization activity. *Imagine that you are very angry. Your mouth feels angry. Your teeth feel angry. Your eyes, cheeks, and nose feel angry. Your shoulders, arms, and hands are angry. Your stomach, legs, and feet are angry... Now you're going to relax, part by part. Your mouth relaxes and feels peaceful and calm. Your teeth relax... etc.* When children are completely relaxed, suggest that this is a technique they can use to calm themselves down when they feel themselves getting angry.

Say it with art. Have children create posters representing different emotions. What colors will they use to show anger? Sadness? Happiness? Tape paper to the wall so children can color or paint with big gestures. Play angry, sad, or happy music to inspire your artists.

Puppet play. Use the puppets on page 31 to act out a skit based on a familiar classroom or playground conflict. Pause mid-action and have the puppets ask the kids for advice. Encourage kids to put on puppet skits based on their own experiences or ARTHUR™ episodes. For example:



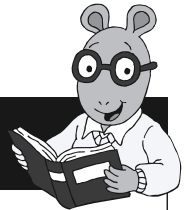
- D.W. is acting mad at everyone. Underneath, she's feeling miserable because she wasn't invited to a birthday party. (*D.W.'s Very Bad Mood*)
- Arthur loves playing baseball, but he is really a terrible hitter. The team keeps losing. It's driving Francine crazy. How can Francine and Arthur work out the problem? (*Arthur Makes the Team*).

Draw and write. Have children draw a picture about an event that made them feel a certain way. Let them write or dictate how they felt and what happened.

Today, I felt embarrassed and mad. I tripped over a chair. Everyone laughed.

Family activities. Introduce the Draw and Tell Family Activity Sheet to the class. Send it home along with the Tips for Parents and Kids. English and Spanish language versions are available on pages 14–15. An additional Family Activity Sheet, Feelings Chart, is also available online. Visit the ARTHUR Web site at pbskids.org/arthur/growups for versions of both sheets in English, Spanish, Chinese, Vietnamese, and Tagalog.

Read All about It



A to Z: Do You Ever Feel Like Me?
An Alphabet Guessing Book by
Bonnie Hausman

*Alexander and the Terrible, Horrible,
No Good, Very Bad Day* by Judith
Viorst (Also available in Spanish:
*Alexander Y El Dia Terrible,
Horrible, Espantoso, Horroroso*)

Feelings by Alik

Jamaica and Brianna by Juanita
Havill

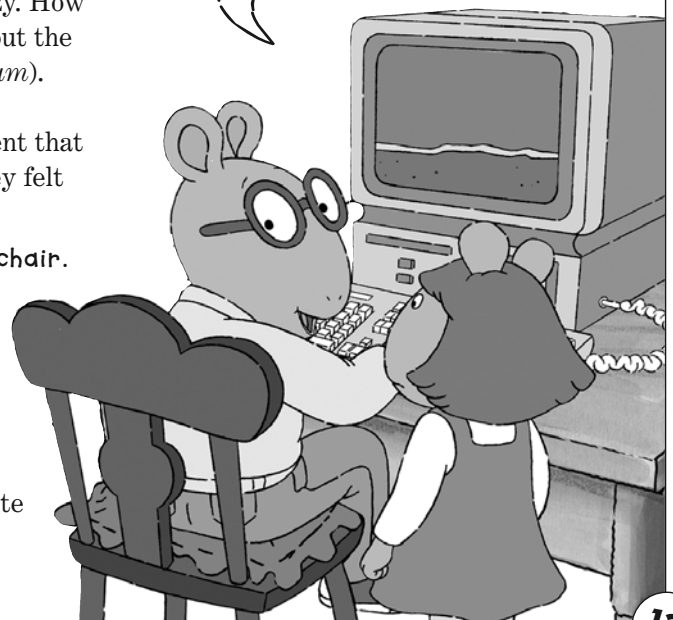
*When Sophie Gets Angry-Really,
Really Angry* by Molly Bang

FOR TEACHERS AND PARENTS

*Creative Conflict Resolution: More
Than 200 Activities for Keeping
Peace in the Classroom* by William J.
Kreidler

*What to Do when Kids Are Mean to
Your Child* by Elin McCoy

Play the conflict
resolution game, "You've
Got to Be Kidding," on
the ARTHUR Web site:
pbskids.org/arthur/games



Draw and Tell

This is an activity for kids and parents to do together. Each of you will think of a time you felt worried or scared.

(Parents, think back to when you were a kid!)

Draw a picture, then tell the story.

What happened? What did you do or say? How did you feel?

Next, draw a picture of a time you felt happy or peaceful. Tell each other that story.

Kids, draw
your pictures
in these boxes.



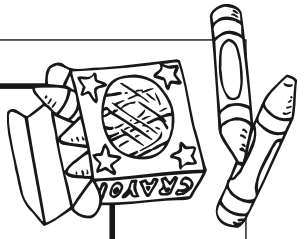
Grown-ups, draw your pictures below.

Worried or Scared

Worried or Scared

Happy or Peaceful

Happy or Peaceful



Dibuja y cuenta

Esta actividad es para hacerla juntos los padres y los niños.
Cada persona piensa en una ocasión en que se sintió preocupada o asustada. (Padre o madre: piense en su niñez).
Cada uno hace un dibujo y luego cuenta el cuento.

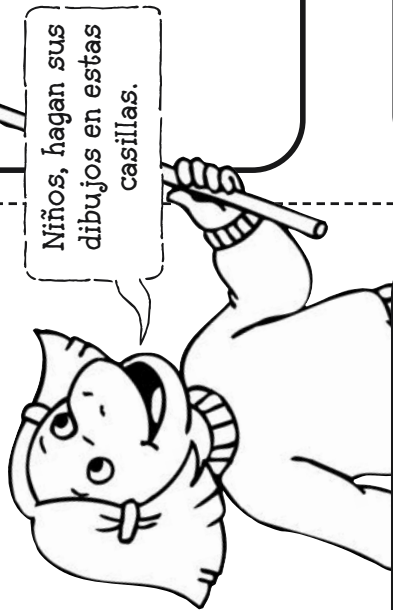
¿Qué sucedió?

¿Qué hiciste o dijiste?

¿Cómo te sentiste?

Luego, cada uno hace un dibujo de una vez que se sintió contento o tranquilo. Luego cuenta el relato.

Adultos: hagan sus dibujos aquí abajo.



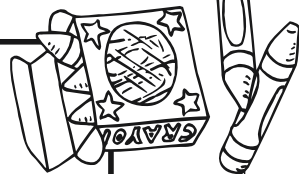
Niños, hagan sus dibujos en estas casillas.

Preocupado o asustado

Preocupado o asustado

Contento o tranquilo

Contento o tranquilo



Dealing with Feelings

Tips for Parents and Kids

What should a kid do when he or she feels angry or sad or frustrated?

It's important for kids to express their feelings. It's also important for them not to hurt others or themselves. Have your child try some of these ideas the next time he or she feels angry.

- Use your words. Tell the person how you feel and why. Try not to yell.
- Walk away from the person or situation.
- Run or stomp or do a mad dance, when you're away from the person.
- Take deep breaths.
- Write a letter or draw a picture about how you feel.
- Take a bath or spend some time by yourself until you calm down.
- Read, play a game, or listen to some music.

Ask your child, *What else could you do that might help you feel better?*



© 2001 WGBH Educational Foundation. All rights reserved. Underlying TM/© Marc Brown. Permission is granted for reproduction of this printed material for educational use only.

El manejo de las emociones

Consejos para padres e hijos

¿Qué debe hacer el niño cuando se siente enojado o triste o frustrado?

Para los niños es importante expresar sus emociones. También es importante que no lastimen a nadie, ni a sí mismos. Haga que su niño ensaye algunas de estas sugerencias la próxima vez que se sienta enojado.

- Emplea palabras. Dile a la otra persona cómo te sientes y por qué. Trata de no gritar.
- Aléjate de la persona o de la situación.
- Cuando te hayas alejado de la persona, corre, zapatea o baila con toda tu energía.
- Respira profundamente.
- Escribe una carta o haz un dibujo para representar cómo te sientes.
- Date un baño o pasa un rato solo hasta que te calmes.
- Lee, juega a algo o escucha música.

Pregúntele al niño: *“¿Qué otra cosa puedes hacer para sentirte mejor?”*



© 2001 WGBH Educational Foundation. Todos los derechos reservados. TM y © subyacentes a nombre de Marc Brown. Se autoriza la reproducción de este material impreso sólo para fines educativos.

Head Lice Advice

Kids can help prevent the spread of head lice by learning some basic facts about these parasitic pests! Share the information below with the children as you do the activities described on page 18.

Background Information

Who gets lice? Anybody can get head lice. Having head lice doesn't mean that you're dirty. It just means that you were in the wrong place at the wrong time. Lice cannot fly or jump from person to person, but they can be passed by sharing combs, hats, helmets, headphones, or bedding.

What are lice? Head lice are small insects that live in human hair and feed on human blood. They begin their lives as eggs called *nits*. After about a week, the nits hatch into *nymphs*. Nymphs can only do two things: eat and shed their skins. Once a nymph sheds its skin three times (about seven days after hatching) it becomes an *adult* louse. An adult louse is the size of a sesame seed. Like all other insects, it has six legs. (A reproducible copy of the life cycle is on page 31.)

How can you tell if you have head lice? If your head itches, especially at the nape of your neck or behind your ears, it may mean that you have lice. Not everyone itches when they have lice, so if there is an outbreak of lice in a school, it's important that everyone gets checked. The school nurse will look for lice and nits on the scalp and near the hair roots.

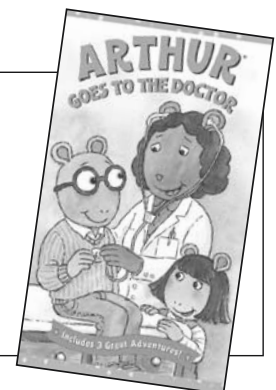
How do you get rid of head lice? One way is to comb out the lice using a lice comb. Other methods include using medicated shampoo. Ask your school nurse or doctor to recommend a treatment. An important part of getting rid of head lice is to work together with all the families in your school, so that kids do not re-infect each other.

How do you get rid of lice around the house or classroom? Vacuum the furniture and floors. Soak combs and brushes in hot water or alcohol for 10 minutes. Wash clothes and sheets in hot water, then run through a dryer at high temperature for at least 20 minutes. Stuffed animals and blankets can be sealed in plastic bags for two weeks. That allows plenty of time for any nits to hatch and die.

For more information about lice go to the following Web site:
National Pediculosis Association at www.headlice.org

The Lousy Week

An army of lice has descended on Lakewood Elementary School. Who will win the battle? The students and teachers, or the head lice? *The Lousy Week* is one of three shows on the home video *Arthur Goes to the Doctor*.



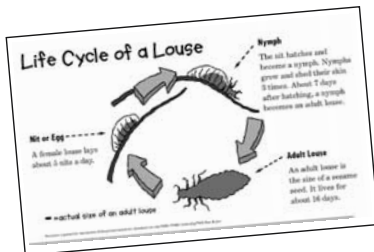
Head lice are annoying, but not dangerous. They do not carry diseases.



Activities

What I know about head lice. Draw a chart with three columns: *Know*, *Want to Know*, and *Learned*. Brainstorm and write down what kids already know (or think they know) about lice. Watch the video *The Lousy Week*. Afterward, help kids generate questions about head lice. Write the questions in the second column. Read a few books about lice together (see Read All about It), and/or share some of the Background Information (page 17) with the kids. Write the answers to the questions and any other facts kids learned in the third column.

All in the family. Copy and distribute the reproducible Life Cycle of a Louse chart (page 31). If kids have studied the life cycles of other insects,



such as butterflies or ants, talk about how the life cycle of a louse is similar. Can children name some other insects that live on blood? Can they name other insects that do not fly? What is one thing that all insects have in common? (They all have six legs.)

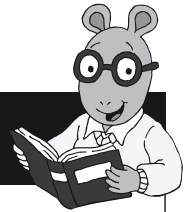
Lice advice. Have kids create a book with facts about head lice and how to get rid of them. Make copies to share with other classes and send home to families.

Trivia game. Have kids write questions and answers about head lice on index cards. Encourage them to use *The Lousy Week* video, the Life Cycle of a Louse reproducible, the class chart, books, and Web site (see page 17) as sources of information. Divide the class into teams. Use the questions and answer cards to hold a quiz show.



Family activities. Send home copies of the coloring sheet Muffy and the Lice and Head Lice Control: Tips for Parents. English and Spanish language versions are available on pages 19–20. Visit the ARTHUR Web site at pbskids.org/arthur/grownups for versions in Chinese, Vietnamese, and Tagalog.

Read All about It



Lots of Lice by Bobbi Katz

Mom, Teacher Says I Have Headlights by Steve Erwin

Those Itsy-Bitsy Teeny-Tiny Not-So-Nice Head Lice by Judith Rice. (This book has text in both Spanish and English.)

Head Lice by Allison Lassieur

Lice by Patrick Merrick

Head lice have been around as long as humans. Scientists have even found evidence of head lice on prehistoric mummies!



Muffy and the Lice Coloring Sheet

Anyone can get head lice, even me!
If you do have head lice, you're not
the only one. Your school nurse or
teacher needs to know so everyone
can work together to get rid
of those nasty little head lice.

Why does she think
we're nasty? I think
we're sort of cute!



- If you have an itchy head, ask your school nurse to check for head lice.
- If you do have lice, the nurse can tell you the best way to get rid of them.
- Don't share hats, combs, or headphones. That's one way that lice spread.

material for educational use only.

Underlying TM/© Marc Brown. Permission is granted for reproduction of this printed

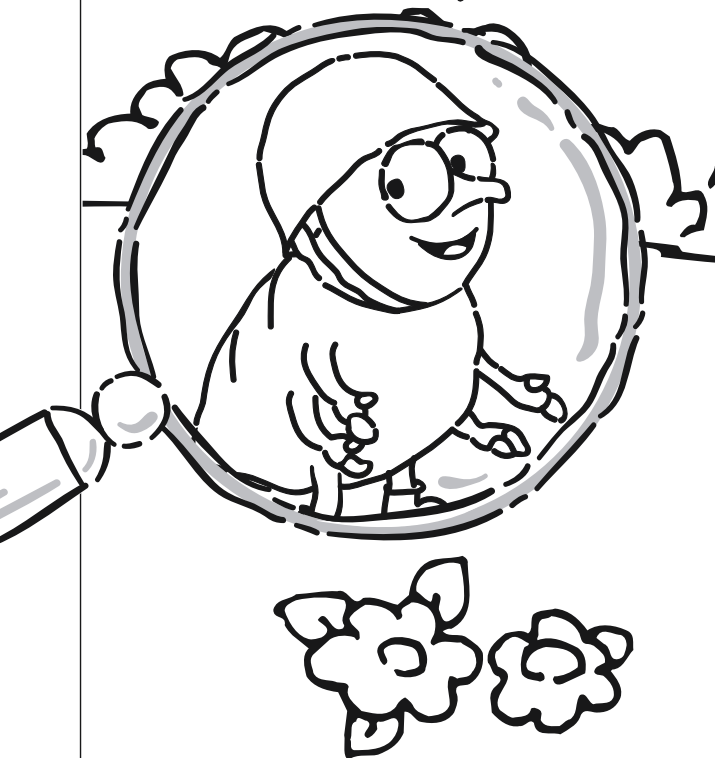
© 2001 WGBH Educational Foundation. All rights reserved.

Muffy y los piojos

Hoja para colorear

A cualquier persona se le pueden prender los piojos. ¡Incluso a mí! Si tienes piojos, no eres el único y debes contárselo a la enfermera de la escuela o a tu maestra para que entre todos se deshagan de estas horribles criaturas.

¿Por qué cree ella que somos horribles?
¡Creo que somos muy simpáticos!



- Si te rasca la cabeza, pídele a la enfermera que te la examine para ver si tienes piojos.
- Si tienes piojos, ella puede decirte cuál es el mejor método para deshacerte de ellos.
- No uses las gorras, peines ni audífonos de otras personas. Esas son algunas de las maneras en que se transmiten los piojos.

Head Lice Control

Tips for Parents

- Anyone can get head lice. It doesn't mean you're dirty.
- Head lice travel from head to head when people share hats, combs, or bedding. Lice can't jump or fly from person to person.
- Head lice are annoying, but they're not dangerous. Head lice do not carry any diseases.
- If your child has head lice, be sure to notify your child's school and afterschool to prevent lice from spreading to other children.
- Ask your doctor or nurse to recommend the best way to get rid of lice. Methods include using a lice comb or medicated shampoo.
- For more information, check the following Web site:
National Pediculosis Association at **www.headlice.org**

© 2001 WGBH Educational Foundation. All rights reserved. Underlying TM/© Marc Brown. Permission is granted for reproduction of this printed material for educational use only.

Cómo eliminar los piojos

Consejos para padres e hijos

- A cualquier persona se le pueden prender los piojos. No quiere decir que uno sea sucio.
- Los piojos pasan de una cabeza a otra cuando las personas comparten gorras o sombreros, peines o ropa de cama. Los piojos no pueden saltar ni volar de una cabeza a otra.
- Los piojos son fastidiosos, pero no son peligrosos. No son portadores de ninguna enfermedad conocida.
- Si el niño tiene piojos, avísele a la escuela y a otros programas a los que asista, para evitar que los piojos se les prendan a otros niños.
- Pregúntele al médico o a la enfermera cuál es la mejor manera de deshacerse de los piojos. Algunos métodos consisten en utilizar un peine especial o un champú medicado.
- Si desea más información, consulte esta página en Internet:
La de la *National Pediculosis Association* en **www.headlice.org**

© 2001 WGBH Educational Foundation. Todos los derechos reservados. TM y © subyacentes a nombre de Marc Brown. Se autoriza la reproducción de este material impreso sólo para fines educativos.

All About Asthma

This unit helps young children and their families learn about asthma. To introduce the unit, show the ARTHUR episode “Buster’s Breathless.” Share the background information below with children as you do the activities on page 23.



ASTHMA STATISTICS

- ✓ 1 in every 13 school-aged children has asthma.
- ✓ 1 in every 5 pediatric emergency room visits is related to asthma.
- ✓ Asthma accounts for 14 million missed school days each year.

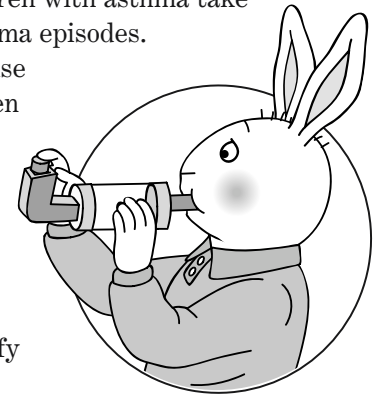
Asthma is the number one long-term disease among children.

Background Information

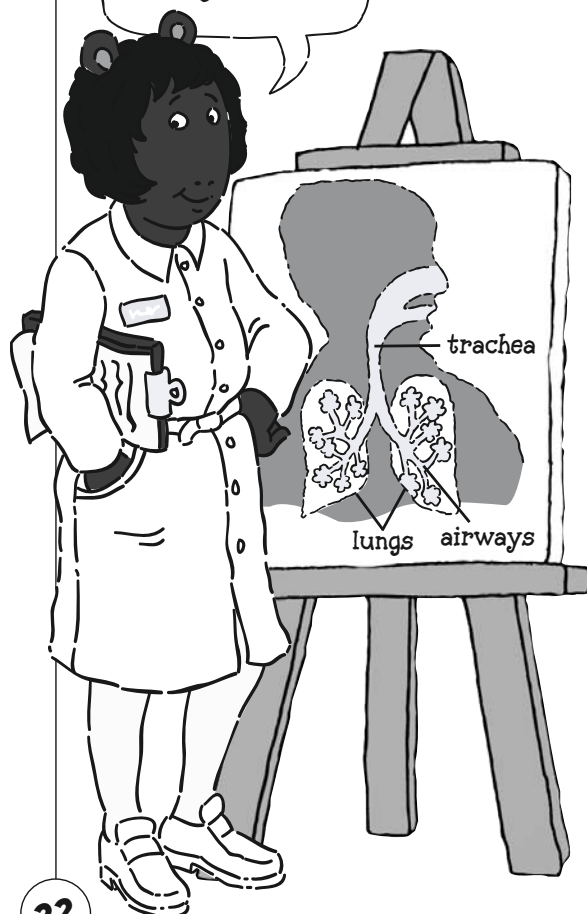
What is asthma? People with asthma have very sensitive airways in their lungs. Triggers such as dust or mold can cause the airways to swell and the muscles around the airways to constrict, making it difficult to breathe. This can make the person cough, wheeze, or feel tightness in the chest. While there is no cure for asthma, with proper treatment people with asthma can lead healthy and active lives.

What causes an asthma episode? Many things can trigger an asthma episode. Common indoor triggers include: secondhand smoke, dust mites, mold, cockroaches, and strong odors and fumes. Outdoor triggers include: pollens, pollution, cold air, and changes in temperature. Intense crying or laughing, colds and viral infections can also cause asthma episodes. It is important for a child with asthma to know his/her own triggers and how to avoid them. For helpful tips on minimizing exposure to triggers, visit the ARTHUR Web site: pbskids.org/arthur/grownups or order the EPA publication “Clear Your Home of Asthma Triggers.” Call 1-800-438-4318 or visit the EPA Web site: epa.gov/asthma/resources.html

How is asthma treated? Many children with asthma take a daily **controller medicine** to prevent asthma episodes. They also use **quick-relief medicine**. Exercise can trigger asthma episodes, so some children take medicine before they go out to play, especially in cold weather. Many asthma medicines come in the form of a spray that goes directly to the lungs dispensed by an inhaler. Doctors can help children learn to use a peak flow meter to monitor their asthma, take proper medication, and identify and avoid their triggers.



Family and school communication. Because asthma is so widespread, it is important for families to know about the disease. Encourage the families of students with asthma to work with their physician or school nurse to complete an Asthma Treatment Plan listing the medicines the child should take in various situations and the people to contact. Tips for Parents and an Asthma Treatment plan are provided in English and Spanish (pages 27–29). Visit the ARTHUR Web site at pbskids.org/arthur/grownups for versions in Chinese, Vietnamese, and Tagalog.



Activities

Watch and discuss “Buster’s Breathless.” Ask children:

- *What things triggered Buster’s asthma episode?*
- *What did the doctor tell Buster and his mom?*
- *Francine was afraid of catching asthma germs from Buster. What would you tell her?*
- *Can Buster still run around and play with his friends? How can he help himself not get asthma attacks?*

All About Asthma. Distribute and discuss the All About Asthma coloring sheet (pages 24–25). Encourage students to share their own experiences and knowledge about asthma. Invite the school nurse or a parent with asthma to visit the class and show devices such as an inhaler and a peak flow meter. (These things can also be seen on “A Word from Dr. Griffith,” the video segment following “Buster’s Breathless.”)

What does asthma feel like? Give each child a drinking straw. Ask children to breathe through the straw and give a “thumbs up” sign if it is easy to breathe, or a “thumbs down” sign if it is hard. Then ask them to slowly pinch the straw as they continue breathing, and again give the thumbs up or down sign. Explain that having asthma can feel like breathing through a pinched straw. Be aware of children’s breathing during this demonstration, especially children with asthma.

Environmental triggers. Talk about common asthma triggers at home, at school, and outside (see page 22). Try these discussion starters:

- Pets with fur or feathers can cause asthma attacks. What are some pets that might be better choices for a kid with asthma?
- Imagine that your friend has asthma. You love playing together after school, but being around your dog makes your friend start to wheeze. How could you and your friend solve this problem?
- Imagine that chalk dust bothers some of your classmates with asthma. How could you make the classroom a healthier place for them?
- What things collect dust in a bedroom? (rugs, stuffed animals, blankets, etc.) How can Buster’s mom help reduce the dust in his bedroom?

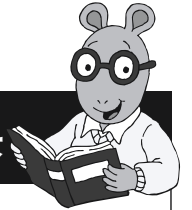


Family Activity Sheets. Discuss the pictures in the maze (page 26). Ask: *Which toy is the safer choice for someone with asthma, a plastic car or a teddy bear? Why?* Let children take the maze home to share with their families. Also send home Tips for Parents (page 27).

Helping out. List things a child should do during an asthma episode: stop, sit down, relax, take quick-relief medication (if prescribed by the child’s physician), tell a friend or adult. Ask students: *How can you help when a friend has an asthma attack?*

Reflect and draw. Have children draw pictures and write or dictate sentences about something they learned about asthma, how it feels to have asthma, or ways to make the school more trigger-free.

Read All About It



ABC’s of Asthma by Kim Gosselin and Terry Ravanelli

I’m Tougher Than Asthma by Alden R. Carter and Siri M. Carter

The Lion Who Had Asthma by Jonathan London

Taking Asthma to School and *Taking Asthma to Camp* by Kim Gosselin and Terry Ravanelli

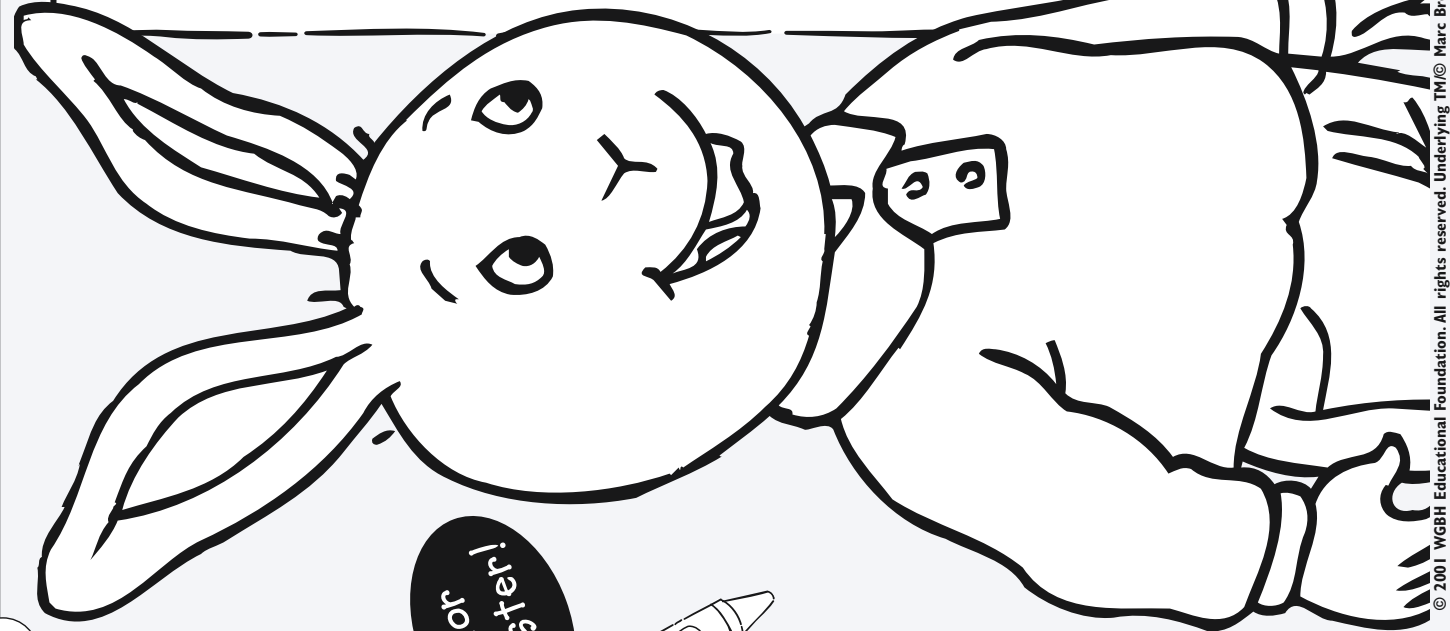
Buster’s Breathless

Will Buster’s friends ever treat him the same after they learn that he has asthma? Watch the episode to find out. Then stay tuned for “A Word from Dr. Griffith,” a visit with two healthy, active boys with asthma and their doctor.



“Buster’s Breathless” is included on the home video *Arthur Goes to the Doctor*. To order this or any other ARTHUR video, call **1-800-949-8670**. For a special 10% educator discount, mention the code “ARTEDU.” (Offer expires November 30, 2003.)





All About Asthma

by Buster

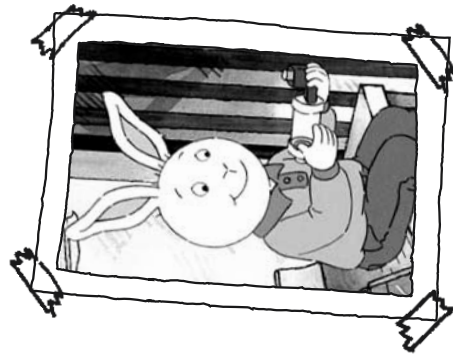


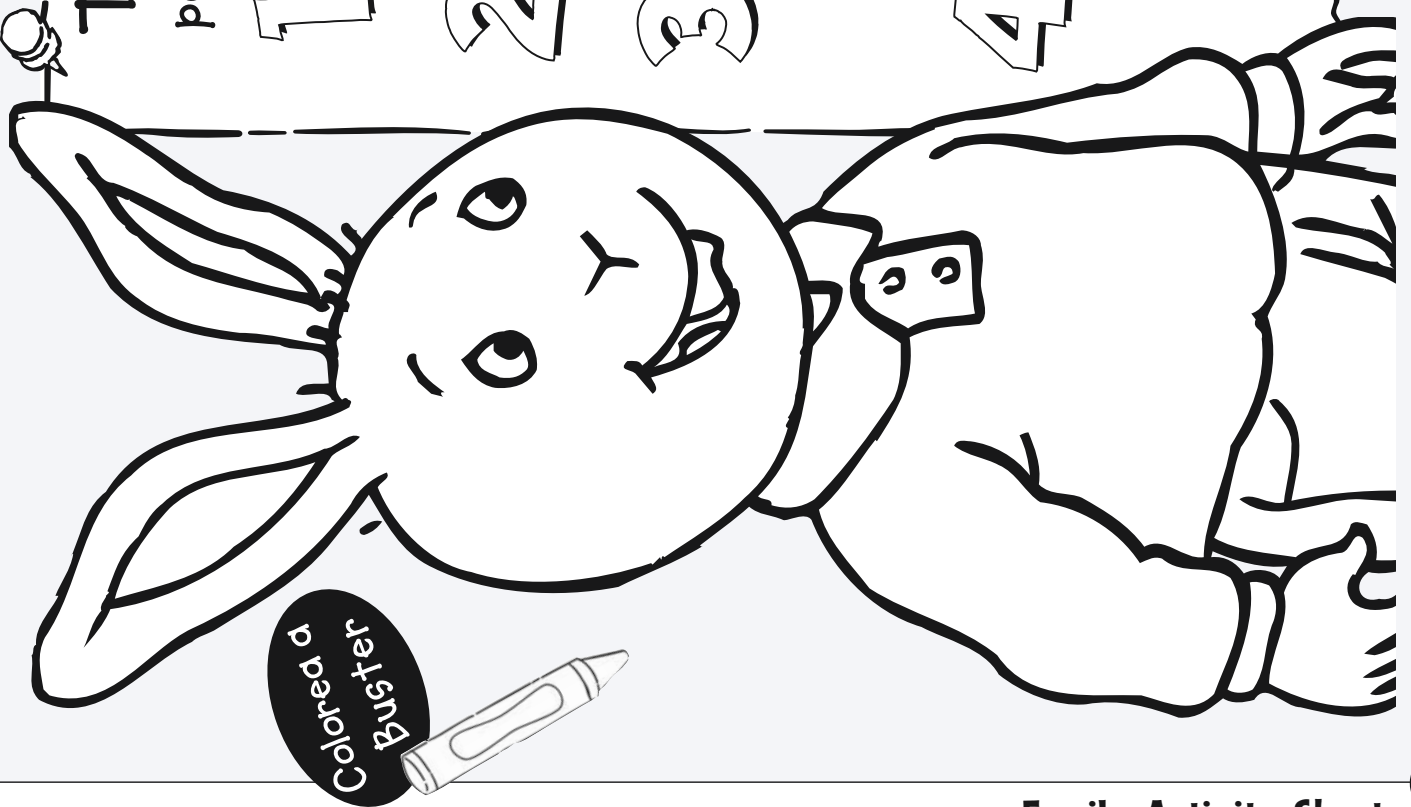
1 I have asthma. Sometimes the airways in my lungs swell up, and it's hard for me to breathe.

2 You can't catch asthma from anyone, so it's perfectly safe to play with me. I'm still the same old Buster!

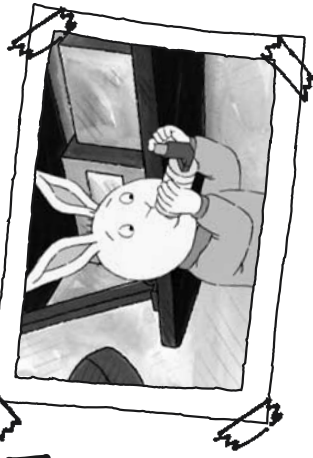
3 Certain things, like dust, make my asthma act up. Other things, like cigarette smoke and pet hair, can also cause asthma attacks. It's important to know what makes your asthma worse and stay away from those things.

4 Even though I have asthma I can still do all the regular kid stuff, like play soccer, eat pizza, and hang out with my friends. I just need to take my medicine and follow my doctor's directions. **It's no big deal!**





Todo sobre el asma por Buster



1

Tengo asma. A veces las vías aéreas en mis pulmones se hinchan y se me hace difícil respirar.

2

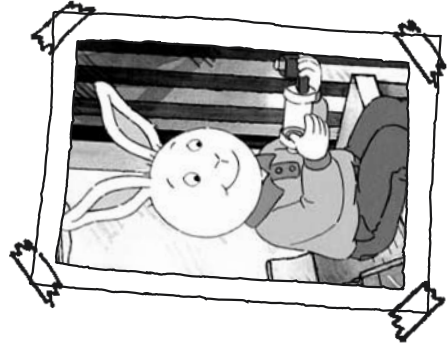
El asma no es contagioso. Puedes jugar conmigo sin peligro. Soy el mismo Buster de siempre.

3

Algunas cosas, como el polvo, me activan el asma. Otras, como el humo del cigarrillo y el pelo de los animales, también me producen ataques de asma. Tienes que saber qué te empeora el asma y debes mantenerte alejado de esas cosas.

4

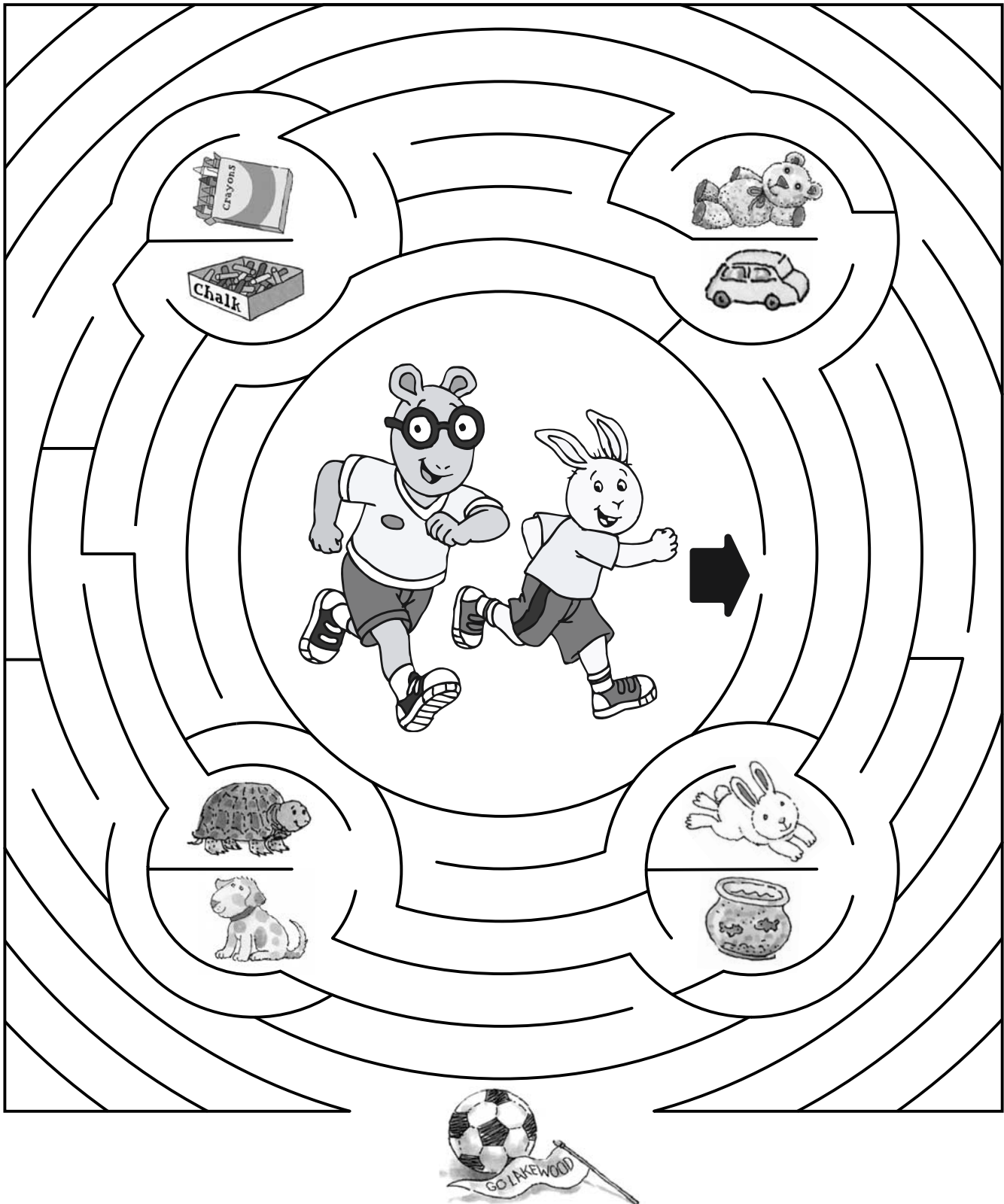
Aunque tenga asma, puedo seguir jugando como antes, incluso juego fútbol, como pizza, y me divierto con mis amigos. Sólo tengo que tomar mis medicamentos y cumplir lo que dice el médico. **¡No es gran cosa!**



Stay Active with Asthma!

Help Buster and Arthur make it to the soccer game on time! When you come to a pair of pictures, choose the safe path. Watch out for the triggers!

Ayuda a Buster y a Arthur a llegar a tiempo a su partido de fútbol. Cada vez que llegues a un par de dibujos, escoge el camino seguro. ¡Cuidado con los activadores!



Learning About Asthma

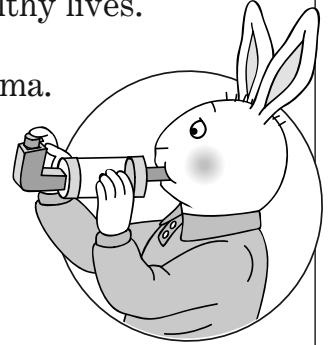
Tips for Parents

One of every thirteen children has asthma. During an asthma attack, the airways in the lungs swell and the muscles around them constrict, making it hard to breathe. Things such as smoke, dust, pets, and mold can cause asthma attacks. There is no cure for asthma, but with proper care and medicine, children with asthma can lead active, healthy lives.

If your child has any of the following symptoms, he or she may have asthma. Talk to your doctor to find out more.

- Wheezing, a whistling noise made while breathing
- Chronic cough, especially at night, after exercise, or in cold weather
- Shortness of breath, especially when exercising

If your child has asthma, fill out an Asthma Treatment Plan and give copies to your child's teacher, coach, childcare provider, babysitter, etc. so they know what to do and who to call if your child has an asthma attack.



© 2001 WGBH Educational Foundation. All rights reserved. Underlying TM/© Marc Brown. Permission is granted for reproduction of this printed material for educational use only.

Datos sobre el asma

Consejos para los padres

Uno de cada trece niños padece de asma. Durante un ataque de asma, las vías respiratorias en los pulmones se hinchan y los músculos que las rodean se aprietan, dificultando así la respiración. El humo, el polvo, los animales domésticos y el moho pueden causar ataques de asma. El asma no se puede curar, pero con el debido cuidado y medicamentos, los niños con asma pueden llevar vidas activas y saludables.

Si el niño presenta cualquiera de estos síntomas, puede padecer de asma. Consulte con el médico para enterarse de más detalles.

- Resuellos, se oye un silbido cuando respira
- Tos crónica, sobre todo de noche, después de hacer ejercicio o cuando hace frío
- Falta de aliento, sobre todo cuando hace ejercicio

Si el niño tiene asma, complete el formulario 'Plan para tratar el asma' y dé copias del mismo al maestro, entrenador, cuidador, niñera, etc. para que sepan qué hacer y a quién llamar si al niño le da un ataque de asma.



© 2001 WGBH Educational Foundation. All rights reserved. Underlying TM/© Marc Brown. Permission is granted for reproduction of this printed material for educational use only.



Asthma Treatment Plan

Plan para tratar el asma

Child / Niño

NAME / NOMBRE

DATE OF BIRTH / FECHA DE NACIMIENTO

ADDRESS / DIRECCIÓN

Parents, Guardians, Emergency Contacts / Padres, tutores, contactos en caso de urgencia

NAME / NOMBRE

RELATIONSHIP / PARENTESCO

ADDRESS / DIRECCIÓN

PHONE (HOME) / TELÉFONO (EN CASA)

(WORK) / (EN EL TRABAJO)

NAME / NOMBRE

RELATIONSHIP / PARENTESCO

ADDRESS / DIRECCIÓN

PHONE (HOME) / TELÉFONO (EN CASA)

(WORK) / (EN EL TRABAJO)

NAME / NOMBRE

RELATIONSHIP / PARENTESCO

ADDRESS / DIRECCIÓN

PHONE (HOME) / TELÉFONO (EN CASA)

(WORK) / (EN EL TRABAJO)

Doctor / Médico

NAME / NOMBRE

ADDRESS / DIRECCIÓN

PHONE / TELÉFONO

HOSPITAL / HOSPITAL

Triggers / Activadores

Which things cause your child to have asthma episodes? / ¿Qué cosas le producen episodios de asma al niño?

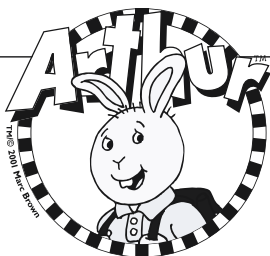
- | | |
|--|--|
| <input type="checkbox"/> Smoke / Humo | <input type="checkbox"/> Chalk dust / Polvo de tiza (gis) |
| <input type="checkbox"/> Molds / Mohos | <input type="checkbox"/> Dust and Dust mites / Polvo y ácaros |
| <input type="checkbox"/> Animals / Animales | <input type="checkbox"/> Pollens / Polen |
| <input type="checkbox"/> Exercise / Ejercicio | <input type="checkbox"/> Changes in temperature / Cambios de temperatura |
| <input type="checkbox"/> Strong odors and fumes / Olores y vapores fuertes | <input type="checkbox"/> Other / Otros: _____ |

COMMENTS / COMENTARIOS:

DATE / FECHA

DOCTOR'S SIGNATURE / FIRMA DEL MÉDICO

PARENT'S SIGNATURE / FIRMA DE PADRE



Asthma Treatment Plan

Plan para tratar el asma

NAME / NOMBRE _____

GREEN ZONE: Doing Fine!

ZONA VERDE: ¡Vas bien!

Use control medicine every day to stay well (if prescribed by doctor).

Usa el remedio de control diario para estar bien (si así te lo recetó el médico).

Breathing is good. / Respira bien.

No cough or wheeze. / No tose ni resolla.

Can work and play. / Puede trabajar y jugar.

IF A PEAK FLOW METER IS USED

Peak flow: more than _____

(80% or more of best peak flow)

SI USASTE EL ESPIRÓMETRO

Flujo máximo: más de _____

(80 % o más del mejor flujo máximo)

Medicine

Medicamento

How Much?

¿Cuánto?

When?

¿Cuándo?

Before sports or exercise / Antes de practicar un deporte o hacer ejercicio

Medicine

Medicamento

How Much?

¿Cuánto?

When?

¿Cuándo?

YELLOW ZONE: Caution

ZONA AMARILLA: Precaución

Use quick-relief medicine.

Usa el medicamento de alivio rápido.

Cough, wheeze, chest tightness,

or waking at night because of asthma

Tos, resuellos, opresión en el pecho

o despertarse de noche por causa del asma

Peak flow: more than _____

(50% - 80% or more of best peak flow)

Flujo máximo: más de _____

(50 al 80 % o más del mejor flujo máximo)

Medicine

Medicamento

How Much?

¿Cuánto?

When?

¿Cuándo?

If you need to use your quick relief medicine more than twice a week or wake up more than once a week because of your asthma, call your doctor.

Si tienes que usar el medicamento para alivio rápido más de dos veces por semana o te despiertas más de una vez por semana debido al asma, llama al médico.

RED ZONE: Danger!

ZONA ROJA: ¡Peligro!

GET HELP FROM A DOCTOR NOW!

¡ACUDE AL MÉDICO AHORA MISMO!

Very short of breath.

Quick-relief medicines have not helped.

Muy falta de aliento. Los medicamentos de

alivio rápido no ayudan.

Peak flow: under _____

(less than 50% of best peak flow)

Flujo máximo: menos de _____

(menos del 50 % del mejor flujo máximo)

Medicine

Medicamento

How Much?

¿Cuánto?

When?

¿Cuándo?

Go to the hospital or call 911 if you are still in the red zone after 15 minutes and haven't reached a doctor. / Acude al hospital o llama al 911 si permaneces en la zona roja más de 15 minutos y no te has comunicado con el médico.

RED ZONE DANGER SIGNS/SEÑALES DE PELIGRO DE LA ZONA ROJA

Can't walk or talk well. / No puede caminar ni hablar bien.

Lips or fingernails are blue. / Los labios o las uñas se le han puesto azules.



Call 911 NOW!

Llama al 911 ¡YA!

Hooray for Health!

Congratulations!



CHILD'S NAME

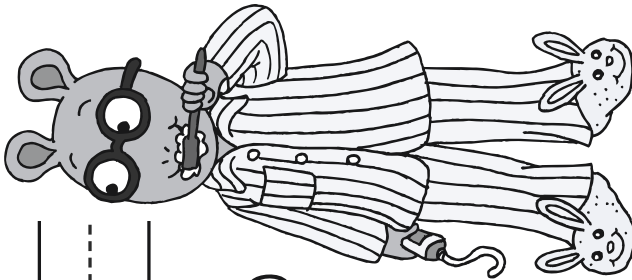
SIGNED

Permission is granted for reproduction of this printed material for educational use only. ©2001 WGBH. Underlying TM/© Marc Brown.

Classroom Reproducible: Eat Well. Stay Fit.



Toothpaste Taste Test



(NAME OF TOOTHPASTE)

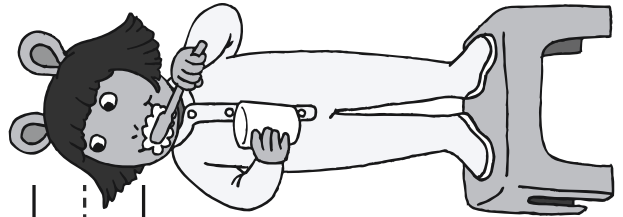
☐ Excellent (10 points)

☐ OK (5 points)

☐ Yuck! (0 points)

Permission is granted for reproduction of this printed material for educational use only. ©2001 WGBH. Underlying TM/© Marc Brown.

Toothpaste Taste Test



(NAME OF TOOTHPASTE)

☐ Excellent (10 points)

☐ OK (5 points)

☐ Yuck! (0 points)

Permission is granted for reproduction of this printed material for educational use only. ©2001 WGBH. Underlying TM/© Marc Brown.

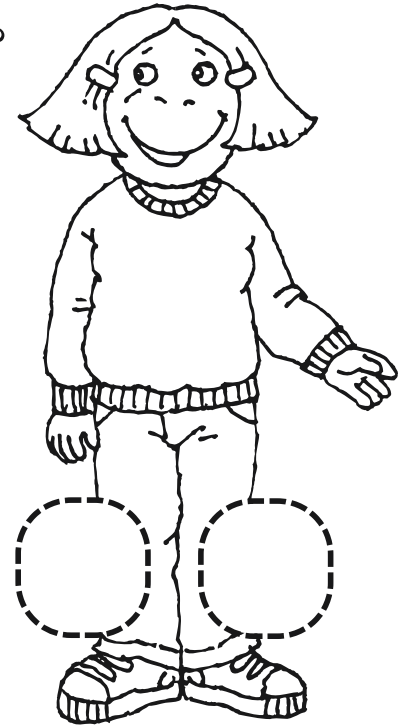
Color and cut out the puppets. Option 1: Carefully cut out the holes. Put two fingers through the holes. Your fingers become the puppet's legs. Option 2: Tape the pictures to popsicle sticks, tongue depressors, unsharpened pencils, or rulers to make stick puppets.



Permission is granted for reproduction of this printed material for educational use only.
©2001 WGBH. Underlying TM/© Marc Brown.



Permission is granted for reproduction of this printed material for educational use only.
©2001 WGBH. Underlying TM/© Marc Brown.



Permission is granted for reproduction of this printed material for educational use only.
©2001 WGBH. Underlying TM/© Marc Brown.

Classroom Reproducible: Dealing with Feelings

Life Cycle of a Louse

Nit or Egg

A female louse lays about 5 nits a day.

Nymph

The nit hatches and become a nymph. Nymphs grow and shed their skin 3 times. About 7 days after hatching, a nymph becomes an adult louse.

Adult Louse

An adult louse is the size of a sesame seed. It lives for about 16 days.

● = actual size of an adult louse

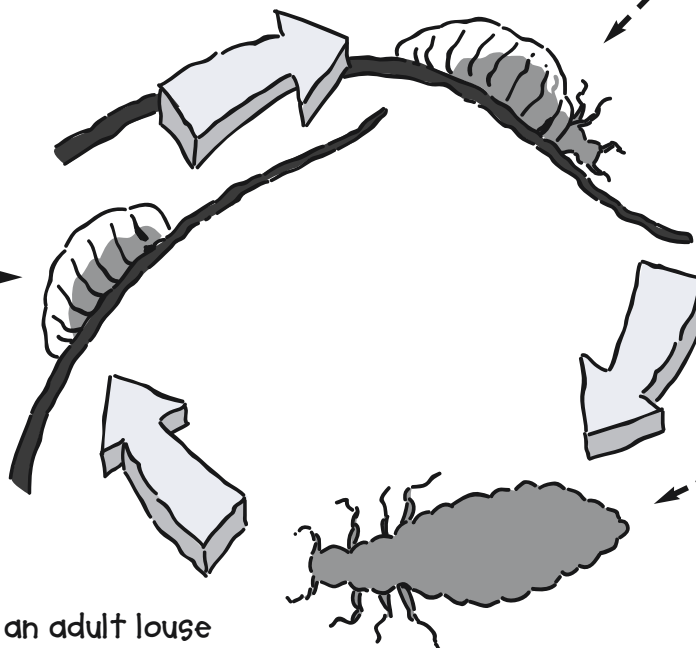


Illustration by Rick Pinchera. Permission is granted for reproduction of this printed material for educational use only. ©2001 WGBH. Underlying TM/© Marc Brown.

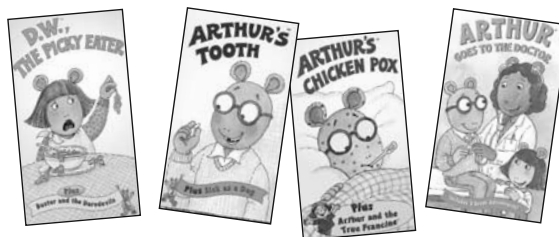
Classroom Reproducible: Head Lice Advice

Taping ARTHUR™ shows

You can tape any ARTHUR TV show off the air and use it for educational purposes for up to one year after broadcast. For specific broadcast dates, call your local PBS station, or check the episode listings in the Grown-Ups area on the ARTHUR Web site: pbskids.org/arthur

ARTHUR Home Videos

The ARTHUR episodes recommended in this guide are also available as home videos. Look for them in your library. Educators interested in purchasing any of the ARTHUR videos featured in this guide can call 1-800-949-8670 or write WGBH Boston Video, PO Box 2284, South Burlington, VT 05407-2284. Mention or indicate keycode "ARTEDU" to get 10% off each video! Order all four, and get 20% off! Offer expires November 30, 2003.



Arthur Goes to the Doctor includes Arthur's Knee (simple first aid), Buster's Breathless (asthma), and The Lousy Week (head lice).

Call
1-800-949-
8670 to
order ARTHUR
videos.

ARTHUR on the Web: pbskids.org/arthur

- Do you have students whose home language is Chinese, Vietnamese, or Tagalog? The *Hooray for Health!* Family Activity and Tip sheets have been translated into these languages. Visit the ARTHUR Web site at pbskids.org/arthur/grownups to print them out.

Credits

This guide was produced by the Educational Print and Outreach department of WGBH.

Director, Educational Outreach
Karen Barss

Manager, Educational Print
Sonja Latimore

Manager, Educational Outreach
Mary Haggerty

Editor
Elly Schottman

Associate Editor
Amy Kittenplan Hubbard

Outreach Coordinator
Eileen Hughes

Outreach Assistant
Staci desBouvrie

Designer
Danielle Edson

Print Production
Lenore Lanier Gibson

ADVISORS

Michelle Cloutier, M.D.
Asthma Center
Connecticut Children's
Medical Center

Eileen Costello, M.D.
Dorchester House
Multi-Service Center
Dorchester, MA

Patricia J. Cowan, R.N.
Reach Out and Read
Somerville, MA

Bruce Cox, BSRC, RRT
Island Hospital
Anacortes, WA

Emily Damiano
Asian American Civic Association
Boston, MA

Brenda Doroski
U.S. Environmental
Protection Agency
Washington, DC

Jamie Harris

Boston Excels of the
Home for Little Wanderers
Roxbury, MA

Leticia Hermosa, R.N.
Filipino Nurse's Association
of New England
Westwood, MA

Peggy Leong, D.M.D
South Cove Community
Health Center
Boston, MA

Carrie Mart
Austin Elementary School
Vermillion, SD

Toan H. Nguyen
Vietnamese Youth
& Family Center
Dorchester, MA

Marisa Peralta
Hernandez School
Boston, MA



The contents of this *Hooray for Health!* curriculum guide was supported under the Ready-To-Learn Television Program, P/R Award Number R295A00002, as administered by the Office of Educational Research and Improvement, U.S. Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.
© 2003 WGBH Educational Foundation. All rights reserved. All characters and underlying materials (including artwork) copyright by Marc Brown. Arthur, D.W., and the other Marc Brown characters are trademarks of Marc Brown.
All third party trademarks are the property of their respective owners. Used with permission.

Dear Educator:

Post® Alpha-Bits® cereal is proud to sponsor the PBS ARTHUR® television series. Programming like Arthur provides a perfect mix of education and fun—something we believe is critical to fueling a child's desire to explore and discover all that the world has to offer.

Post Alpha-Bits is especially committed to the importance of reading. Our unique letter-shaped cereal provides kids with all 26 letters of the alphabet they need to spell words and feed their imaginations and minds.

Post Alpha-Bits hopes that you and your students find the *Hooray for Health!* materials to be both helpful and enjoyable.

Happy learning!

Sincerely,

Post Alpha-Bits



Dear Educator:

The LEGO Company proudly sponsors the award-winning PBS series, ARTHUR. As the new season begins, LEGO® Preschool is pleased to support the ARTHUR *Hooray for Health!* program.

Just as healthy bodies are vitally important to a child's growth and development, at the LEGO Company, we believe healthy minds and happy hearts also click together to build a child's natural creativity, imagination, and overall growth.

We encourage parents, care providers, and teachers to foster pride and achievement throughout children's days, so they may experience the same health and happiness that's found in the world of ARTHUR.

Play well!

Your friends at the LEGO Company



Watch ARTHUR™
on PBS®. It's on
every weekday!



WGBH
Educational Print and Outreach
125 Western Avenue
Boston, MA 02134
www.pbskids.org/arthur

Nonprofit Organization
U.S. Postage
PAID
Boston, MA
Permit No. 51738



ARTHUR is produced by WGBH Boston and CINAR. Funding for ARTHUR is provided by a Ready To Learn Television Cooperative Agreement from the U.S. Department of Education, through the Public Broadcasting Service, and public television viewers. Corporate funding is provided by Libby's® Juicy Juice®, Post® Alpha-Bits® Cereal, and LEGO®. All third party trademarks are the property of their respective owners. Used with permission.

