We’d like to thank the educators who responded to our recent query:

We’re always trying to improve KidsHealth in the Classroom, and we’d like to know how you use our Teacher’s Guides, as well as our KidsHealth articles for kids and teens. Please reply, and we’ll share some of the responses in future KidsHealth in the Classroom newsletters, so you can learn about how your colleagues are using our resources. Your input is valuable to us; thank you for your help!

As promised, here are some of those responses:

• Last week I used the Skin Cancer quiz with my high school students concurrently with giving each of them a UV detector bead bracelet. The quiz helped students clarify their misconceptions about UV light exposure and they were really interested to learn more. Wearing the UV bead bracelet for a week helps them to understand when and to how much they are exposed to UV light.

• [The Teacher’s Guides] have allowed me to get current health information during these tough economic times when budgets are cut. I teach 400 students a year with a health budget of $1,000.

• I’m a school nurse in a middle school. ... I have a bulletin board in a hallway. ... I have folders on it and every 1 to 2 weeks I place new health articles in it for students, parents, staff to take ... Also, I have folders on the walls in my bathrooms, right beside the toilet. I place articles in there for students to take.

• I teach 18- to 21-year-old students with disabilities who need support to learn life skills that will assist their transition to community and life beyond school. ... I use the articles to stimulate conversation, introduce topics and to provide examples to support learning.

• I post a brief summary of a different article each month from KidsHealth onto my website so the kids can read tips ... and I include the link if they want to read more ... I also include the link for the Spanish version since 50% of the parents in my classroom speak Spanish.

• This Friday we are doing a walk for ADA [American Diabetes Association]. Some students are unable to go on the walk. These students will stay behind and do work on diabetes. They will be reading KidsHealth articles about type 1 and type 2 diabetes. Then, they will choose from the many different activities that come from the Teacher’s Guide.

• I’m the nurse ... so I use them as a resource if I am invited to a classroom to speak on a topic. I have also passed information along to teachers when they are looking for information on a topic.

• I download handouts and information for parents or staff as a part of advocacy for students in crisis. With school budgets tight, KHC is a great resource for school counselors.
• I am the school nurse [and] ... I have used some of these [materials] in a health fair setting – especially at the middle school and high school level.

• I am a parish nurse in a congregation that has a preschool. I use the ideas for them. I also work as a parish nurse educator. I do a newsletter that goes out to over 800 parish nurses and health ministers. I sometimes refer them to your website.

• I use KidsHealth in the Classroom at Sunday school. We've dedicated 15 minutes each Sunday to talk to the kids about health. I also use some of the information from KidsHealth for my Nursing Skills Summer Camp ... for high school teens interested in ... [becoming] nursing students.

• My students learned about diabetes and how Nick Jonas has the disease from your articles. They are learning that some of their own friends in our school have diabetes as well as many adults in their families. ... My students make PowerPoint slideshows from the information in the wonderful "How the Body Works" video clips. It is a fabulous way to grab my elementary students’ attention to explain the facts about the body.

• I am a school nurse ... I do a weekly "healthy choice" announcement to the school on our televised morning announcements. I often utilize the KidsHealth articles for topics about which to discuss on these announcements.

• I teach in a behavioral hospital K-5th grades. I often give some of the materials to the counselors here for their use in therapy groups.

• I teach an adult family literacy course. Sometimes I use info from Kids Health during our parenting instruction time.

• As a school nurse, I use these lesson plans to help new teachers prepare for health lessons. When mentoring student nurses and they need a lesson to teach to the children, I hand them your lesson plans and off they go!

• I am a Child Care Health Consultant and I use some of the Teacher’s Guides to teach children at different child care centers in four counties about health and safety issues.

• I teach on the college level in the Early Childhood Education Department. I am using your information with my adult learners for the use with their children. I have many home [daycare] providers in my classes so they are always anxious to learn new material for their children.

• As a school social worker, I will often send parents articles on topics appropriate to their family/child, e.g. dealing with ADHD or divorce.

• I mostly use the quizzes as pre-lesson tests to discover what the children already know. Children enjoy discussing the questions in their groups, laying a foundation for increased understanding of lessons that follow.
• I teach English in Argentina at university level ... at a school of nursing. My pupils [used the materials for] reading comprehension as a tool for their future careers.

• I use many of the articles at one time, and allow the children to choose one that interests them ... I place about 50 different articles on a table, all spread out. I call five students at a time to go to the table and choose an article that they feel would interest them. They are also instructed to take a questionnaire and a pen or pencil. Then they read their article and fill out the questionnaire, [which asks]:
  o ‘Did you learn any new words, terms or phrases from this article? Write down one or two new words or phrases you learned along with their meaning.’
  o ‘Summarize the article ... start with a “topic sentence” that will give the reader a general idea of what the article is about, or what information in the article is most important.’