



EDUCATOR'S GUIDE

Health Reference Center provides in-depth coverage of body systems, health issues, diseases, conditions, and treatments, as well as information specific to men, women, children, teens, and seniors. Thirty-five focused topic centers highlight specially selected content to help users find a starting point for their health-related research. The authoritative source list features up-to-date, expertly researched and written content, including a wealth of proprietary titles. Students using **Health Reference Center** have unlimited access to more than half a million informative articles to help students find and easily organize relevant information, as well as thousands of engaging video clips and full-color illustrations that provide a visual component to their learning experience and enhance the learning process. This important resource also helps improve decision-making skills, addresses social pressures and influences, and provides functional health information to encourage users to practice healthy behaviors.

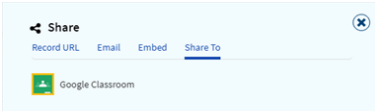
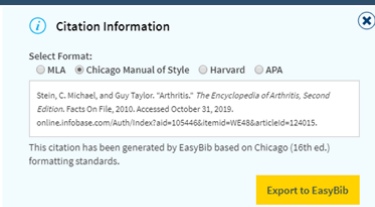
Health Reference Center will help students to:

- ◆ learn about all of the important health topics that are both directly and adjacently relevant to them
- ◆ understand basic health-related terminology
- ◆ research the most common diseases, disorders, and conditions and their respective treatments
- ◆ use videos and illustrations to enhance their thinking and learning about health and wellness
- ◆ discover and discuss the latest developments and other news regarding health-related topics



Feature Highlights

1. Dynamic citations in MLA, CMS, Harvard, and APA formats, plus export to EasyBib
2. Authentication options such as library bar code, IP address, and Referring URL
3. A variety of integration options and partners, including Schoology, Canvas, D2L (Desire2Learn), itslearning, Follett One Search, and many others
4. Google Tools for Educators: Sign-In with Google, Share to Google Classroom; Save to Google Drive; Google Translate (100+ languages)
5. Search by standards: U.S. state and Canadian provincial standards, plus Australian and Tasmanian Curriculum standards, to find correlating articles



A Wealth of Content to Support Any Health Education Program

1. **588,000+ Expertly Researched and Written Articles** from Authoritative Sources, Including **1,000+ articles from Medline Plus** and articles from **7,100+ journals from the National Institutes of Health** via PubMed Central
2. **35 Focused Topic Centers** Provide Comprehensive Coverage via Relevant Text-Based and Multimedia Content
3. **3,200+ images** from Nearly 100 Sources: CDC, National Cancer Institute, World Health Organization, and more
4. **More Than 3,500 Full Video Titles and 10,400+ Video Clips** to Support Visual Learners and Digital Natives
5. **Nearly 1,000 “Today’s Health” Videos** from HealthDay TV (New Video Added Each Weekday)
6. **18 Teens' Healthy Choices Videos** Featuring A Teen Narrator and Addressing Topics Relevant to Teens
7. Information on **Nearly 900 Medical Tests**, Filterable By Specific Diseases, Disorders, or Conditions
8. **850+ Prescription Drug Entries**, Filterable By Type/Purpose
9. Listings of **Nearly 200 U.S., Canadian, and Australian Health Organizations**, Filterable by Topic Center
10. Easily Accessible **Body Mass Index (BMI) and Conversion Calculators**

Featured Illustrations

124 of 1,317 Illustrations

Filter Illustrations

- All Illustrations
- DISEASES AND DISORDERS
- Arthritis
- Autism Spectrum Disorders
- Autoimmune and Immune Diseases
- Cancer
- Cardiovascular Diseases
- Depression and Other Mood Disorders
- Diabetes
- Digestive Diseases
- Eating Disorders
- Endocrine Diseases
- Genetic Disorders and Birth Defects
- Hepatitis and Liver Disorders
- INFECTIONS
- Infectious Diseases
- Learning Disabilities
- Mental Health and Suicide
- Neurological Disorders
- Obesity
- Respiratory Diseases
- Severely Injured Diseases

Teens' Healthy Choices Videos

1-18 of 18 Health Videos

BMI Calculator

BMI stands for body mass index and is weight divided by the square of height. Note that because BMI reflects body not be accurate for people who are extremely muscular, children, or the elderly.

BMI Calculator

Units: English

Current Weight: lbs.

Height: ft. in.

Calculate

Your BMI: 00.0

RECORD URL
<https://online.infobase.com/HRC/Browse/BMICalc/11>

In-Depth Coverage Promotes Thorough Research

Diabetes

Diabetes Mellitus: An Overview
Diabetes profoundly affects the lives of all individuals with this disease, whether they realize this or not. Diabetes represents a sort of invisible hand that increases the risk for kidney...

History of Diabetes
Most decidedly not just a modern problem, diabetes was known and feared as a killing disease and an illness without hope for thousands of years. Nothing that physicians tried, no medications...

Adolescents with Diabetes
Most adolescents with diabetes suffer from Type 1 diabetes but some adolescents have Type 2 diabetes, particularly if they are obese and sedentary. In fact, increasing numbers of children and...

Carbohydrates and Meal Planning
A carbohydrate is one of three energy-producing nutrients found in foods; the other two are fats and proteins. Carbohydrates include sugars, starches and dietary fiber. Carbohydrates are...

Obesity and Diabetes
Obesity is a medical condition in which there is excessive body fat for an individual's height and build. The federal government in the United States uses a term called body mass index (BMI)...

Pregnancy and Diabetes
Prenatal diabetes refers to diabetes that was known to be present or likely was present prior to the pregnancy. In contrast, gestational diabetes is diagnosed during pregnancy and remits...

School-Age Children with Diabetes
Children from kindergarten age to about age 12 or 13 years who have diabetes (preadolescents). Children may have either Type 1 or Type 2 diabetes. Type 1 diabetes, formerly called juvenile-onset...

Suggested Research Topics

adult-onset diabetes	diabetic retinopathy	nephritic syndrome
age and diabetes	end-stage renal disease	oral glucose tolerance test
alcohol and diabetes	glucose	pancreas
amputation and diabetes	hyperglycemia	proteinuria
blindness and diabetes	islets of Langerhans	smoking and diabetes
blood glucose meters	metformin	Type 1 diabetes
blood sugar and diabetes		Type 2 diabetes
diabetic ketoacidosis (DKA)		

Related Videos

Adult Type 2 Diabetes 2:00

Introduction: Type 2 Diabetes... 2:02

[More Videos](#)

Related Illustrations

Endocrine System: Pancreas and Hypoglycemia Illustrations

[More Illustrations](#)

Related Medical Tests

C-peptide (measurement)

diabetes panel

Oral glucose absorption test

glucose (measuring)

glucose (measuring)

[More Medical Tests](#)

Related Organizations

American Diabetes Association

Children's Diabetes Foundation

Diabetes Advocacy Alliance

International Diabetes Federation

Juvenile Diabetes Foundation International (JDRF)

[More Organizations](#)

SPOTLIGHT ON:

E-Cigarettes and Vaping

The recent outbreak of vaping-related illnesses and deaths has been making news headlines, as it becomes clear that more understanding and awareness is needed of the very real dangers of electronic cigarettes. *Health Reference Center's* new “E-Cigarettes and Vaping” article offers important information for your students.

E-Cigarettes and Vaping

Save Print Share Download Citation Read Aloud Save to Drive Highlighting

Electronic cigarettes, or e-cigarettes, use battery power to heat a solution, inserted via a replaceable cartridge, into aerosol form for the user to inhale. The solution is typically flavored and often contains nicotine, an addictive substance nicotine. E-cigarettes come in various forms. Some resemble traditional cigarettes or sleek, pen-like devices. Another type that allows users to modify or interchange some parts doesn't look like a cigarette at all. Others may even resemble pipes, hookahs, or pods. A single e-liquid capsule may contain an amount of nicotine equivalent to that found in a pack of 20 cigarettes.

Plus, check out “**The Real Costs of Vaping**” video from the Teens' Healthy Choices series, featuring a teen narrator, for additional coverage of this important topic.

The Real Costs of Vaping

Engage Students with Relevant and Insightful Video Content

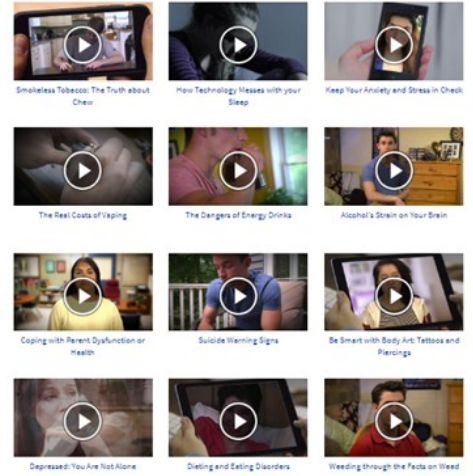
Teens' Healthy Choices Videos

Teenagers face many tough choices, and all too often, peer pressure and family expectations influence what options they see and how they view them. The most helpful thing for making any choice, though, is good information. Prepared with the facts and insights provided in the **Teens' Healthy Choices** video series, teens can decide what is really right for them and what's best for their health and well-being. In addition to the titles shown on the right, this series also includes the following:

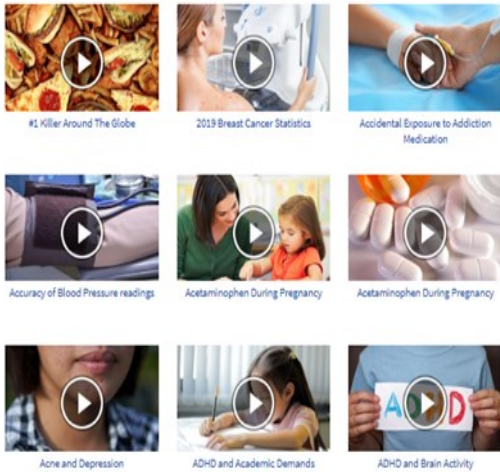
- ◆ Avoid the Pain of Opioid Abuse
- ◆ Fentanyl: A High-Risk High
- ◆ Steroids and PEDs: A Losing Formula
- ◆ Study Drugs: Brain Boost or Epic Fail?
- ◆ Prescription and OTC Drug Abuse
- ◆ What You Can Do and Say to Keep Bullies Away

Teens' Healthy Choices Videos

1-18 of 18 Health Videos



Today's Health Videos



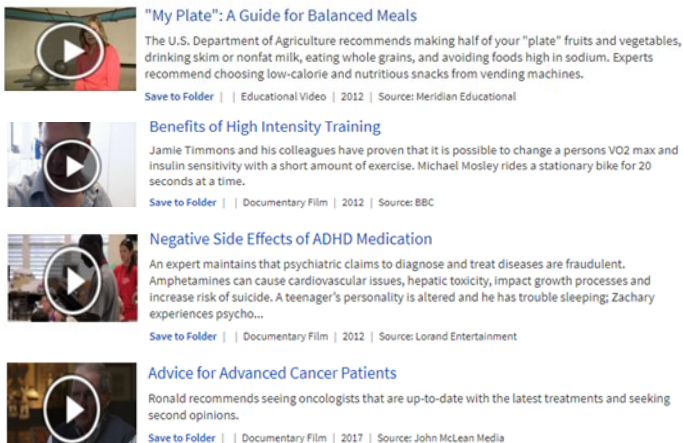
Includes the titles above plus hundreds more!!!

Today's Health Videos

Produced by HealthDay TV, The **Today's Health** video collection features hundreds of short, engaging health news videos, with a new video added every weekday, to help users stay on top of the latest information regarding many of today's most pressing health-related topics:

- | | | |
|--|-------------------------------------|-------------------------------|
| Allergies | Digestive Diseases | Obesity |
| Arthritis | Eating Disorders | Pharmaceutical Drugs |
| Autism Spectrum Disorders | Endocrine Diseases | Renal System Disorders |
| Autoimmune and Immune Diseases | Exercise and Fitness | Respiratory Diseases |
| Body Systems | General Health | Senior Health |
| Cancer | Health Care Research and Technology | Sexual Health and STDs |
| Cardiovascular Diseases | Hepatitis and Liver Disorders | Skin and Hair Disorders |
| Children's Health | Infectious Diseases | Substance Abuse and Addiction |
| Common Health Issues | Injuries | Technology and Health |
| Complementary and Alternative Medicine | Learning Disabilities | Teen Health |
| Dental and Oral Health | Men's Health | Traumatic Stress Disorders |
| Depression and Other Mood Disorders | Mental Health and Suicide | Vision and Hearing Disorders |
| Diabetes | Neurological Disorders | Women's Health |
| | Nutrition and Food | |

Plus Thousands of Educational Video Clips Covering Specific Health Topics



VIDEOS FROM DOZENS OF TOP PRODUCERS, INCLUDING:

- * A.D.A.M. Education
- * A&E Networks
- * Australian Broadcasting Corporation
- * Autentic Distribution GmbH
- * BBC
- * Cambridge Educational
- * Capital Media Group, Inc.
- * ClickView/VEA
- * CNN
- * Films for Humanities & Sciences
- * Information Television Network
- * Inside Science
- * Ivanhoe Broadcast News
- * John McLean Media
- * Learning Zone Xpress
- * Lorand Entertainment
- * Mazzarella Media
- * Meridian Educational
- * NewsHour Productions LLC
- * Parthenon Entertainment
- * Switch International
- * The Wellness Network
- * TVF International
- * Wellia

Lesson and Project Ideas for Educators Using *Health Reference Center*

Health Reference Center is an ideal resource for helping your students improve their decision-making skills, navigate social pressures and influences, and increase their functional health knowledge in order to encourage them to practice healthy behaviors. Here are some suggested lessons and project ideas using **Health Reference Center** that will provide students with meaningful opportunities to engage with the rich assortment of content and ensure the development of healthy habits that will continue long after they leave your classroom.

So...Tell Me What's Ailing You Display the list of diseases and disorders presented in *Health Reference Center* and ask students to share what they know about any of the items on the list. Then, ask each student to think of an adult in their lives, either a family member, neighbor, someone a parent works with, etc., who is dealing with a particular disease or disorder and make plans to interview them about what it's like to be dealing with this affliction. Students should ask detailed questions about things like when they were first diagnosed, what the symptoms were/are, what (if any) medications they're on, how often they must visit a doctor or spend time in the hospital, etc. Students should assemble this information into a written report, poster, Google slide presentation, etc. and share their findings with the rest of the class, using information from the database to round out their research or fill in any gaps in the information provided by their interview subject.



I Have A (Public Service) Announcement To Make! Working in groups, ask students to choose one of the items listed in the "Diseases and Disorders" section of the homepage of *Health Reference Center* and research the topic, gathering as many facts and as much information about the topic as they can. Using the information they've gathered, ask them to create a Public Service Announcement, either as a poster or (better) in a video that could be displayed or shown in a doctor's office, health clinic, etc., to inform and/or warn people about the particular disease or disorder. The poster or video should include typical signs and symptoms, treatment options, help or hotline information, and illustrations or diagrams that will provide additional information about the disease or disorder. OPTIONAL: Make it a contest in which the best poster(s) get displayed in the school nurse's office and the best video(s) get shown via the school's website or during morning announcements.



Look At That Body System Working alone or in pairs/groups, have students to go to the "Reference Centers" slider on the Homepage of *Health Reference Center* (or use the "Browse" link at the top of the page) and click on the Body Systems topic center. Have students choose one of the body systems listed and represent the available information in visual form - either in a poster, collage, Google slide presentation, or some other way - discussing the key roles their chosen system plays to help the body function. Remind students to include diagrams and/or illustrations and to show not only how each system works but also what happens when this system breaks down. Students should present their findings to the class.

OPTIONAL: Teachers may require a written report in addition to the presentation, or students may opt to do just a written report.

The Times, They Are A' Changin'...Again Remind students that information can change over time and that nowhere is this more common than when it comes to the foods we eat. Explain to students that some foods such as eggs used to be bad for us but are now considered just fine, whereas a low fat diet was considered ideal for a while until we began to better understand the health benefits of certain kinds of fats. Direct students to the Nutrition and Food topic center from the "Reference Centers" slider on the homepage of *Health Reference Center* and have them use the information presented in this topic center, plus any other information they can find in the database or elsewhere, to make a list of "good" and "bad" foods based on what we know today. After students share their lists with the class, initiate a discussion about whether or not any food should ever be totally off limits.

Let's Have a Health Fair Divide the class into groups and ask each group to select one of the overview articles from either Children's Health (for elementary school classrooms) or Teen's Health (for middle/high school classrooms) from the list of "Health Centers" on the homepage of *Health Reference Center*. For example, elementary students may choose a topic such as "Internet and Online Safety," middle/high students may choose "E-Cigarettes and Vaping," etc. After reading their chosen article, students should research the topic and gather as much information as they can find in the database and create a "station" (i.e., a table or booth) for an actual schoolwide health fair. Their booth should present important information about the topic and should feature an interactive element such as a card matching game, true-or-false quiz, trivia game, etc. to help participants remember the information. Teachers may want to have the school nurse inspect each station for accuracy prior to the start of the health fair.



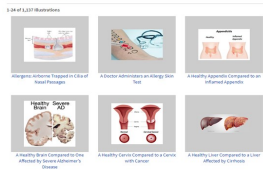
Lesson and Project Ideas for Educators Using *Health Reference Center*, cont'd.

Let the Games Begin! Divide the class into groups and have each group choose a topic that often shows up in the news or is part of your health curriculum (e.g. underage drinking, smoking/vaping, drug addiction, suicide, obesity, stress, etc.). Ask students to research this topic in *Health Reference Center* and then create either a modified version of an actual board game or televised game show, or an entirely new one that incorporates as many of the facts about the topic that they uncovered during their research as possible. Each group should make an extra effort to include things they did not know, were actively mistaken about, or found to be especially surprising. Once all of the groups have finished making their games (this may take several days), set aside some class time, either on a single day or across multiple days, for a classwide "Game Night" during which groups rotate around the room and play each of the other groups' games. OPTIONAL: Offer prizes for groups that create the best game or students who achieve the highest scores in each game.



It's Pilot Season Most students today are probably familiar with a television show called *13 Reasons Why* whose main character was a high school student who had committed suicide prior to the events of the first episode. Depending on their maturity level, challenge students to write a pilot for a new television show that similarly deals with an important health-related topic among teens (other than teen suicide) that would be widely viewed by students their own age. For example, younger students may create a show about stress, obesity, peer pressure/bullying, etc., while older students may wish to tackle more serious topics such as alcohol or drug abuse, teen pregnancy, social anxiety, etc. Regardless of the chosen topic, students should use the information in *Health Reference Center* as the source of the content for their show. They will need to create several main and secondary characters, describe the setting, establish the plot, and write all of the dialogue for the first episode. Remind students that scripts should feature correct grammar throughout and should contain minimal to no errors in spelling, punctuation, and capitalization.

Featured Illustrations



Be Your Own 3-D Printer Ask students to choose one of the illustrations or images in *Health Reference Center* that pertains to a subject currently being studied and create a three-dimensional version of their chosen illustration or image. Students should be as creative as they can, using clay, straws, pipe-cleaners, and any other available materials to create their project. Remind students to label their project using the descriptive information provided in the database, plus any additional information they would like to add.

Role-Playing Exercise, Part One (Younger Students) Role-playing can be a great way to help students learn how to deal with difficult situations and conversations, either ones they themselves are dealing with or ones affecting their friends or family members. For this exercise, students should work in pairs and research an age-appropriate topic found in the Children's Health topic center in *Health Reference Center* that they can personally relate to, such as bullying, stress, Internet safety, etc. One member of each pair will be the student and the other an adult such as a parent, guidance counselor, health care professional, etc. Working together, each pair should write a dialogue in which the "student" explains the situation they're dealing with and the "adult" offers them some guidance on getting through the ordeal, overcoming a specific obstacle, etc. Things do not have to be fully resolved but the dialogue should be as realistic and as detailed as possible. Once the writing has been completed, each pair should act out their dialogue in front of the class, with the rest of the class being invited to react to the dialogue by asking questions, making relevant comments, or anything else they wish, reminding them not to be critical or judge one another.

Role-Playing Exercise, Part Two (Older Students) Proceed in the same fashion as with the previous exercise, prompting students to work in pairs and instead research a topic found in the Teen's Health, Men's Health, or Women's Health topic centers in *Health Reference Center* that they can personally relate to. High school students may wish to choose topics such as alcohol and drug abuse, teen pregnancy, etc., while college/adult students may choose from any number of situations typically faced by people around their age. One member of each pair will be the person dealing with the situation and the other will be an older person or professional such as a parent, guidance counselor, health care professional, etc. As before, once the writing has been completed, each pair should act out their dialogue in front of the class, with the rest of the class being invited to react to the dialogue by asking questions, making relevant comments, or anything else they wish. Students should remember to be respectful and not to be too critical or judge one another.



Lesson and Project Ideas for Educators Using *Health Reference Center*, cont'd.

“Whose Disease Is It, Anyway?” This is a fun activity for students who have audibly groaned at some point while watching an “expert” such as Dr. Oz, Dr. Phil, or others dispense advice on television. Now is their chance to be the experts! Working in pairs or groups, ask students to choose a disease, disorder, or condition and do some thorough research on it using *Health Reference Center*. Once they feel as though they know enough about their chosen topic, each pair or group should designate one of their members as the “expert,” who will take questions from the other member(s), all of whom are suffering from this affliction. Pairs or groups of students should then take turns acting out their conversations in front of the class, each remembering to include real medical facts about their chosen affliction while being as funny, clever, or creative as they wish throughout the exchange. Students may take turns playing the role of the “expert” within each pair or group and repeat the activity as often as time allows.



Healthy Classroom 2020 The “Curriculum Tools” section of *Health Reference Center* includes an article called “Healthy People 2020,” which is “[s]ponsored by the U.S. Department of Health and Human Services” and “is part of an ongoing initiative of ten-year goals for creating a healthy society and fostering longer, healthier lives for all Americans.” With Healthy People 2030 currently in the works, there’s no better time than today to encourage your students to be as healthy as they can be, both now and long after they leave your classroom. The “Healthy People 2020 (and 2030)” development process includes coming up with a number of goals for living healthier, and “Healthy People 2020” currently consists of about 1,300 objectives! These include things like increasing awareness of mental health issues, preventing serious accidents and violence, and emphasizing the need for better fitness and daily physical activity, just to name a few. As a class, come up with your own list of objectives for creating a healthier student body throughout the school year. Keep adding as many objectives as possible, and post them in your classroom as “Healthy Classroom 2020.” OPTIONAL: Repeat this activity every year (“Healthy Classroom 2021, etc.); make it a schoolwide event.



What’s Your BMI? That’s TMI! (For High School and College Students Only) *Health Reference Center* includes a Body Mass Index - or BMI - calculator, which uses a person’s height and weight to determine whether he or she is underweight, normal, overweight, or obese. As a class, have each student calculate their BMI using the calculator included in the database. NOTE: This information should never be used to shame students, and this activity should be completely voluntary in case there are any students who do not wish to participate.

Such students should be given assurance that their grade will not be negatively affected. Once all willing students have completed the first part of the activity, challenge any student with a BMI that falls within the “underweight,” “overweight,” or “obese” ranges to work toward getting their BMI to fall within the “normal” range by the end of the semester or school year. Award all students who were successful with a class prize such as a pizza party or free lunch (high school) or an excused absence from class (college).

Make Your Own Teens' Healthy Choices Video Using the “Teens' Healthy Choices” videos in *Health Reference Center* as a model, invite students to work in pairs or groups to create their own video in which they encourage their peers to make better choices. Students may make their own version of an existing video or choose an entirely different topic, i.e., one that hasn’t already been addressed in any of the current videos. Some examples could include alcohol consumption, anxiety, bullying, eating disorders, smoking/vaping, overuse of social media, etc. Host a screening in class (or for the entire school) during which all videos are shown.

Make Your Own Today’s Health Video Using the “Today’s Health” videos in *Health Reference Center* as a model, invite students to work in pairs or groups to create their own short video in which they tackle a relevant health-related subject they’ve been hearing or reading about a lot in school, at home, in the news, or online. Students may make their own version of an existing video or choose an entirely different topic, i.e., one that hasn’t already been addressed in any of the current videos. Some examples could include any one of the many diseases or disorders discussed in the database; issues related to men’s, women’s, teen’s, or children’s health; diet and nutrition; etc. Once all of the videos have been completed, host a screening, either just for the class or for the entire school, during which all of the videos are shown.



Your feedback is important to us! Tell us how you like *Health Reference Center* and share with us the ways you integrate this resource into your lessons. We love to hear your feedback—positive or negative. Please email: onlinesales@infobaselearning.com and type “Health Reference Center Feedback” into the Subject line of your email.