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ABSTRACT

The learning activities suggested in this publication supplement those found in the curriculum resource handbook "Learning Laboratories for Unemployed Out-of-School Youth." This phase of the program deals on a practical level with various health problems in short, achievable units. Activities keyed to the curriculum resource handbook and followed by several exercises and tests concern: (1) symptoms of poor health, (2) immunization, (3) communicable diseases, (4) recognizing quackery, (5) how a woman's health practices affect the health of her baby, (6) skin and acne, (7) information for good nutrition, (8) changing food buying habits, (9) personal safety precautions, (10) safety of young children, (11) industrial safety, and (12) home counterdoses. (MS)

LEARNING LABORATORIES

for unemployed, out-of-school youth

Health Education-Part 2

The University of the State of New York • The State Education Department
Bureau of Continuing Education Curriculum Development • Albany • New York • 12224
1972

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FOREWORD

Since their distribution in 1970, the publication entitled *Learning Laboratories for Unemployed, Out-of-School Youth* and the accompanying sound filmstrip, *Odds On Tomorrow*, have proven to be extremely valuable resources for instructors in various adult education programs. Their wide use has generated a need for supplementary, student-oriented materials which could be used to extend or reinforce the skills, concepts, and understandings which the program seeks to develop. In response to this need, an advisory committee of teachers, representing a cross section of disciplines, was asked to contribute ideas for augmenting the teaching strategies outlined in the handbook and illustrated in the filmstrip. This committee was chaired by William B. Hemmer, formerly associate in the Bureau of Continuing Education Curriculum Development, presently assistant professor, State University College at Brockport.

Using this initial input, Gerald J. Cerne, instructor in biology, Colonie Central High School, and Virginia A. Rovelli, reading supervisor, Ballston Spa Public Schools, developed a series of learning activities and ancillary learning exercises which reflect the persistent life problems facing the average unemployed, out-of-school youth. Patricia J. Harris, R.N., reviewed sections of the manuscript and verified its technical accuracy.

George K. Tregaskis, associate, Bureau of Continuing Education Curriculum Development, directed the final writing and the preparation of the manuscript for publication.

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USE OF MATERIALS IN THIS PUBLICATION

The intent of this publication is to suggest learning activities which would supplement those found in the curriculum resource handbook *Learning Laboratories for Unemployed, Out-of-School Youth*. This particular compilation of learning activities is designed for use by the health teacher. Some of the activities refer directly to lessons suggested in the Health Education sections of the curriculum resource handbook. It will be noted that this publication, Part 2, deals with various diseases, quackery, prenatal care, personal hygiene, safety, and first aid.

The content of this phase of the program must be kept extremely practical. All the activities should be relevant to the experiences and aspirations of the students. The instructor must realize that what appeals to him or even students from other environments may be quite different from what is of immediate interest to the disadvantaged student. All text materials must fit the reading levels, interests, special backgrounds, and vocabulary of the students.

Learning activities should be organized in short, achievable units. This brevity facilitates mastery and a sense of accomplishment for the students. The length of the lesson should be increased gradually only as the students' attention span, interest, and work habits improve. The curriculum must have elements of success built into it. Encouragement from the instructor, peer approval, community support and recognition, combined with experiences in problem solving,will help the students acquire positive self-images.

Single copies of worksheets to be used by students are provided. These worksheets may be duplicated for classroom distribution by first making a thermal master of them or simply by xeroxing. In addition, they are suitable for thermal copying as a means of making overhead projector transparencies.

CONTENTS

LEARNING ACTIVITY 1: SYMPTOMS OF POOR HEALTH

Reference: Curriculum Resource Handbook, pp. 90-93

OBJECTIVES

- To point out symptoms of poor health which warrant a physician's care
- To become acquainted with different kinds of physicians

TECHNIQUE

Ask the students how they know when to consult a physician. During the class session the following symptoms of the need for medical aid (especially if the symptoms are persistent and recurring) may be discussed.

- Pain: Severe pain resulting from an accident. Pain for no apparent reason.
  Common types of pain:
  - earache
  - toothache
  - abdominal pain
  - pain in a joint
  - pain in a muscle
  - pain in eye socket
  - pain in chest
  - pain in extremities
  - headache
- Bleeding: blood from nose, throat, lungs, breast, ears, urethra, vagina, sores, or rectum
- Dizziness: unconsciousness or blackouts
- Vomiting: frequent or forceful vomiting
- Bowel changes: constipation or diarrhea
- Fever
- Breathlessness or persistant yawning
- Coughing
- Hoarseness
- Hiccups
- Swellings
- Lumps
- Stiffness
- Rashes
- Complexion change
- Changes in warts, moles, or birthmarks
- Drastic changes in weight—gain or loss
- Change in appetite—gain or loss
- Urinary changes: increased amounts, increased frequency, burning and discomfort, inability to urinate
- Itching
- Fatigue
- Drowsiness
- Insomnia

- Mental depression
- Forgetfulness
- Loss of sensation
- Sores which do not heal
- Weakness

The instructor should urge the students to make periodic visits to the dentist and have yearly checkups by their family physician. The importance of preventive medicine should be stressed. Early detection of cancer is especially important in reducing its adverse effects. Therefore, Exercises 3e and 3f are included specifically to provide information relative to this common threat to health and longevity.

Distribute Learning Exercise 1. Explain that some physicians have concentrated their efforts in certain fields of medicine and that a general practitioner (family doctor) may refer a patient to a specialist if he feels the patient's condition requires specialized skills or tests. This exercise lists medical specialists and their areas of specialization.

EVALUATION

In the class discussion the instructor may observe that some students may show an abnormal interest in certain symptoms. The instructor should urge these students to visit a physician if they possess unusual symptoms or are concerned about their general state of health.

NOTES

LEARNING EXERCISE 1

KINDS OF PHYSICIANS

Allergist — allergies, asthma, hay fever

Anesthesiologist — administers anesthesia

Cardiologist — heart disease

Dermatologist — skin disorders

Endocrinologist — gland malfunctions

Geriatrician — disorders of old age

Gastroenterologist — digestive system disorders

Gynecologist — disorders of women

Neurologist — nervous system disorders

Obstetrician — pregnancy and childbirth

Ophthamologist — eye disorders

Orthopedist — bone and joint diseases and injuries

Otolaryngologist — ear, nose, and throat disorders

Otologist — ear disorders

Pathologist — identification of disease through study of body tissue and fluids

Pediatrician — childhood disorders

Proctologist — diseases of the colon, rectum, anus

Psychiatrist — mental diseases and disorders

Radiologist — diagnosis and treatment by radiant energy

Urologist — genitourinary tract diseases

LEARNING ACTIVITY 2: IMMUNIZATION

Reference: Curriculum Resource Handbook, pp. 111-116

OBJECTIVE

To gain an understanding of immunity to disease

TECHNIQUE

Start a class discussion by asking the question: "What is immunity?" The answer can be simple—resistance to a disease organism. The following information should be included in the discussion:

- The human species has a NATURAL immunity to many infections.
- Conditions in the body are not suitable for the growth of microbes (germs) that cause other animal or plant diseases.
- The presence of antibodies in the blood can make a person immune to certain human infections. This type of immunity is called ACQUIRED IMMUNITY.
- Acquired immunity can be produced by receiving antibodies in a serum or by producing the antibodies within one's body.
- Antibodies in a serum are from another person's blood or produced by some other animal such as a horse. These antibodies are filtered out of the patient's body in a few weeks. The patient's body does not produce any antibodies. This immediate but temporary immunity is called PASSIVE IMMUNITY.
- ACTIVE IMMUNITY results when a person's body is stimulated to produce antibodies.
- Contracting a disease (mumps, chickenpox) causes antibody production which continues for a long time after recovery (sometimes for life).
- Vaccines are used to stimulate antibody production without contracting the disease (smallpox, tetanus). Vaccines contain dead or weakened microbes or weakened poisons produced by the microbes. Antibody production usually lasts for a long time, but for some diseases, the body needs a reminder. This reminder is called a booster shot.
- It is best to keep a chart of immunization for the entire family. This will show at a glance each person's immunological record.

Distribute Learning Exercise 2. This is an example of the type of chart that can be used.

Exercises 2a and 2b can be used to extend the discussion if it seems warranted.

EVALUATION

The value of this activity can be determined by the student's concern for updating and maintaining the immunization of himself and his family. In addition, Exercise 2b can be utilized as a posttest.

NOTES

LEARNING EXERCISE 2

IMMUNIZATION

	FATHER	MOTHER	FIRST CHILD	SECOND CHILD	THIRD CHILD
	Year	Year	Year	Year	Year
Smallpox					
Polio					
DPT*					
Diphtheria					
Whooping Cough					
Tetanus					
Measles					

*DPT (baby shots) protects against diphtheria, whooping cough, and tetanus.

LEARNING EXERCISE 2a

SHOTS AND IMMUNIZATION

GLOSSARY

DISEASE	a sickness; an illness
GERMS	tiny beings, too small to be seen by the naked eye, which can make a person sick
IMMUNE	to be safe; to be protected
IMMUNIZE	to make someone safe; to protect
INJECT	to force (liquid) into the body
MANURE	animal waste used to make the soil richer
STERILIZE	to free from any living germs
VACCINATED	to have a vaccine injected or otherwise introduced into the body
VACCINE	any material containing weakened or dead germs which is designed to immunize the body

IMMUNIZATION

How can germs attack people?

Germs can get into our bodies through any opening (the mouth, the nose, a cut or other break in the skin, or an insect bite). Once inside, they can destroy important parts of our bodies.

How can one protect himself from germs?

A person can keep germs away by washing himself, the things that touch food, the articles used by sick people, and by sterilizing cuts.

Our bodies produce materials called antibodies that fight germs when they penetrate the body's outer defenses. A person will become immune to a disease if enough antibodies are produced to destroy all of the germs which may get into the body. We can increase the production of antibodies by being vaccinated. It may be necessary to have more shots at a later time. These are called boosters.

TETANUS (LOCKJAW)

What is tetanus?

Tetanus, sometimes called lockjaw, is a particularly deadly disease produced by a germ found in soil and street dust, and manure. The germ grows in deep wounds.

How can one protect himself from tetanus?

Everyone should be protected. Protection is started when a baby receives his "baby-shots" for this disease and others. See your doctor to find out when a booster is necessary. A booster should be received whenever a person suffers a deep cut.

LEARNING EXERCISE 2b

SHOTS AND IMMUNIZATION-TEST

1. Small living things called germs

   [ ] can make a person sick

   [ ] are not a threat to our health

   [ ] get into our bodies in many ways

2. We can help prevent germs from entering our bodies by

   [ ] drinking a lot of milk

   [ ] cleaning things that touch the food we eat

   [ ] sterilizing cuts and cleaning articles used by sick people

3. When enough antibodies are produced by the body,

   [ ] more germs are produced

   [ ] a booster is not necessary

   [ ] a person will become immune to a disease

Complete the following statements as best you can.

4. A vaccine is injected into the body in order to _____

   _____.

5. Tetanus is caused by a germ which is found in _____

   _____.

6. The germ which causes tetanus grows best in wounds which are _____

   _____.

7. People need a booster shot for tetanus whenever _____

   _____.

8. Germs get into our bodies through _____

   _____.

LEARNING ACTIVITY 3: COMMUNICABLE DISEASES

Reference: Curriculum Resource Handbook, pp. 111-116

OBJECTIVES

- To recognize correct or healthful practices in actual situations portrayed in case histories
- To recognize the inherent dangers connected with communicable diseases, present in case histories

TECHNIQUE

The instructor can personally devise or have students devise a series of case histories which help to illustrate problems connected with health practices in the area of communicable diseases. The basic information necessary to create these case histories can be developed by student committees who have contacted the local office of the New York State Board of Health. A personal or phone interview with the director of the local office or one of the Board of Health doctors should provide enough examples for the committee so it can develop into case studies which can then be utilized by the entire class.

Some examples of the kinds of case histories and open-ended questions that can be developed for class discussion are presented in Learning Exercises 3 and 3f.

EVALUATION

The success of these activities can be ascertained by the extent that students can pick out the health hazards presented in the case studies. The enthusiasm the student committee demonstrates in developing case histories to illustrate various communicable disease problems (outlined in the Curriculum Resource Handbook, pp.111-116) and the class involvement with its case studies will also reflect the relative value of this activity.

NOTES

LEARNING EXERCISE 3

B I L L

It took four years of hard work for Bill and Lisa to save enough so that he could buy the bulldozer and dump truck he needed to go into business for himself. They were really in debt, but then business was booming and Bill was starting to make double payments to the bank.

He had worked the previous week when there had been some heavy thunder showers. He worked out in the rain and this morning when he woke up he felt feverish, so Lisa took his temperature. It was 102.5°F. He had general aches and pains and seemed to have all the symptoms of the flu.

His body told him to take a few days off, but his mind was telling him it was going to cost him money, so he decided to go to work.

Lisa was upset. She wanted him to stay in bed and follow the doctor's advice for patients contracting the flu. Bill decided against this; he dressed to go to work.

DISCUSSION QUESTIONS

- What possible complications was Bill exposing himself to by not staying in bed until he was better?
- If you were Lisa, what could you have said to convince him that he was being foolhardy?
- If Bill had listened to Lisa and stayed home in bed, what precautions would she have had to take to prevent herself and others in the house from becoming infected with the flu?

LEARNING EXERCISE 3a

MEASLES

GLOSSARY

BIRTH DEFECTS	things that are wrong with a child at birth (blind, deaf, missing legs or arms)
INFECTIONS	diseases caused by germs
PNEUMONIA	an often dangerous disease of the lungs
RASH	a breaking out of the skin in red spots which often cause itching
SENSITIVE	easily affected

Is measles dangerous?

Measles is a very dangerous disease for babies and young children. It can cause brain damage, ear infections, pneumonia, and death. Common measles and German measles are not the same disease. German measles is very dangerous to an unborn baby. It may cause birth defects.

What are the symptoms of measles?

Measles begins like a head cold. There is a fever, runny nose, sneezing, and inflamed, watery eyes which are sensitive to light. Later a red rash starts behind the ears and spreads to the forehead and face. A doctor will know that a child has measles.

How can children be protected from measles?

The best way to prevent measles is by vaccination. Each child should be vaccinated between one and three years of age and periodically given a booster by his family physician to keep up his immunity.

A child sick with measles should be separated from the rest of the family. He should not have friends visit him. His clothes and eating things should be kept separate and sterilized after each use. His friends, brothers, and sisters should be vaccinated. They may still get measles, but the illness will be less serious. The sick child should rest so that he will not catch another serious disease while he has the measles.

LEARNING EXERCISE 3b

MEASLES-TEST

1. Johnny has a fever. His eyes are red and light hurts them. There is a red rash behind his ears. He is sneezing and seems to be getting a cold.

   [ ] Johnny has a cold.

   [ ] Johnny has measles.

   [ ] Johnny may have measles.

2. Measles is a disease which is

   [ ] a part of growing up and not really dangerous

   [ ] very dangerous to older people but not dangerous for young children

   [ ] very dangerous for babies and young children

3. The most effective way to keep our children from having measles is to

   [ ] keep them from playing with children who have measles.

   [ ] have them vaccinated against the disease

   [ ] give them good food which will make them strong enough to resist the disease

Read and discuss the following questions with your teacher.

4. When should children be vaccinated against measles? _____

   _____

5. Why should a child rest when he has the measles? _____

   _____

   _____

   _____

   _____

   _____

LEARNING EXERCISE 3c

TUBERCULOSIS

GLOSSARY

DIET the pattern of foods eaten daily

DORMANT not active; quiet

MULTIPLY to grow in number

RESISTANCE the ability to withstand disease

SYMPTOMS the signs that one has or may have a disease

How common is tuberculosis (TB)?

TB is very common. Many people carry the germ without being sick. It usually attacks those who eat a poor diet or are weakened by other diseases and age.

How is TB passed from one person to another?

A person sick with tuberculosis spreads the germs by coughing and sneezing. A healthy person breathes these germs or swallows them with his food. If his resistance is strong, he may not become sick, but the germs may remain in his body. If his resistance is weak, he may become sick.

How do TB germs act in the body?

TB germs are tough. Ordinary heat or cold will not kill them. If a person is healthy when TB germs first enter his body, they will lie dormant until he becomes overtired, sick, or has a poor diet. Then the germs become active, multiply, and begin to destroy his lungs. When his resistance returns, the germs will become dormant again. If his resistance weakens, they will become active once more.

What are the symptoms of TB?

A person may not know that he is sick with TB. The early signs--fever, cough, fatigue, or loss of appetite--are easy to ignore. Spitting of blood comes only after much damage has been done. Only a doctor can tell that a person has tuberculosis.

How can one protect himself from TB?

- Get adequate rest.
- Eat a balanced diet.
- Have a chest X-ray regularly (about once each year).

How can a person who has TB protect his family and friends?

- Get medical treatment and follow his doctor's advice.
- Cover his mouth and nose with a tissue when he coughs or sneezes.
- Burn or flush away his used tissues.
- Prepare food for himself only.
- Keep his dishes, clothing, and towels separate from those of the rest of the family.
- Avoid close contact.
- See that all members of the family have chest X-rays.

LEARNING EXERCISE 3d

TUBERCULOSIS-TEST

1. Tuberculosis is caused by

   [ ] bad blood inherited from your family

   [ ] a germ

   [ ] following a bad diet and not getting enough rest

2. The best ways to avoid tuberculosis is to

   [ ] eat well and get plenty of rest

   [ ] watch out for the symptoms of tuberculosis and see a doctor as soon as any develop

   [ ] have a chest X-ray every year

3. If a member of a family has tuberculosis, the other members of that family should

   [ ] have chest X-rays

   [ ] be vaccinated

   [ ] keep it a secret

Answer the following questions in the manner recommended by your instructor.

4. How does tuberculosis spread? _____

_____

5. What are the symptoms of tuberculosis? _____

_____

_____

6. Why do people often get tuberculosis when their resistance is low?

_____

_____

_____

_____

_____

LEARNING EXERCISE 3e

CANCER

GLOSSARY

DIGESTIVE SYSTEM	the part of the body which breaks down food and absorbs it into the body
DISCHARGE	a substance that come out of the body (blood, pus, etc.)
OVARIES	part of the body in which eggs are formed
QUACK	false; pretended
STRIKE	to attack
WOMB	the part of a woman's body in which babies grow before being born

What is cancer?

Cancer is a group of very dangerous diseases which can strike any part of the body. No one is safe from cancer. It attacks men, women, and even children. Cancer cannot be passed from one person to another like measles. Its causes are not known. Many doctors feel that smoking is a cause of some forms of cancer of the mouth, throat, and lungs.

How does cancer start?

Cancer may start as a lump anywhere in the body or on the skin. Unless the lump is discovered and removed, it grows bigger and spreads to other parts of the body. Men are more likely to have cancer of the mouth, stomach, lungs, skin of the face and hands, and the digestive system. Women are more likely to have cancer of the breast, the womb, and the ovaries. Women should examine their breasts carefully once each month.

Can cancer be cured?

Cancer can be cured if it is treated early enough by a medical doctor. No quack medicine can cure cancer. Visit your medical doctor at the first sign of cancer.

What are the seven danger signs?

- A lump or thickening anywhere on the body
- Bleeding or discharge from any body opening
- A sore that does not heal
- Hoarseness or cough
- Stomach trouble
- A change in the color or size of a mole or wart
- A change in bowel or bladder habits

Does the presence of one or more of these signs mean that cancer is present?

Many people who have one or more of the signs of cancer do not have the disease. Only a doctor can tell if cancer is present. Because the disease can usually be cured if it is treated when it first starts, it is important to see a doctor when any of the symptoms develop. Worrying about cancer or trying quack cures can do much harm and often wastes the time in which medical doctors can cure the disease.

LEARNING EXERCISE 3f

CANCER-TEST

1. Cancer can be stopped by

   [ ] applying ointments, lotions, and medicines

   [ ] watching for cancer signs

   [ ] seeing a doctor at the first sign of the disease

2. When a sore does not heal or you have a lump on your body

   [ ] forget it, there is no cure for cancer

   [ ] see a doctor right away

   [ ] get treatment early to fight this

Answer the following questions in the manner recommended by your instructor.

3. Although cancer may strike anywhere in your body, where does it usually strike men? women? _____

_____

_____

4. What are the seven danger signals of cancer? _____

_____

_____

_____

_____

Pamphlets on breast self-examination are available free from:

American Cancer Society
219 East 42nd St.
New York, New York 10017

Public Inquiry Section
Office of Public Health Education
New York State Dept. of Health
84 Holland Avenue
Albany, New York 12208

LEARNING ACTIVITY 4: RECOGNIZING QUACKERY

Reference: Curriculum Resource Handbook, pp. 116-119

OBJECTIVE

To recognize the unfair practices encountered in the area of health and medicine

TECHNIQUE

Ask the question, "Have you ever been the victim of health quackery?" In carrying on the ensuing class discussion, the instructor should interject the following information:

- Health quackery is the practice of deceit.
- The quack may claim he can cure incurable disease by using medication or some fantastic machine.
- It is estimated that the American public spends one billion dollars each year on useless cures, mechanical devices, fad foods, and other worthless remedies.
- Among the practices, cures, and products sold to the gullible public are:
    - Cures for alcoholism
    - Cures for veneral disease
    - Hair growers
    - Hair removers
    - Birth control methods
    - Breast developers
    - Cures for arthritis and rheumatism
    - Cures for cancer
    - Cures for hemorrhoids
    - Cures for insomnia
    - Health foods for increased sexual desire or for disease prevention
    - Treatments for high or low blood pressure
    - Treatments for kidney disorders
    - Cures for psoriasis and acne
    - Cures for smoking
    - Weight control preparations
    - Eyeglasses
    - Hearing aids
    - Dentures
    - Wrinkle removers
    - Cures for fatigue
    - Mole removers
    - Treatments for stomach ulcers

After the instructor has established the fact that health quackery is one of the major problems facing the American consumer, he should then turn the discussion to ways of spotting a quack. The AMA Department of Investigation has listed six simple indicators for spotting a quack:

1. He uses a special secret machine or substance he claims can cure disease.
2. He guarantees a quick cure.
3. He advertises or uses case histories and testimonials to promote his cure.
4. He clamors constantly for medical investigation and recognition.
5. He claims medical men are persecuting him or are afraid of his competition.
6. He tells you that surgery or X-rays or drugs will cause more harm than good.

The instructor should also point out that the students can check the qualifications of a physician by referring to the American Medical Association Directory. Information can also be gotten from the local County Medical Society.

Distribute a copy of Learning Exercise 4 to each of the students. Use the information on the sheet as a background for a general discussion centered around examples of quackery that students can think of to illustrate a particular point. Then state that every community is bombarded by quackery in the mass media and through door-to-door or store sales people.

Suggest that the class conduct its own investigation into quackery in the community by forming investigating committees. Students can serve on either magazine, newspaper, radio, television,or community sales committees.

Once these committees are formed, have the students use the quackery Learning Exercise sheet 4 as a basic reference tool and then ask that they gather examples of quackery from the particular committee category they have chosen.

Have the committees cut out and then mount on poster paper the newspaper and magazine ads. A committee analysis of each example can be written and attached to the back of each mount or taped and played for the class or simply discussed with the class while the ad is projected with the opaque or overhead projector.

If video tape recorders are available for the center's use, these can be used to tape local and national commercials. These in turn can be analyzed and those which are tainted with quackery can be selected and made into a master tape. If this is not possible, then audio tape recorders are excellent substitutes since the audio part of those commercials is usually quite complete. These same tape recorders should be used in taping radio commercials of a familiar nature.

The committee which will be concerning itself with quackery as it manifests itself through salesmen's practices in the community can gather its material by either surveying individual community residents or collecting its information from any of the following agencies:

- The county medical agency
- The Better Business Bureau
- The county Department of Health

EVALUATION

By exploring the personal experiences with quackery that the students may wish to share with the class, the instructor should be able to observe that some of the students are gaining insight into this problem—a problem that they now find to be more immediate than they may have realized when the instructor first asked the question: "Are you the victim of health quackery?"

Learning Exercises 4a and 4b may be used to extend the students' awareness of quackery into the area of food fads.

NOTES

LEARNING EXERCISE 4

DETECTING QUACKS

Quacks are people who sell medicines, products, or devices with false and dangerous claims of worth. Examples of quacks include food supplement salesmen and drugless healers offering wonder cures for such diseases as arthritis, cancer, and rheumatism.

Beware of:

- Testimonials
- "New" or "wonder cures"
- "Scientific discoveries"
- "Introductory prices"
- Special diets or pills
- Appetite depressors
- "Doorbell doctors" who sell medical cures
- Devices that develop parts of the body
- "Beauty" aids
- Ways of breaking the smoking or drinking habit
- Mechanical devices
- Advertising that includes these quotes:

  "Melt off ugly fat"
  "Stop counting calories"
  "Clear up ugly blemishes"
  "Wipe away pimples"
  "Cures"
  "Remedies"
  "Free"

LEARNING EXERCISE 4a

BEWARE OF FOOD FADS

GLOSSARY

AILMENT	a sickness; a disease
FAD	a passing interest
IMPLY	suggest
SUPPLEMENT	an addition to something which is complete by itself

What forms do food fads take?

There are many forms of food fads. These include:

- Diet supplements including protein supplements and vitamin pills
- Foods and diets which claim to make weight reduction quick and easy
- The use of special foods in place of modern foods (which are described as unsafe)
- Foods and diets which will cure any ailment

Why do many people accept food fads?

Many food fads are based on half-true ideas. The fads offer quick and easy results. They usually include something which someone wants to sell. The product will be advertised in magazines, newspapers, or on radio and television. The advertisement is made to sell the product. This cost is added to the price of the product. Food fads are usually expensive.

Why are food fads dangerous?

It is not wise to follow food fads. When a person eats a balanced diet, his body will get all the nutrients it needs. A food fad may not provide a balanced diet. It can make even a well person sick. Many people who follow food fads are sick. They hope to cure themselves through the food fad. Even if the fad is harmless, they are delaying proper treatment of their illness.

Is it a food fad?	Yes	No	Maybe
1. A doctor prescribes a diet for a patient.	[ ]	[ ]	[ ]
2. An expectant mother takes vitamin pills and food supplements.	[ ]	[ ]	[ ]
3. A door-to-door salesman sells special health foods which are better for you than the food you can buy in the store.	[ ]	[ ]	[ ]
4. A food supplement is advertised on television as a cure for aches and pains or feeling tired.	[ ]	[ ]	[ ]
5. A diet consisting of a single food is used by people trying to lose weight.	[ ]	[ ]	[ ]
6. A man whose illness is lung cancer goes on an all-milk diet rather than have an operation his doctor says he needs.	[ ]	[ ]	[ ]
7. Someone refuses to eat sugar or food containing sugar upon the advice of his doctor.	[ ]	[ ]	[ ]

LEARNING EXERCISE 4b

BEWARE OF FOOD FADS-TEST

1. Mary Brown wants to lose weight. What should she do?

   [ ] Buy diet pills she saw advertised on television.

   [ ] Eat only the foods on a diet which her friend gave her. These foods are grapefruit, meat, and eggs.

   [ ] Follow her doctor's advice. He said she needed a balanced diet.

2. The doctor told Sally Smith that she needed to eat a balanced diet. This would help her get well faster. Which of the following diets would you say that she should use? Why?

	[ ]	[ ]	[ ]
Breakfast	Orange juice Poached egg Toast	Cereal Toast Milk and cake	Banana Milk
Lunch	Meat sandwich Apple Milk	Peanut butter sandwich Milk Cookies	Banana Ice cream Milk
Dinner	Meat loaf Mashed potatoes Green beans Vanilla pudding Coffee	Hamburger French fries Roll Ice cream Coffee	Banana Ice cream Milk

3. Dr. John Jones, a television "doctor" says: "When life is dark and gray ...When you are feeling tired...Do what millions of others are doing; go to the nearest drug store and buy a bottle of Dr. Jones' new formula. In just 3 days you will feel alive again!" Which of these statements about this advertisement and product are true?

   [ ] The maker of this product is using this advertisement to make you want to buy it.

   [ ] The statements made in this advertisement are true because a "doctor" said them.

   [ ] The advice offered in this advertisement is just like going to a doctor.

   Discuss the following questions with your teacher.

4. Why do food fads become so popular?

5. Why are food fads dangerous? (Be prepared to state at least two reasons.)

LEARNING ACTIVITY 5: HOW A WOMAN'S HEALTH PRACTICES AFFECT THE HEALTH OF HER BABY

Reference: Curriculum Resource Handbook, pp. 90-93

OBJECTIVES

- To point out that an unborn baby can be affected by the mother's state of health
- To point out that poor health practices can increase chances of producing unhealthy babies.

TECHNIQUE

This topic covers health areas outside the realm of personal health. It is included in this section because the future mother's personal views and health practices can affect her unborn child. The following information should be included in any consideration of this topic.

- If a woman thinks she is pregnant, it is extremely important that she see a doctor. Early prenatal care not only helps the mother but also increases the chances of her giving birth to a healthy baby.

- Teenage mothers run a greater risk of having premature babies than do women at the prime of their reproductive period. Being too young can be just as risky as being too old. Many teenage girls are not physically mature enough to carry a baby full-term or to deliver it normally. There is a greater chance of giving birth to an underweight or premature baby. These underweight or premature babies have a higher death rate than full-term, full-weight infants. Early prenatal care may help prevent low birth weight or premature births.

- Dieting can be dangerous. Improper diets can prevent healthy development of the girl's body. This may reduce the chances for normal prenatal growth of future children. The wrong kinds of food throughout life and during pregnancy can limit the number and development of the unborn baby's brain cells. The result can be mental retardation.

- Infectious dieseases can affect an unborn child. A mild infection may cause birth defects. Any viral infection (especially rubella—German measles) within the first 3 months of pregnancy may injure the baby. An untreated case of syphilis can result in a child born with congenital syphilis. A mother with gonorrhea may pass the germs on to her baby when the baby is born. Blindness can result if the germs get into the baby's eyes. This is why the eyes of newborns are treated with silver nitrate.

- Drugs taken before or during pregnancy can affect the baby. LSD and similar drugs may cause chromosome damage which could be passed on to the next generation. A baby born to a heroin addict will also be addicted. Uppers, downers, weight-reducing pills and all medicines

may interfere with an unborn child's development. It is always best to consult a physician who knows of the pregnancy before taking any medication.

- Smoking is associated with lower birth weight which can lessen the child's chances of surviving.
- If the mother is Rh negative and the father is Rh positive, the first Rh positive baby may cause a reaction in the mother that may produce serious defects in later babies. A vaccine is available which prevents this reaction. Knowing the parents' Rh blood type will enable the physician to determine if the mother needs the vaccine.

A filmstrip and a tape dealing with prenatal care and entitled *Rachel's Child* is available from the Bureau of Continuing Education Curriculum Development, State Education Department, Albany, New York 12224.

EVALUATION

The success of this activity can be ascertained by the extent of student interest and involvement in class discussion. In addition, students' responses to Learning Exercise 5 should indicate a degree of understanding regarding special health precautions pregnant women need to take.

NOTES

LEARNING EXERCISE 5

EILEEN

Eileen and Dick have been married for 4 years. They have a 3-year-old son, and Eileen is now 2 months into her second pregnancy. She has just finished talking to her best friend, Marilyn, who has two small children, ages 5 and 2. Marilyn's children have just developed a high fever, red eyes, and red splotches on their stomachs, chests, and backs. She thinks they have two classic cases of good, old-fashioned measles. A call to her family doctor has confirmed her suspicions.

Eileen, whose little boy will go to nursery school in the fall, wants to expose him to measles now. She knows he will get them sooner or later, but this way he will not miss any nursery school. She has told Marilyn as much and Eileen and her son are now planning to lunch at Marilyn's home.

DISCUSSION QUESTIONS

- What can happen to Eileen as a result of her visit with Marilyn?
- What do you think of her reasoning concerning her 4-year-old son?
- What risks do pregnant women face once they have been exposed to measles?
- If we assume Eileen has been exposed to the measles, what should she do to reduce the danger to her and her unborn infant?
- Where can pregnant women like Eileen get information about communicable diseases that may be harmful to them?

LEARNING ACTIVITY 6: THE SKIN AND ACNE

Reference: Curriculum Resource Handbook, pp. 90-93

OBJECTIVES

- To become more familiar with the structure and function of the skin
- To learn how to deal with acne

TECHNIQUE

By leading a discussion on the skin, the instructor may bring out common information such as:

1. The skin is the main part of us that people see.
2. On the average, a person has about 18 square feet of skin, and the part of it that commonly shows can add to or detract from our appearance.

The instructor should explain to the students the functions of the skin. These include:

1. Temperature regulation
   A. Insulates against external temperatures and internal heat loss
   B. Radiates heat from the blood and cools by evaporation of perspiration
2. Protective covering
3. Barrier against the invasion of germs
4. Excretes water, salts, and other waste products
5. Regulates water balance
6. Functions as a receptor sensitive to touch, pain, pressure, heat, and cold

Distribute Learning Exercise 6. Label the diagram with the students. The structures included in the diagram are:

1. Hair
2. Pore of sweat gland
3. Blood capillaries
4. Duct of sweat gland
5. Nerve ending
6. Oil gland
7. Blood vessel
8. Hair muscle
9. Connective tissue
10. Sweat gland
11. Fat cell
12. Artery
13. Nerves
14. Hair follicle

At the beginning of adolescence, hormone production increases. This stimulates the growth and activity of the oil glands in the skin. When the pores of the oil glands become plugged with debris from the oil glands and dirt, blackheads are formed. Hair follicles and blackheads may become infected, producing a pimple.

Bacteria that invade a pore may also produce an infection throughout the layers of the skin. This larger-scale infection is called a boil. Numerous pimples on the face and neck and shoulders are called acne.

If the acne condition is severe or causes scars, see a physician immediately. If the condition is mild, a person could try these steps:

1. Don't squeeze the pimples. This can spread the infection. In fact, squeezing pimples around the nose and upper lip could spread the infection into blood vessels leading to the brain which could produce a fatal infection.
2. Wash with plenty of soap and warm water three or four times a day.
3. Eat a well-balanced diet and drink plenty of water.
4. Get plenty of fresh air and sunshine. Sunlight can be especially beneficial.
5. Get plenty of exercise.
6. Get enough sleep.
7. Avoid emotional upset. Tension can cause acne.
8. See a physician if the acne doesn't improve in 3 or 4 weeks.

EVALUATION

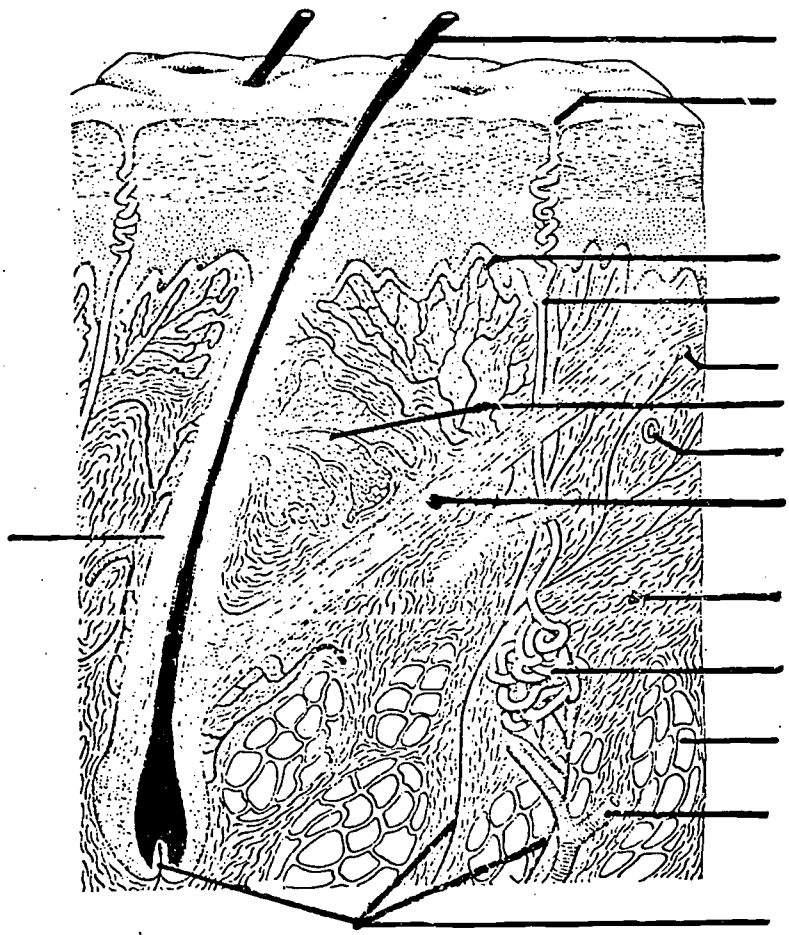
The degree of involvement in class discussion will be an immediate indication of the value of this activity.

A long-term indication of the value of this activity may be seeing faces with cleaner, smoother complexions.

NOTES

LEARNING EXERCISE 6

ANATOMY OF THE SKIN



LEARNING ACTIVITY 7: INFORMATION FOR GOOD NUTRITION

Reference: Curriculum Resource Handbook, pp. 94-99

OBJECTIVES

- To develop an awareness of the dietary needs of an individual
- To provide students with the information necessary to practice good nutrition

TECHNIQUE

Suggest to the class that an interesting way to determine the nutritional value of the food people eat would be through a survey in the community. It's too easy simply to say people must be wise buyers. Very often their lack of money or their ignorance of what good nutrition is prevents them from getting the most nutritional value for their money. A community survey would reveal the food purchasing practices of area families, and these could be analyzed to see how close they come to recommended nutritional standards.

This survey will also reveal the dietary habits of different families, which families get more for their money, and how much money is being spent on nutritionally worthless foods.

Learning Exercise 7 may be used to conduct the survey. The extensiveness of the survey can be decided by the students. At least 10 interviews will need to be taken in order to have an adequate sampling. The students can divide into teams of two or three and take their samples from as representative a group of families as possible.

After the interview sheets have been filled out, compute the results to determine whether the dietary habits of each family are standard or substandard. Examine its individual food costs to see which may be getting the best buys for its money. Of course, the purchasing habits of each family will determine just how much they spend, but the survey will reveal which families, nutritionally speaking, are successful buyers. The survey sheets can also be checked to see what the more popular or standard foods are.

Use Learning Exercise 8, Basic Food Needs Table, to convert the individual survey sheet information into the statistics necessary to make the nutritional comparisons.

Once each team has converted the weekly food purchases into serving units and listed them under the correct category, ask for volunteers to study the material and prepare it for class discussions.

Overhead transparencies and factsheets can be created by these student committees to enhance class presentations. The committee should make certain that it presents the following information:

- The percentage of families which have nutritionally sound diets.

- A graph of the dollars spent and the nutritional value purchased in each food dollar.
- A list of the most popular foods and their relative food value.
- A list of the foods used which have little or no food value.
- Changes the committee feels are necessary to improve people's buying habits.

An excellent followup activity to this survey is for the student committee to present its findings to the local State Welfare and State Health departments and ask them to bring speakers to the school to pursue the implications of their findings.

The Welfare departments in many localities have dietitians on their staff and they often conduct food purchasing and food preparation cookshops. If the students expressed an interest in having some demonstrations of this nature, the committee should work out the details for a series of these activities. The local health department will also have personnel and pamphlets which will enrich student understanding of nutrition. Again, the committee can solicit them for possible programs that it feels have merit and then report back to the class to discuss whether or not it would like to have these programs presented.

EVALUATION

The initial interest shown by the students when this activity is introduced, their enthusiasm in surveying the community, their committee work, their response to the committee reports, and their desire to followup any issues which may require further information or understanding will demonstrate their interest in this activity.

NOTES

LEARNING EXERCISE 7

FOOD CONSUMPTION QUESTIONNAIRE

Number of people in this family unit _____

Number of adults _____ Number of children _____

Gross income per year (after taxes) _____

Food costs (excluding drugs, cosmetics, and other nonedible items):

Per week _____ Per month _____ Per year _____

Food groups (record the weekly consumption in serving units):

Milk (all types)	____	Fish	____	Sweet potatoes	____
Cheese	____	Chicken	____	Winter squash	____
Ice cream	____	Dried beans	____	Pumpkin	____
Cottage cheese	____	Eggs	____	Other vegetables	____
Butter	____	Peanut butter	____	Apples	____
Bread	____	Oranges	____	Pears	____
Cereal	____	Grapefruit	____	Bananas	____
Rice	____	Strawberries	____	Pineapples	____
Macaroni	____	Other fruits	____	Green and yellow beans	____
Noodles	____	Cabbage	____	Peas	____
Spaghetti	____	Potatoes	____	Corn	____
Grits	____	Spinach	____	Candy	____
Soda crackers	____	Broccoli	____	Soda	____
Baked goods	____	Tomatoes	____	Pizza, etc.	____
Beef	____	Cantaloup	____	_____	____
Pork	____	Collards	____	_____	____
Lamb	____	Kale	____	_____	____
Veal	____	Carrots	____		

Do you feel your family has a well-rounded diet? Yes [ ] No [ ]

Do you feel you allot enough money for your food budget? Yes [ ] No [ ]

Other comments _____

_____

_____

_____

_____

LEARNING ACTIVITY 8: CHANGING FOOD BUYING HABITS

Reference: Curriculum Resource Handbook, pp. 94-99

OBJECTIVE

To change student attitudes toward food buying by examining buying practices in the community and analyzing the inefficiencies inherent in careless shopping

TECHNIQUE

Have the students compute the average weekly cost of feeding a family of four by analyzing the figures gathered on the Food Consumption Questionnaire (Learning Exercise 7) used earlier in this unit. Then discuss the shopping habits people practice in the community. A sample of the kinds of questions to be asked follows:

- Who does the shopping in your family? Why?
- Where are the weekly purchases made? Why?
- How often does your family shop over the course of a week? Why?
- Do the family members who shop use the local newspaper or radio ads as a guide in making their purchases?
- Do they try to take advantage of the sale items in more than one store?
- Is a neighborhood grocery store used for food purchases? How often and why?

The discussion should attempt to get at the kinds of stores their families go to for their weekly shopping and whether or not they make a practice of reading the papers or listening to the radio to find out where the sales are. Put the class responses on the board as students provide them. Treat the implications of the shopping habits people have and point out some of their strengths and weaknesses.

Once a list of the more popular food markets and supermarkets has been compiled, suggest that the students form shopping committees which will shop for a week's groceries at each of the markets. Proceed as follows:

- Have some of the committees make these purchases without the benefit of any ads the markets may have run in the newspapers or on the radio.
- Have other committees shop at particular stores after consulting any ads that are available.
- Have a third group of committees utilize all the grocery ads and shop at as many stores as they want in order to take advantage of as many sales as possible.

- All committees will have the same amount of money to spend. This amount will have been determined by the students' analysis of the Food Consumption Questionnaire.

The purpose of this experiment is to see how much food of a sufficient nutritional value each of the groups can "purchase" with a specific amount of money.

Remind the students that they must budget their purchases so that they have enough food for their family of four for 1 full week.

It would be worthwhile before the shopping trips to review the "Basic Four" of nutritional planning. Learning Exercises 8 and 8a will assist the instructor in introducing this material.

Once the students feel confident about just what constitutes the "Basic Four" and why these various nutrients are necessary to bodily health, introduce the Mock Purchases Exercises and the Servings Conversion Charts, Learning Exercises 8b and 8c, respectively.

Each student should be given an opportunity to go through one simulated food evaluation experience. The instructor can most easily accomplish this by simply reading the prices and weights of a variety of borrowed food products to the class. Students can then determine the full expense incurred, convert each weight to the number of servings it represents, and then determine the number of servings of each of the four food groups they have on hand.

Once this has been done, they can consult their Basic Food Needs Factsheet to see how many days of nutritional value these particular purchases will yield. The students should realize that a particular amount of money will provide a varying degree of food value to the consumer. The smart shopper is someone who buys nutritionally worthwhile food for the least amount of money possible.

The careless shopper, on the other hand, buys impulsively and never consults the label or the weight of an item to determine its relative worth.

Answer any questions students may have about their mock shopping trips and, when everyone seems to understand his assignments, let them go out into the community stores and make their "purchases" with their Mock Purchases Exercises (Learning Exercise 8b).

When they return, have them compute their expenditures and convert the weight of the food products to basic food group serving units to determine the degree of success they had in buying nutritionally good food at good prices.

The committees should be ranked so that the rest of the class can see which did the most effective shopping. The committees which come closest to or exceed the weekly nutritional needs of their "family of four" should be given an opportunity to report to the class the techniques they used in making their purchases.

From their shopping experiences the committees should become aware of the following:

- Large chain supermarkets usually offer the best buys, and smaller neighborhood stores have a higher markup on their products.
- Stores that do not offer trading stamps usually have lower prices than those which do.
- Utilizing newspaper and radio advertising is an aid to intelligent shopping.

All of these factors will require considerable discussion because the implications present in this study will go against the thinking of many of the students. The instructor should proceed cautiously and methodically and make certain that the students realize the kinds of attitudinal changes toward shopping habits that will have to take place on their part in order for them to realize more value and better health for their food dollars.

EVALUATION

Evaluate the success of the activity by estimating:

- The interest shown in conducting the shopping tours, the food analyses
- The interest shown in the discussions of purchasing practices
- The degree of success the student teams experience in economically purchasing nutritionally worthwhile foods on their shopping trips
- The extent that the students accept the basic guidelines for efficient shopping which the most effective shopping teams discover

NOTES

LEARNING EXERCISE 8

BASIC FOOD NEEDS TABLE

The servings in the right column reflect one person's weekly consumption.

Milk (cheese, ice cream, cottage cheese)	7-14 servings
Bread and cereal (soda crackers, donuts, cake, rice, macaroni, noodles, spaghetti, grits)	28 servings (add one more serving per day if meat is included only once per day in the family diet)
Meat (all cuts of beef, pork, lamb, veal); fish; chicken; dried beans; eggs; peanut butter	7-14 servings
Citrus fruits (oranges, grapefruit); strawberries; cabbage; potatoes; spinach; broccoli; tomatoes; cantaloup	7 servings
Dark green and orange vegetables (spinach, collards, kale, broccoli, carrots, sweet potatoes, winter squash, pumpkins)	2-4 servings
The remaining fruits and vegetables not included in the above (apples, pears, bananas, pineapples; green beans, yellow beans, peas, corn)	14 servings*

*These can be eliminated, but they do offer the consumer variety and small amounts of nutrients.

LEARNING EXERCISE 8a

A DAILY FOOD GUIDE*

The chart below shows the kinds of food you need every day.

FOOD GROUP	DAILY REQUIREMENT
MEAT GROUP	
Beef, veal, pork, lamb, poultry, fish, eggs	2 or more servings
Alternates: dry beans, dry peas, nuts	
MILK GROUP	
Milk, cheese, ice cream	Children 3 to 4 cups Teen-agers 4 or more cups Adults 2 or more cups
VEGETABLE-FRUIT GROUP	
Include: A citrus fruit or other fruit or vegetable important for vitamin C	4 or more servings
A dark-green or deep-yellow vegetable for vitamin A at least every other day	
Other vegetables and fruits, including potatoes	
BREAD-CEREAL GROUP	
Whole grain, enriched, or restored	4 or more servings

NOTE: A Daily Food Guide does not include butter and margarine because it is assumed that adequate amounts will be obtained if meals are well balanced.

*Source: USDA Leaflet 424.

LEARNING EXERCISE 8b

MOCK PURCHASES EXERCISE

Name of store _____ Amount alloted to students _____

Address _____ Amount spent by students _____

_____ Budget is over/under _____

Product	Weight	Price	Product	Weight	Price
Milk			Carrots		
Cheese			Sweet potatoes		
Ice Cream			Winter squash		
Cottage Cheese			Pumpkin		
Other milk products			Other vegetables		
_____			_____		
_____			_____		
Bread			_____		
Cereal			_____		
Rice			_____		
Macaroni			_____		
Spaghetti			Apples		
Noodles			Pears		
Grits			Bananas		
Soda crackers			Pineapples		
Baked goods (donuts, cake, etc.)			Green beans		
Beef			Yellow beans		
Pork			Peas		
Lamb			Corn		
Veal			Other food items		
Fish			_____		
Chicken			_____		
Dried beans			_____		
Eggs			_____		
Peanut butter			_____		
Oranges			_____		
Grapefruit			_____		
Strawberries			_____		
Other Fruits			_____		
_____			_____		
_____			_____		
Cabbage			_____		
Potatoes			_____		
Spinach			_____		
Broccoli			_____		
Tomatoes			_____		
Cantaloup			_____		
Collards			_____		
Kale			_____		

LEARNING EXERCISE 8c

SERVINGS CONVERSION CHART

Use this information to convert your purchases into servings.

BREAD-CEREAL GROUP

In this group are all bread and cereals that are whole grain, enriched or restored. Check labels to be sure. Specifically this group includes: breads, cooked cereals, ready-to-eat cereals, cornmeal, crackers, flours, grits, macaroni and spaghetti, noodles, rice, rolled oats, and quick breads and other baked goods if made with whole grain or enriched flour.

Count as one serving:

1 slice of bread (approximately 24 slices per loaf)
1 ounce ready-to-eat cereal
1/2 - 3/4 cup cooked cereal, grits, macaroni, noodles, rice or spaghetti

MEAT GROUP

In this group are beef, veal, lamb, pork, and variety meats such as liver, heart, and kidney; poultry and eggs; and fish and shellfish. As alternates: dry beans, dry peas, lentils, and nuts.

Count as one serving:

2-3 ounces of lean, cooked meat, poultry or fish - all boneless; 2 eggs; 1 cup cooked dry beans, dry peas, or lentils; 4 tablespoons of peanut butter.

MILK GROUP

In this group are milk: fluid whole, evaporated, skim, dry, and buttermilk; cheese: cottage, cream, cheddar-type, natural or processed; and ice cream.

Common portions of various kinds of cheese and of ice cream and their milk equivalents:

1-inch cube cheddar-type cheese	= 2/3 cup milk
1/2 cup cottage cheese	= 1/3 cup milk
1/2 cup ice cream	= 1 tablespoon milk
2 tablespoons cream cheese	= 1 cup milk

The recommended daily servings of milk are: 3 to 4 cups for children; 4 or more cups for teenagers; and 2 or more cups for adults.

VEGETABLE-FRUIT GROUP

In this group are all vegetables and fruits.

Count as one serving:

1/2 cup of vegetables or fruit; a medium apple, banana, orange, or potato; half a medium grapefruit or cantaloup.

LEARNING EXERCISE 8d

WHY DO WE NEED FOOD?

GLOSSARY

NUTRIENTS	the things found in food which the body needs
POULTRY	birds raised for food (chicken, turkey)
SEASONING	something which is added to food to make it taste better
VARIETY	a mixture

Why should we eat every day?

Each day our body uses the food which we eat. The body uses this food:

- For energy
- To build and repair our body
- To keep the body working well

What does the body need food for?

Food contains nutrients. The body needs nutrients to function properly. To get all the nutrients we need to enjoy good health, we should eat many kinds of food.

- Energy nutrients are found in all food. Foods which are richest in energy are the carbohydrates (sugar, starch) and the fats (butter, oil, shortening).
- Proteins are the building and repair nutrients. Foods rich in protein include fish, meat, poultry, peanuts, and eggs.
- Vitamins and minerals are regulating nutrients. They are found in vegetables, fruits, enriched bread, some meats (liver, kidney), and some seasonings (salt).

Can we live well on just one food?

No one food contains all the nutrients we need. Some foods have a greater variety than others. Milk is rich in many kinds of nutrients but does not have enough minerals. Even living on milk alone will, in time, cause poor health.

LEARNING EXERCISE 8e

WHY DO WE NEED FOOD? - TEST

1. We need food because

   [ ] we would be hungry if we did not eat

   [ ] food helps keep our bodies healthy

   [ ] food contains nutrients

   [ ] food gives the body energy so that it can keep going

2. Nutrients have special jobs to do in our bodies. They

   [ ] help the body stay in good repair

   [ ] regulate the body so that it keeps working as it should

   [ ] help a child grow

   [ ] help keep the body healthy

3. Energy

   [ ] is needed to keep the body going

   [ ] from pep pills is the best kind of energy for the body

   [ ] is needed when a person does any kind of activity

   [ ] can be gotten from some of the nutrients in foods

4. Each day we should eat

   [ ] food for energy

   [ ] food for building and repairing our bodies

   [ ] special foods and pills

   [ ] a balanced diet

   Discuss the following question.

5. Which of the foods mentioned in the lesson do you seldom or never eat? Why?

LEARNING EXERCISE 8f

FOOD IN THE MORNING

GLOSSARY

CEREAL	grains (rice, wheat); foods made from grain
DAILY	every day
REGULATION	to keep things in balance

Why is breakfast particularly important?

The body has gone without food since the evening meal. Now the body needs food for energy, for building and repair, and for regulation.

What is likely to happen if you skip breakfast?

A person who does not eat a good breakfast or skips it entirely is likely to get a headache, feel irritable, or do his work poorly. Schools have found that a good breakfast for students results in better work and fewer arguments. People who eat poorly usually have more illness.

Why not depend on the coffee break instead?

Black coffee has no nutrients. Sugar in the coffee will give the body energy, but the body also needs other nutrients not provided even by a doughnut or the little cream or milk added to the coffee.

Why should fruit juice or fresh fruit be part of breakfast?

Foods containing Vitamin C are needed each day. Juices and fresh fruit supply this need. Including this in the breakfast is a good way to insure that this need is met daily.

What else should a good breakfast include?

Besides fruit, the body needs food to provide energy and for building and repair. Some examples of these foods are:

Energy	Building and Repair	Regulation
Cereals	Eggs	Fresh or dried fruit
Bread	Meat	
Potatoes	Milk and milk products	Fruit juice
Pancakes	Fish	

Did you have a good breakfast today?

What food did you eat in each of the following food groups?

Energy: _____

Building and repair: _____

Regulation: _____

Plan to eat at least one food from each group every morning. This will give your body the materials which it needs.

LEARNING EXERCISE 8g

FOOD IN THE MORNING-TEST

1. As a meal, breakfast is

   [ ] really not very important

   [ ] important only for those who cannot take a coffee break

   [ ] particularly important for everyone

2. Coffee without sugar or cream

   [ ] has no food value

   [ ] provides much energy, but little else

   [ ] is an excellent source of most of the nutrients needed by the body

3. Pancakes are particularly rich in

   [ ] vitamins

   [ ] building and repairing nutrients

   [ ] energy

Discuss the following questions.

4. Why is the morning meal particularly important? _____

_____

5. What should a good breakfast include? _____

_____

_____

6. Why is skipping breakfast a poor way to lose weight? _____

_____

_____

_____

_____

LEARNING ACTIVITY 9: PERSONAL SAFETY PRECAUTIONS

Reference: Curriculum Resource Handbook, pp. 106-110

OBJECTIVES

- To develop positive student attitudes toward personal safety precautions
- To make students cognizant of basic guidelines for personal safety

TECHNIQUE

Have the students break up into seven or eight groups of two to three persons each. Give each group one of the subdivisions which appear on Learning Exercises 9a-9c, and ask each group to dramatize a potentially dangerous situation which would relate to their particular subdivision. Give them ample time to develop their situations. If they feel the need for stage props, they can bring utensils from home. The classroom furniture can be used to some advantage. One of the members of each committee can introduce its drama and then the committee can act out the situation. These committees can either carry these demonstrations through to show an actual accident or stop before it actually occurs. Then they can question the class about what has taken place to see how observant or safety conscious the students are.

The kinds of questions these student committees will need to develop and ask are:

- Why is this a dangerous situation?
- How could it have been avoided?
- What are some other safety precautions a person must practice in this general category?
- What consequences will a person face if those precautions are not taken?
- Who knows an actual situation which exists that relates to the category under discussion?

Once the student committee has treated questions of this nature, it can go over (one factsheet at a time) the General Safety Practices material prepared for this unit (Learning Exercises 9a-9c, and 10).

These factsheets can either be dittoed and passed out at the end of the question and answer session, or each student committee can prepare an overhead transparency and cover the information in this manner. Teachers should pause to answer questions and try to make their presentation as interesting as possible.

Each of the categories can be presented in this format. The students should be encouraged to keep these factsheets for review purposes, and they

should tell other members of their family about these safety recommendations.

EVALUATION

The students' involvement with the committee dramatization, their involvement with the question and answer period, and the attentiveness shown in reviewing the safety precautions recommended on the factsheets will all reflect the degree of the students' enjoyment of the unit.

Attitudinal changes can be measured by administering the attitude scale before any study of the unit has begun, followed by a second administration immediately after the unit has been taught. The attitude scores can then be compared to see if any positive attitudinal changes have taken place. Administering the scale a third time some 6 or more weeks after the close of the unit and then comparing the results with the second set of scores should reveal the attitudinal changes which are more lasting in nature.

NOTES

LEARNING EXERCISE 9

ATTITUDE SCALE CONCERNING ACCIDENT PREVENTION

Check each statement you believe to be true.

[ ] 1. Accidents just happen.

[ ] 2. All childhood accidents can be prevented by threatening children.

[ ] 3. Safety pays dividends.

[ ] 4. Some people are just born clumsy.

[ ] 5. Too many people are shot with "unloaded guns."

[ ] 6. Home is the safest place.

[ ] 7. Don't be caught dead sitting on your seat belt.

[ ] 8. Everyone has got to go sometime.

[ ] 9. Accidents can be prevented by carrying a lucky charm.

[ ] 10. Most accidents just don't happen; they have a cause.

[ ] 11. An ounce of prevention is worth a pound of cure.

[ ] 12. Safety is everybody's business.

[ ] 13. If a person were to worry about everything that could happen to him in a day, he wouldn't get any work done.

[ ] 14. Alcohol and gas don't mix.

[ ] 15. Don't smoke in bed.

[ ] 16. The life you save may be your own.

LEARNING EXERCISE 9a

SAFETY PRACTICES FOR PREVENTION OF CUTS AND FALLS

1. For prevention of cuts:

   a. In using any type of knife, keep the fingers out of the way and cut away from the body.

   b. Hold the knife and the food which is being cut in such a manner that, if the knife should slip, the fingers will not be cut.

   c. When handing a knife to someone, offer the handle first and retain a firm grip on the blade (with the cutting edge turned away from the hand) until the other person grasps the handle securely.

   d. While washing or drying a knife, hold it with the sharp edge away from the hand which is holding a sponge or towel.

   e. Never allow a knife to lie loose in the dishwater.

   f. To store a sharp knife, place it in a knife rack or holder or in a separate compartment in a drawer, but never let it lie loose in a drawer.

   f. Never use a knife when opening a can or a jar; use the proper tool.

   h. When glasses stick together, put the bottom glass into warm water and pour cold water into the top glass. They will part easily without injuring the hand.

   i. When a glass or dish is broken, sweep up the pieces immediately. Pick up small pieces of glass with a damp towel and discard them.

2. For prevention of falls and injury from falls:

   a. Never stand on a box, chair, or table. Stand on a well-constructed step stool when reaching into a high shelf.

   b. Wipe up immediately any water, grease, food, or liquid spilled on the floor.

   c. Turn water faucets slowly to avoid splattering the floor or your person.

   d. Coil electric cords and store in proper places when not in use.

   d. Stop to pick up dropped objects immediately to prevent anyone from tripping over them.

   f. Carry knives or scissors with the point away from the body, and do not hurry; a fall could result in an injury.

LEARNING EXERCISE 9b

SAFETY PRACTICES FOR PREVENTION OF BURNS AND SEWING ACCIDENTS

3. For prevention of burns:

   a. When carrying hot liquids, cover the containers with a tight lid.

   b. Turn the handle of a saucepan toward the back of the range.

   c. When draining liquid from a saucepan, hold the lid in such a manner that the steam will not burn the face or hands.

   d. To avoid burning the fingers when lifting a hot pan or lid, use a well-padded dry holder.

   e. Tip the lid of a pan toward you to prevent the hot grease from splattering you when frying chicken or meat.

   f. Never reach or lean across a lighted burner.

   g. Keep liquid fat at least 3 inches from the top of the pan when preparing to fry foods in deep fat.

   h. When deep-fat frying, dry foods thoroughly before dropping them into the hot fat.

   i. Turn off the heat at once when spilled grease catches fire. Smother the fire with baking soda, baking powder, or salt. Never throw water on a grease fire.

   j. Use a screwdriver to tighten handles on pans that are loose. Keep handles tightly fastened.

   k. Turn out the burner and open a door or window if a gas flame is accidentally extinguished.

   l. Disconnect the cord and stand a hot iron on end when not in use.

4. For prevention of sewing accidents:

   a. As you sew, hold the fabric with the fingers away from the path of the needle.

   b. Keep the drawers and doors of the sewing machine cabinet closed when in use.

   c. Encourage the use of a pin cushion to hold pins and needles. Discourage putting pins and needles in the mouth or clothing.

   d. Keep sewing tools with the sharp edges or pointed ends in a special container, not in a much-used sewing basket.

LEARNING EXERCISE 9c

SAFETY PRACTICES FOR PREVENTION OF ELECTRICAL ACCIDENTS

5. For prevention of electrical accidents:

   a. Each time you disconnect a cord from an outlet, be careful to pull the insulated plug and not the wire. Coil the cord carefully for storage.

   b. Examine and replace worn electrical cords and plug-ins.

   c. Read the manufacturer's instructions carefully before using any appliance.

   d. Never connect or turn electrical appliances off and on when the hands are wet or when standing on a wet floor.

   e. Do not replace fuses in the fuse box without consulting the custodian or other persons in authority.

   f. Dry thoroughly all small applicances before connecting them into an electrical outlet.

LEARNING EXERCISE 9d

SAFETY PRACTICES FOR PREVENTION OF FOOD SPOILAGE, SPREADING OF DISEASE GERMS, OR FOOD POISONING

6. For prevention of food spoilage, spreading of disease germs, or food poisoning:

   a. Wash hands thoroughly with plenty of soap and water before preparing food.

   b. When ill, do not handle food that other people are to eat.

   c. When coughing, cover the mouth with a handkerchief or a tissue and turn the head away from the table or food. If the hand is used to cover a cough, wash the hands immediately.

   d. Stay at home when suffering from a bad cold or an illness that may be contagious.

   e. Use a clean spoon rather than the one used in stirring, when tasting food that is cooking.

   f. While preparing food, a person's hair should be covered so that loose hair will not be dropped into the food and so that long hair is not dragged over the work surface.

   g. Use plenty of hot water, soap, and friction when washing dishes by hand.

   h. Remove all garbage and trash daily.

   i. Study the labels on various insecticides in order to determine which will be the most effective in getting rid of the type of insect that is bothersome.

   j. Read printed directions on insecticide containers and follow them carefully.

   k. Wash hands thoroughly after using insecticides.

   l. Keep insecticides, lye, fly poison, kerosene, disinfectants and cleaning fluids in a high cupboard with locked doors.

LEARNING EXERCISE 9e

SAFETY PRACTICES FOR PREVENTION OF OTHER HOME ACCIDENTS

7. For prevention of other home accidents:

   a. Equip the bathtub or shower with a rubber mat and grab bar to prevent falls in the tub or shower.

   b. Provide a special dish for the soap in the shower or bathtub.

   c. In the bathroom, install a pull cord that is a nonconductor of electricity on any trip chain that operates an electrical device.

   d. Arrange to have a locked portion of a medicine cabinet which would be out of reach of children.

   e. Mark all poisons in a medicine cabinet with pins or sandpaper.

   f. Alert family members to fire prevention measures, with special adherence to the rule, "No smoking in bed."

   g. Stabilize throw rugs to prevent falls.

   h. Provide and encourage use of toy boxes to prevent falls over toys left on floors and stairways.

   i. Provide adequate lighting for stairs. Paint stairwells with light colors and keep stairs free from litter.

   j. Check fuse boxes to be sure that fuses of proper wattage are being used. Plan for a place to store electrical cords and replace broken plug-ins and frayed cords.

   k. Arrange for safe knife storage in the kitchen and proper receptacles for sharp-edged sewing equipment.

   l. Encourage family members to study and use first aid techniques.

   m. Evaluate human factors in your home such as age, sex, emotional stress, and physical disability which may contribute to home accidents.

LEARNING ACTIVITY 10: SAFETY OF YOUNG CHILDREN

Reference: Curriculum Resource Handbook, pp. 106-110

OBJECTIVE

To point out ways of keeping children safe from accidents

TECHNIQUE

The instructor should point out that one of the greatest dangers faced by a young child is having an accident in or around the home. Some of the most common accidents involve the following household equipment:

- washing machine wringers
- stoves
- pots, pans, and skillets
- incinerators
- glass doors
- electric cords
- heating devices
- power tools

Point out that many home accidents can be prevented. When dealing with a very young child, accidents are prevented by a program of protection. As the child grows and is able to learn right from wrong, gradually the program of accident prevention can depend less on adult protection and more on teaching the youngster to avoid the many hazards around the house. Distribute and discuss Learning Exercise 10.

EVALUATION

The value of this activity can be ascertained by observing the interaction among the students as they discuss the many hazards that they have observed in their own home.

NOTES

LEARNING EXERCISE 10

SAFETY OF YOUNG CHILDREN

As the child matures, he must be given explanations for safety procedures and should be given greater responsibility for his own safety. But while he is young, the adult should keep in mind the items included in the following list of ways of protecting a child by accident prevention:

- Use a sturdy crib.
- Use a firm mattress.
- Do not use a pillow.
- Never use lead-base paints.
- Keep tiny objects out of reach.
- Use a sturdy high chair and other equipment that is well built.
- Use harnesses on equipment such as high chairs and bassinets.
- Keep the child away from the stove.
- Keep dangerous utensils out of reach and in places that the child cannot reach.
- Keep all insecticides out of reach and locked up.
- Keep all medicines locked up.
- Keep all harmful household chemicals out of reach and locked up.
- Make sure windows and screens are secure.
- Watch the child, especially during activities that could be dangerous, such as during baths.
- Install gates at the top and bottom of stairs.
- Keep stairs and floors free of objects that could be tripped over.
- Remember waxed floors can be slippery.
- Stop the child from running with things in his mouth or sharp rigid things in his hands.
- Buy toys that are strong and safe. Make sure the toys do not have any sharp edges.
- Teach him how to use toys safely.

- Buy crayons and paints that are nontoxic.

- Allow the child to play with safe household items such as paper boxes, wooden spoons, wooden spools, and plastic containers. However, never allow the child to play with harmful items such as matches, plastic bags, and glass containers.

- Teach the child the meaning of "don't touch - hot" by letting him feel objects that are warm enough to give him the idea but not hot enough to cause any harm.

- Try to buy everyday clothing that is treated to retard flames, not just treated Halloween costumes.

- Remove food and dishes before using pesticides.

- Survey the home. Look for any dangerous or potentially harmful situation. Generally tables with sharp edges should not be used or at least taken out of high traffic areas. Frayed electric cords are hazards for everyone in the household. Power equipment should be disconnected when not in use. Equipment that is not used often should be locked up.

- The best thing an adult can do is to set a good example himself.

LEARNING ACTIVITY 11: INDUSTRIAL SAFETY

Reference: Curriculum Resource Handbook, pp. 106-110

OBJECTIVE

To develop positive student attitudes concerning safety

TECHNIQUE

Ask for student volunteers to form a committee to call the local telephone company office and make arrangements for a guest speaker or speakers to talk about their company's safety program. The student volunteers should be explicit in requesting the kind of information they would like the guest speakers to cover.

While the students should be encouraged to develop their own questions, a sample of the type of questions they may want to ask follows:

- How many people does the telephone company employ?
- Basically, what is the safety program of the company?
- How much time per week does each employee devote to the safety program?
- How much does this cost the company?
- Why does the company spend this money?
- What attitude does the company take toward accidents and the people involved in them?

The committee should provide the speakers with a copy of the questions so they can then develop comprehensive replies for their classroom talks. The students should also ask that one or two safety films be brought to class so they can be shared with the members. The guest speakers should provide commentary about the films and how they are utilized in the safety program.

Since this presentation may be lengthy, opportunities for questions and answers should be provided at frequent intervals so that the students' interest can be sustained.

The most obvious impression which will come out of this activity is that the Bell Telephone and General Telephone Systems are very safety conscious. Millions of dollars are poured into their safety programs and they are very critical of accidents and the accident-prone individual.

Students will probably want to discuss the company's rationale in these areas. It should become quite apparent to them during the course of this discussion that industry does not take safety lightly. Safety precautions not only protect the individual, but his coworkers and others in society as well. Any individual who fails to be safety conscious has no place on any company's work force.

EVALUATION

Administering the attitude scale that accompanies this unit will measure the amount of attitudinal change that has taken place as a result of this activity and others suggested in the Curriculum Resource Handbook.

Other indications of the success of this section will be reflected in:

- The interest shown in the guest speakers and their films
- The question and answer periods which reflect student concern with the concept of safety

NOTES

LEARNING ACTIVITY 12: HOME COUNTERDOSES

Reference: Curriculum Resource Handbook, pp. 106-110

OBJECTIVE

To make available to the students first aid instructions in case of poison or drug overdose emergencies

TECHNIQUE

Distribute Resource Sheet 12. Tell the students that this sheet should be taken home and taped to the inside of the medicine cabinet or fastened in some other convenient place.

Review the instructions on the resource sheet under the section "Do this first"; stress the importance of following these instructions. Trying to force anything down a person's throat when he is unconscious, or trying to induce vomiting when the patient is having convulsions can result in a blockage of the air passage and asphyxiation.

Point out that once it has been determined what poison or overdose was taken, the person should follow the instructions under "to find the correct counterdose." For example, if the patient drank some rubbing alcohol, the instructions in section #9 should be followed. Notice that to induce vomiting, reference is made to the instructions in section #1.

Point out to the students that one should not induce vomiting in every case of poisoning. For example, if the patient took lye, section #10 of the counterdose specifically instructs the person NOT to induce vomiting. In this case, the lye could do further damage on its way up through the throat area of the patient.

EVALUATION

Pose the following situations and ask the students to provide the necessary information.

1. The first thing to do in the case of poisoning or overdose of drugs is _____.
2. The patient swallowed some rat poison containing strychnine; the counterdose that should be followed is found in section # _____.
3. A child has swallowed some washing soda. Should his treatment include induced vomiting? _____.
4. Sections #14 and #18 have one instruction in common. The instruction is to give the patient _____.
5. The counterdose for chlorine bleach is _____.

RESOURCE SHEET 12

HOME COUNTERDOSES

DO THIS FIRST

- Send for a doctor — immediately.
- Keep the patient warm.
- Determine if patient has taken
  (1) a poison
  (2) an overdose
- While waiting for physician, give appropriate counterdose on page 57.
- Do not force any liquids on the patient if he is unconscious.
- Do not induce vomiting if patient is having convulsions.

TO FIND THE CORRECT COUNTERDOSE

- In one of the lists printed below, find substance causing the trouble.
- Next to that substance is a number. This refers to counterdose bearing the same number on page 57.

KEEP ALL POISONS AND MEDICINES OUT OF REACH OF CHILDREN

POISONS

Acids - 18
Bichloride of Mercury - 6
Camphor - 1
Carbon Monoxide - 16
Chlorine Bleach - 8
Disinfectant
  with chlorine - 8
  with carbolic acid - 12
Food Poisoning - 11
Furniture Polish - 17
Gasoline, Kerosene - 17
Household Ammonia - 10
Insect & Rat Poisons
  with arsenic - 2
  with sodium fluoride - 14
  with phosphorus - 5
  with DDT - 11
  with strychnine - 15
Iodine Tincture - 4
Lye - 10
Mushrooms - 11
Oil of Wintergreen - 9
Pine Oil - 17
Rubbing Alcohol - 9
Turpentine - 17
Washing Soda - 10

OVERDOSES

Alcohol - 9
Aspirin - 9
Barbiturates - 3
Belladonna - 15
Bromides - 11
Codeine - 13
Headache & Cold Compounds - 9
Iron Compounds - 7
Morphine, Opium - 13
Paregoric - 13
"Pep" Medicines - 2
Sleeping Medicines - 3

HOME COUNTERDOSES *(continued)*

1 Induce vomiting with

- Finger in throat, or
- Teaspoonful of mustard in half glass of water, or
- Syrup of ipecac, or
- 3 teaspoons of salt in warm water.

2
- Give glass of milk, or give "universal antidote" (obtain from drug store and keep on hand at home).
- Induce vomiting. (See #1).

3
- Induce vomiting. (See #1)
- Give 2 tablespoons epsom salts in 2 glasses of water.
- Then give large quantities of hot coffee or strong tea (instant or regular).

4
- Give 2 oz. thick starch paste. Mix cornstarch (or flour) with water.
- Then give 2 oz. salt in quart of warm water. Drink until vomit fluid is clear.
- Finally, give glass of milk.

5
- Induce vomiting. (See #1)
- Then give 4 oz. mineral oil. Positively do NOT give vegetable or animal oil.
- 4 oz. hydrogen peroxide.
- 1 tablespoon sodium bicarb in quart of warm water.

6
- Give glass of milk or universal antidote. (See #2)
- Induce vomiting. (See #1)
- 1 oz. of epsom salts in a pint of water.

7
- Induce vomiting. (See #1)
- 2 teaspoons of bicarb in a glass of warm water.
- Give glass of milk.

8
- Give patient one or two glasses of milk.

9
- Give a glass of milk.
- Induce vomiting. (See #1)
- Tablespoon sodium bicarb in quart of warm water.

10
- Give 2 tablespoons vinegar in 2 glasses of water.
- Give white of 2 raw eggs or 2 oz. of olive oil.
- Do NOT induce vomiting!

11
- Induce vomiting. (See #1)
- Give 2 tablespoons epsom salts in 2 glasses of water.

12
- Induce vomiting. (See #1)
- Then give 2 oz. of castor oil.
- Next give glass of milk or whites of 2 raw eggs.

13
- Give glass of milk or universal antidote. (See #2)
- 2 tablespoons epsom salts in 2 glasses of water.
- Keep patient awake.

14
- Give 2 tablespoons of milk of magnesia.
- Give glass of milk.
- Induce vomiting. (See #1)

15
- Give glass of milk or universal antidote. (See #2)
- Induce vomiting. (See #1)
- Give artificial respiration.
- Keep patient quiet.

16
- Carry victim into fresh air.
- Make patient lie down.

17
- Give water or milk.
- Give 2 oz. vegetable oil.
- Do NOT induce vomiting!

18
- Give 1 oz. milk of magnesia in large quantity of water.
- Do NOT induce vomiting!

IN EMERGENCY CALL: