An outgrowth of State-sponsored institutes conducted by Auburn University, Alabama, to produce career education teaching modules for adults, the health module is one of five field-tested curriculum guides adopted from findings of the nationally oriented Adult Performance Level Study conducted at the University of Texas. (Basic to the Texas study was the defining of general areas of need for effective livelihood in American society.) The primary instructional objective of the health module is "to insure good mental and physical health for the individual and the family." A designator coding system identifies performance objectives with a corresponding series of learning tasks or enabling objectives; separate columns list related instructor activity, learner activity, and resources. Basic skill areas emphasized are communication skills, problem solving techniques, and interpersonal relationships. Topic coverage includes: basic medical and physiological terminology; basic health needs and safety measures; available medical and health services; child care practices; preventive care and health maintenance; interaction of self and promotion of effective coping skills; emergency first aid; health and medical insurance; and proper diet and meal planning. (An 18-page bibliography lists additional resources.) (EA)
FOREWORD

Auburn University conducted the first Institute in Alabama devoted
to career education for adults. This Institute was held during the weeks
of August 6 through 17, 1973, and sixty participants from all areas of the
State were involved. It was recognized at the outset that adults are often
confronted with many problems requiring the application of knowledge
and skills for adequate solutions. It was further recognized that basic
educational offerings must be oriented strongly toward helping adult learn-
ers to acquire the needed knowledge and skills for adequacy in problem
solution if such offerings were to be made relevant to needs. For these
reasons, the Institute was designed in keeping with the findings of the
Adult Performance Level Study conducted at the University of Texas, and
the major purpose of the Institute was that of producing teaching approaches
in a modular form utilizing the findings of the study. Thus, the tasks iden-
tified as being important to adults in the Texas study became the basis for
the instructional modules developed by the Institute participants.

The nationally oriented Adult Performance Level Study defined a
general areas of needs for effective livelihood in American society. In the
structure, an instructional goal was stated for each general knowledge
area, a set of performance objectives was stated that would allow for the
attainment of the instructional goal, and each performance objective was
followed by a series of learning tasks (enabling objectives) designed to
help the learner attain the competencies required. Each task was presented
in terms of teacher activities, learner activities, and resources required.
so that an adult education instructor might employ the task modules in the most efficient and meaningful process.

The book was made available to many adult educators throughout the State of Alabama and across the nation. Evaluative and other feedback materials were provided, reciprocally, in order to determine any necessary changes. Therefore, a thorough "field testing" was carried out during the period of September, 1973 through May, 1974 to check out and determine the feasibility and applicability of each major task at the varying adult performance levels.

During the same period, the performance level study conducted by Dr. Norrell Northcutt of Texas and associates revised the original tasks. The final outcome of that study reduced the general knowledge areas to five and revised the performance objectives and tasks accordingly. The information from this facet of the study provided a new impetus for further development of the approach employed in the first book, and as a result, the Adult Education Department of Auburn University received a grant from the Alabama State Department of Education, Adult Basic Education and U.S.O.E. to fund an Institute and follow-up with the purpose being that of a major revision in terms of the newly defined knowledge areas, performance objectives, and tasks and implementation of adult education curriculum based upon the revised modules.

The Summer Institute, made possible by this grant, was held at Auburn University on August 12-16, 1974. The Institute participants, most of whom were experienced in using the modules, were divided into five
groups, with each group being responsible for one of the general knowledge areas defined. The purpose of each group was to revise the book in keeping with the new structure in terms of knowledge areas, performance objectives, and tasks. In many instances, it was possible to place task modules from the earlier publication under the new performance objectives, while in others, the participants had to create new modules as required by the new structure. Additionally, it was decided that five books would be produced, each one representing a specific knowledge area as shown in the diagram below.

**GENERAL KNOWLEDGE AREAS**

<table>
<thead>
<tr>
<th>Occupational Knowledge</th>
<th>Consumer Economics</th>
<th>Health</th>
<th>Community Resources</th>
<th>Government and Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication skills</td>
<td>Problem solving techniques</td>
<td>Interpersonal relationships</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The performance objectives for each knowledge area were adopted from the new data of the Adult Performance Level Study, and the tasks (enabling objectives) were adaptations of the ones produced by the new data. Finally, it should be noted that some tasks were considered to be above that which would be acceptable to some adult groups; therefore,
such tasks were included as a separate section entitled "Advanced Tasks" so that instructors might choose from them if appropriate for particular groups.
EVALUATION OF ADULT PERFORMANCE LEVEL MODULES

(By Participants in the 1974 Adult Basic Education Institute, Auburn University)

Instructor __________

NAME: ____________________ POSITION: Supervisor __________

Other __________

TASK PREFIX LETTERS & NUMBERS: (Example: OK-25) ___________

Number of learners in each level: Level 1 ________

Level 2 ________

GED ________

Amount of Instruction time for this module ________

BASIS FOR MODULE SELECTION

(Why did you select this module for use in an Adult Education class?)

INSTRUCTIONS: Show the method(s) which were used in the selection of this module by checking only one blank under each of the following items.

(1) Instructor's perception of the need for the selected module.

High ________

Low ________

None ________

(2) Supervisor's influence in selecting this module.

High ________

Low ________

None ________

(3) Learner's perception of need for the selected module as expressed through individual means. (Ex.: through the use of tests, conversation, observation, case-study, etc.)

High ________

Low ________

None ________
(4) Perception of learner's needs as expressed through group activities. (Ex.: discussion, role playing, observation, case-study, etc.):

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Low</th>
<th>None</th>
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</thead>
</table>

(5) Availability and accessibility of resources (includes resource persons, books, pamphlets, visual aids, materials for constructing instructor-made resources, etc.):

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<tr>
<th></th>
<th>High</th>
<th>Low</th>
<th>None</th>
</tr>
</thead>
</table>

(6) Critical Incident - To what extent did your learners experience a sudden and important real-life need?

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Low</th>
<th>None</th>
</tr>
</thead>
</table>

Estimation of the module as a learning experience

Please give your opinion of the efficiency of the modules as a learning experience by checking one blank under each of the following items.

(1) Learner's interest and accomplishments.

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<thead>
<tr>
<th></th>
<th>High</th>
<th>Low</th>
<th>None</th>
</tr>
</thead>
</table>

(2) Effectiveness of instructor activities.

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Low</th>
<th>None</th>
</tr>
</thead>
</table>

(3) Effectiveness of learner activities.

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Low</th>
<th>None</th>
</tr>
</thead>
</table>
(4) Effectiveness of resources.

High
Low
None

Suggestions for improvement of the module:
Adult Career Education

HEALTH
MODULE

Based on the APL Study

AUBURN UNIVERSITY
Vocational and Adult Education

Cover Designs:
Learning Resources Center
School of Education
Auburn University
HEALTH

INSTRUCTIONAL GOAL: To insure good mental and physical health for the individual and the family.

DESIGNATOR SYSTEM: Those performance objectives related directly to health are designated H and followed by a number. The tasks (enabling objectives) follow the performance objectives with the letter "T" used as the Task designator, then followed by the number for that specific objective. Thus, the designator code H-1, T-1 means Health Objective One, Task One.

CONTENTS:

1. Health performance objective and tasks.
2. Suggested advanced tasks for certain performance objectives.
3. Bibliography of suggested resources not contained in the Resources sections of the task modules.
HEALTH

H Objective 1. To know basic medical and physiological terminology for accurate reporting of symptoms and to follow a doctor's directions in applying treatments, taking medicine, etc.

TASKS:

T-1. To associate correct words with pictures of the human body and of various objects related to health maintenance (thermometer, eye dropper, skull and crossbones on poison labels, etc.).

T-2. To be able to report occurrences and symptoms to a pretended doctor.

T-3. To be able to follow directions given by doctor.

T-4. Using words learned in H-1, T-1 to write a personal medical history.

T-5. To develop a medical vocabulary for the expression of feelings of aches, pains, fever, nausea and so forth.

T-6. To be able to read labels on medicines and follow directions given.

H Objective 2. To understand man's need and use of proper clothing and shelter.

TASKS:

T-1. To read available literature on improving, in terms of protection, one's clothing and shelter (weather stripping, etc.).

H Objective 3. To understand how basic safety measures can prevent some accidents, illness and injury and to recognize environmental hazards, especially as such hazards related to home and occupational safety.

TASKS:

T-1. To list various home safety measures (rub mats, night lights, care with electrical appliances and fuses, sturdy stepladders, etc.).
T-2. To list safety precautions needed during severe weather conditions (electrical storms, ice, tornadoes, etc.).

T-3. To explain the importance of cleanliness (as a general concept and specifically in relation to aspects such as food preparation, child care, care of wounds, etc.).

T-4. To list some of the fire hazards in the home and car and to explain how best to prevent or deal with them.

T-5. To list what to keep in medicine shelf and in first aid kit.

T-6. To discuss hazards to children and effective preventive measures.

T-7. To list hazards encountered on way to and from work, shopping, etc., and ways of avoiding accidents.

Objective 4. To know medical and health services available in the community.

TASKS:

T-1. To write lists of medical and health services with phone numbers, addresses and services available.

T-2. To read literature from various kinds of health agencies in the community (e.g., birth control clinics, V. D. prevention and treatment centers, drug and alcohol abuse clinics, etc.).

T-3. To identify commonly used words and signs with pictures or diagrams that describe various areas of health: drugs, alcohol, and tobacco.

T-4. Using a city map, to mark locations of hospitals, medical clinics, nursing homes, drug and alcohol abuse clinics, birth control organizations and other medical and health organizations in the community.

T-5. To read literature on, discuss and list features to look for in a nursing home.

T-6. Given medical or health emergencies (drowning, poisoning, stomachache) and/or natural disasters (tornado, etc.), to locate the proper person, authority or service for contact.
Objectives:

5. To understand general child-rearing practices and procedures for guarding the safety of a child and to apply proper action in accordance with need and resources.

Tasks:

T-1. To list safety precautions for a child for various kinds of situations including toys, transportation, immunization, storage of dangerous drugs and cleaners, etc.

T-2. To list the physical needs (clothes, food, immunizations) of a growing child.

T-3. To construct a list showing ages at which basic immunizations should occur.

T-4. To locate various child care organizations in a community.

T-5. To list circumstances in which a doctor should be consulted.

T-6. When applicable, to understand proper prenatal care (diet, care in taking drugs, regular medical checks, etc.) and infant care.

Objective 6. To understand what contributes to good mental and physical health and to apply this understanding toward preventive care and health maintenance.

Tasks:

T-1. To list general good and bad habits of health maintenance.

T-2. To read available and applicable literature on physical and mental health maintenance.

T-3. To prepare a list of physical and health attributes which the individual would like to find in others.

T-4. To recognize various abnormal behaviors, and to determine possible courses of action in regard to persons having such abnormal behavior.

Objective 7. To understand the interaction of self with small groups (family, work, club, class) and to use this understanding to promote effective coping skills.
TASKS:

T-1. To read available and applicable literature for the development of effective coping skills and attitudes. To discuss and demonstrate effective behavior and attitudes for coping with given problems or situations (personal and work related).

T-2. To list general adjectives which a learner thinks best describes his attitude toward people in general and his perception of self.

T-3. To understand nature of groups commonly encountered and to describe one's interest in such a group.

H Objective 8. To be able to apply first aid in emergencies and to inform proper authorities of sudden illnesses, various accidents or natural disasters.

TASKS:

T-1. Using the Red Cross representative to demonstrate and discuss first aid.

T-2. To read a thermometer.

T-3. Using a list of various kinds of accidents or emergencies to check those which should be reported and to write the names of persons or agencies to which the report should be made.

H Objective 9. To plan for health or medical insurance and to be aware of available financial assistance for medical or health problems.

TASKS:

T-1. Using available hospitalization policies, to understand words relating to various coverages, diseases, treatments, etc., and expenses involved, calculate costs and fees.

T-2. To locate places in the community that provide assistance, including state and federal Medicaid and Medicare programs.

H Objective 10. To understand what constitutes a proper diet and to plan meals according to individual needs and resources.
TASKS:

T-1. Associate commonly used words and signs with pictures and diagrams that describe various areas of health, nutrition, food preparation and measurement.

T-2. Using available literature and resources, to list nutritional requirements.

T-3. To understand methods of food preparation and food preservation.

T-4. Using several recipes from cookbooks, to calculate amounts of ingredients required for numbers of servings varying from those indicated.

T-5. To contact Land Grant College Home Economics Extension Department to arrange for an agent to come into the home to offer health and nutrition planning suggestions based on personal needs and resources.

T-6. To mark the number of calories (using available charts) of foods commonly eaten at home.

T-7. To calculate the number of calories consumed in a recent meal.

T-8. Given a list of food in each basic food group, to rank them in terms of cost.

T-9. To prepare a list of foods which are commonly eaten in the individual's home and using that list to prepare a balanced menu.

T-10. Using index of cookbook to find recipes for foods given by the instructor.

T-11. Use dictionaries to write definitions of unknown words encountered in recipes.

T-12. Using unfamiliar recipe to read and verbally explain the procedure to the instructor and to test it in the home.

T-13. From a group of sample meal plans prepared by the instructor, select the one which is most balanced.
DESIGNATOR: H-1, T-1

AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-1: To know basic medical and physiological terminology for accurate reporting of symptoms and to follow a doctor’s directions in applying treatments, taking medicine, etc.

ENABLING OBJECTIVE T-1: To associate correct words with pictures of the human body and of various objects related to health maintenance (thermometer, eye dropper, skull and crossbones or poison labels, etc.).

INSTRUCTOR ACTIVITY

1. Collect pictures or diagrams related to health care and maintenance, such as thermometer, skull and crossbones, skull, heart, ribs, eye, lungs.

LEARNER ACTIVITY

1. Assist in collecting pictures and diagrams related to health care such as specified by instructor.

RESOURCES

1-1 Pamphlets from Health agencies, Community Action Agency.

2-1 Lead class discussion on collected pictures and diagrams.
2-2 Use flash cards and games such as bingo to help learners correctly identify health words with pictures or diagrams.

2-1 Participate in class discussion associating the written words with pictures and diagrams. Copy list of words.
2-2 Identify health words as related to pictures and diagrams.

2. Instructor-made flash cards or bingo game.
3. Explore possibilities for field trips to health facilities.

4. Lead discussion of observations from field trip.

5. Obtain filmstrip and transparencies relevant to health care and maintenance.

3-1 Decide as a group which health facilities to visit.

3-2 During field trip, list terms previously discussed in class.

4. Discuss learning experiences gained from field trip (orally or written).

5. Identify terms, pictures and/or diagrams related to health care and maintenance.

3. Local health facilities - hospitals, clinics, nursing homes.

4. Refer to all resources previously made available.

DESIGNATOR: H-1, T-2

AREA OF KNOWLEDGE --- HEALTH

PERFORMANCE OBJECTIVE H-1: To know basic medical and physiological terminology for accurate reporting of symptoms and to follow a doctor's directions in applying treatments, taking medicines, etc.

ENABLING OBJECTIVE T-2: To be able to report occurrences and symptoms to a pretend doctor.

INSTRUCTOR ACTIVITY

1. Obtain literature describing various diseases and their symptoms.

2. Obtain filmstrips concerning diseases and their symptoms.

3. Divide learners into small groups for purpose of role-play activities.

LEARNER ACTIVITY

1. Read literature on diseases and their symptoms and discuss with class members.

2. View films on diseases and discuss symptoms with class member. Relate personal experiences and symptoms of which people need to be aware.

3. In small groups, role play situations of reporting symptoms of illness to a doctor.

RESOURCES

1-1 Pamphlets from local Health Department or from individual agencies such as American Cancer Association.
2-1 Creative Visuals, Gamco Industries, Incorporated, Box 1911, Big Springs, Texas.
2-2 Cathedral Films, QED Productions, Burbank, California 91505.
DESIGNATOR: H-1, T-3

AREA OF KNOWLEDGE --- HEALTH

PERFORMANCE OBJECTIVE H-1: To know basic medical and physiological terminology for accurate reporting of symptoms and to follow a doctor's directions in applying treatments, taking medicine, etc.

ENABLING OBJECTIVE T-3: To be able to follow directions given by a doctor.

INSTRUCTOR ACTIVITY

1. Lead discussion of importance of following any directions exactly. Stress importance of listening carefully to directions and asking questions if directions are not understood.

2. Ask learners to list considerations in taking any medicine. Example: amount of dosage, time period between doses, medication prescribed for you - not for someone else.

3. Invite local doctor to discuss importance of following directions.

LEARNER ACTIVITY

1. Participate in discussion of importance of following directions exactly.

2. List things to consider when taking medicine.

3. Participate in discussion with doctor the special importance of following a doctor's directions.

RESOURCES

1. Instructor-made list on prescribed medical directions.

2. Learner-made list.

3. Local doctor.
DESIGNATOR: H-1, T-4

AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-1: To know basic medical and physiological terminology for accurate reporting of symptoms and to follow a doctor's directions in applying treatments, taking medicine, etc.

ENABLING OBJECTIVE T-4: Using words learned in H-1, T-1 to write a personal medical history.

INSTRUCTOR ACTIVITY

1. Explain parts of the body and how they work in conjunction to other parts.
2. Formulate groups of sentences describing the function of the human body and leave out main words learned from H-1, T-1.
3. Prepare a health checklist and explain to learners how to use the checklist to know about their health.
4. Alert learners to the existence of various health agencies. Emphasize the need for everyone's interest and help for insuring better health for all.

LEARNER ACTIVITY

1. Think about the location and movements of each part of the body.
2. Study words one needs to know about bodily functions and fill in words to complete instructor-made sentences.
3. Fill out checklists and seek answers as to the best ways to care for their health.
4. Determine the types of health programs available and the types of medical tests performed by the various agencies.

RESOURCES

H-1, T-4 continued.

5. Procure copies of health record forms; prepare transparency of a form and discuss with learners the importance and accessibility of personal health records.

6. Assist learners in filling out individual health records.

5. Recognize and participate in discussing the importance of keeping up-to-date health records.

6. Each learner must undertake filling out a health record as best one can and/or know where such a record is being maintained.

5-1 See H-1, T-4, #1.
5-2 Health records for local clinics and instructor-made transparency.

6. Refer to all resources listed for H-1, T-4.
DESIGNATOR: H-T-5

AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-1: To know basic medical and physiological terminology for accurate reporting of symptoms and to follow a doctor's directions in applying treatments, taking medicine, etc.

ENABLING OBJECTIVE T-5: To develop a medical vocabulary for the expression of feelings of aches, pains, fever, nausea and so forth.

INSTRUCTOR ACTIVITY

1. Explain the need for learners to respect modes of behavior that do not conform to their own.

2. Explain emotional maladjustments and how emotional problems can cause physical illness.

3. Form learners into small groups and have them discuss their feelings and various aspects of human personality.

LEARNER ACTIVITY

1. Recognize acceptable ways to adjust to one's abilities and limitations and how a healthy personality develops throughout life.

2. Learners become aware and alert to the fact that the body reacts physically to mental tensions, frustrations, and everyday pressures.

3. Learners to participate in group discussions and describe their experiences and how they feel about their health in relation to others.

RESOURCES


3. See Unit Three of the above titled resource; pp. 192-229.
PERFORMANCE OBJECTIVE H-1: To know basic medical and physiological terminology for accurate reporting of symptoms and to follow a doctor's directions in applying treatments, taking medicine, etc.

ENABLING OBJECTIVE T-6: To be able to read labels on medicine and follow directions given.

<table>
<thead>
<tr>
<th>INSTRUCTOR ACTIVITY</th>
<th>LEARNER ACTIVITY</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collect labels from medicine bottles to use in class.</td>
<td>1-1 Assist in the collection of relevant material and then discuss these labels paying special attention to amount of dosage, time between dosages and the recommended amount of medicine to take before consulting physician.</td>
<td>1. Medicine bottles, Special Action Office For Drug Abuse Prevention, Washington, D.C. 20506.</td>
</tr>
<tr>
<td>2. Contact local physicians, nurses, and pharmacists to use as resource persons.</td>
<td>1-2 Pay attention to instructions given on labels with respect to the antidotes printed on labels.</td>
<td>2. Physicians, nurses, and/or pharmacists.</td>
</tr>
<tr>
<td>3. Write Special Action Office For Drug Abuse Prevention to obtain useful material.</td>
<td>2. Ask resource persons relevant questions as to what effects can be incurred by the misuse of medicines.</td>
<td>3-1 Transparencies, filmstrips and slide projectors, Cathedral Films, % QED Productions, Burbank, California 91505.</td>
</tr>
<tr>
<td></td>
<td>3. Read literature on prevention of drug abuse and discuss some of the problems arising from the drug habit.</td>
<td>3-2 Ealing Film Loops, % CCM, 1945 Hoover Court, Birmingham, Alabama 35226.</td>
</tr>
</tbody>
</table>
DESIGNATOR: H-2, T-3

AREA OF KNOWLEDGE—HEALTH

PERFORMANCE OBJECTIVE H-2: To understand man's need and use of proper clothing and shelter.

ENABLING OBJECTIVE T-3: To read available literature on improving, in terms of protection, one's clothing and shelter (weather stripping, etc.).

INSTRUCTOR ACTIVITY

1. Collect clothing catalogs from companies in order to make best selection of clothing.

2. Invite resource persons from Public Housing Board in order to inform the students of their services concerning various types of homes available for rent and for purchase.

3. Collect material from Building and Construction Companies on weather stripping.

LEARNER ACTIVITY

1. Discuss clothing in various catalogs in order to be able to select the best types available for seasonal usages.

2. Participate in discussion relative to public housing.

3. Read and discuss pamphlets on weather stripping and insulation for homes.

RESOURCES

1. Sears Catalog, Speigel Catalog, etc.

2. Pamphlet from Public Housing Boards.

3. Pamphlets from local building and construction companies.
PERFORMANCE OBJECTIVE H-3: To understand how basic safety measures can prevent some accidents, illness and injury and to recognize environmental hazards, especially as such hazards related to home and occupational safety.

ENABLING OBJECTIVE T-1: To list various home safety measures (tub mats, night lights, care with electrical appliances and fuses, sturdy step-ladder, etc.)

INSTRUCTOR ACTIVITY

1. Collect pamphlet, pictures, and magazine on home safety.
2. Have learners to make lists of home safety measures for presentation in class.
3. Prepare for discussion on accident prevention and how safety is everyone's responsibility.

LEARNER ACTIVITY

1. Discuss material on home safety such as tub mats, night lights, care with electrical appliances, doormats, sturdy ladders.
2. Present list in class for discussion on home safety.
3. Learners to discuss how to follow safety rules to correct safety hazards and to be aware of what should be done in an emergency.

RESOURCES

1. Media Center (Local School Board)
2. Learner-made lists.
**DESIGNATOR:** H-3, T-2  

**AREA OF KNOWLEDGE:** HEALTH

**PERFORMANCE OBJECTIVE H-3:** To understand how basic safety measures can prevent some accidents, illness and injury and to recognize environment hazards, especially as such hazards relate to home and occupational safety.

**ENABLING OBJECTIVE T-2:** To list safety precautions needed during severe weather conditions (electrical storms, ice, tornadoes, etc.).

<table>
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<tr>
<th>INSTRUCTOR ACTIVITY</th>
<th>LEARNER ACTIVITY</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collect material on local weather conditions for immediate area concerning extreme weather conditions.</td>
<td>1. Discuss extreme weather conditions in local area which would include safety precautions that should be taken during watches for these weather conditions.</td>
<td>1. Information from local weather station, local radio station, Red Cross, Civil Defense, news media.</td>
</tr>
<tr>
<td>2. Invite local weather reporters, Red Cross representatives, to give lecture and demonstrations on safety precautions that should be taken during these extreme weather conditions.</td>
<td>2. Participate in demonstrations relative to safety precautions that should be taken during extreme weather conditions.</td>
<td>2. Resource person from weather bureau or Red Cross.</td>
</tr>
<tr>
<td>3. Have students to list fallout shelters and their locations for extreme weather conditions in local community and surrounding areas.</td>
<td>3. List fallout shelter locations in the community and surrounding communities and the approximate time one should move to these fallout shelters.</td>
<td>3. Learner-made list.</td>
</tr>
</tbody>
</table>
DESIGNATOR: H-3, T-3  

AREA OF KNOWLEDGE: HEALTH

PERFORMANCE OBJECTIVE H-3: To understand how basic safety measures can prevent some accidents, illness and injury and to recognize environmental hazards, especially as such hazards relate to home and occupational safety.

ENABLING OBJECTIVE T-3: To explain the importance of cleanliness (as a general concept and specifically in relation to aspects such as food preparation, child care, care of wounds, etc.).

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<tr>
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<th>LEARNER ACTIVITY</th>
<th>RESOURCES</th>
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<tbody>
<tr>
<td>2. Obtain pamphlets related to cleanliness, especially dealing with food preparation, child care, and care of wounds.</td>
<td>2. In small groups read and discuss pamphlets.</td>
<td>2. Pamphlets: Local health agencies, County Extension Office, Red Cross.</td>
</tr>
<tr>
<td>3. Ask learners to relate their personal views on importance of cleanliness. Be sure that idea of preventing spread of contagious disease is mentioned.</td>
<td>3. Relate personal views on importance of cleanliness.</td>
<td>3. Refer to individual personal choice of references.</td>
</tr>
</tbody>
</table>
DESIGNATOR: H-3, T-4

AREA OF KNOWLEDGE—HEALTH

PERFORMANCE OBJECTIVE H-3: To understand how basic safety measures can prevent some accidents, illness and injury and to recognize environmental hazards, especially as such hazards relate to home and occupational safety.

ENABLING OBJECTIVE T-4: To list some of the fire hazards in the home and car and to explain how best to prevent or deal with them.

INSTRUCTOR ACTIVITY

1. List things that keep a fire burning.

2. Collect pamphlets on safety measures that should be observed in the home and in automobiles to best prevent or deal with fire hazards. If possible, invite resource person from fire department to discuss the facts.

LEARNER ACTIVITY

1. Discuss the three major things that keep a fire burning which are fuel, air and heat.

2. Discuss fire hazards in the home and in automobiles. The discussion will include the following:
   a. wooden matches around small children.
   b. careless use of matches and cigarettes in the home and in automobiles.
   c. teach family members the danger of being careless with fire.
   d. clean up cluttered area.
   e. remove all rubbish and trash from storage area.

3. Aid learners in listing fire hazards which have been discussed in class.

4. List fire hazards already discussed in class.

RESOURCES


2. Chamber of Commerce, local fire department. Resource person from fire department.

3. Learner-made lists.
**DESIGNATOR: H-3, T-5**

**AREA OF KNOWLEDGE:---HEALTH**

**PERFORMANCE OBJECTIVE H-3:** To understand how basic safety measures can prevent some accidents, illness and injury and to recognize environmental hazards, especially as such hazards relate to home and occupational safety.

**ENABLING OBJECTIVE T-5:** To list what to keep in medicine shelf and in first aid kit.

<table>
<thead>
<tr>
<th>Instructor Activity</th>
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<tbody>
<tr>
<td>1. List on the board types of medicine that may be kept on the shelf and in first aid kit.</td>
<td>1. Discuss types of medicines that should be kept on the shelf and in first aid kit. They would include some of the following:</td>
<td>1-1 <em>HEALTH, SAFETY, AND SANITATION.</em> Steck-Vaughn Company, Austin, Texas. 1-2 <em>PROTECTION OUR HEALTH.</em> T. J. Newson, The Economy C. Education Publishing, 1965.</td>
</tr>
<tr>
<td>a. Aspirin</td>
<td>a. Aspirin</td>
<td></td>
</tr>
<tr>
<td>b. Band aids</td>
<td>b. Band aids</td>
<td></td>
</tr>
<tr>
<td>c. Gauze</td>
<td>c. Gauze</td>
<td></td>
</tr>
<tr>
<td>d. Mild soap</td>
<td>d. Mild soap</td>
<td></td>
</tr>
<tr>
<td>e. Small scissors</td>
<td>e. Small scissors</td>
<td></td>
</tr>
<tr>
<td>f. Table salt and baking soda</td>
<td>f. Table salt and baking soda</td>
<td></td>
</tr>
<tr>
<td>g. Flash light</td>
<td>g. Flash light</td>
<td></td>
</tr>
<tr>
<td>h. Book of matches</td>
<td>h. Book of matches</td>
<td></td>
</tr>
<tr>
<td>i. Thermometer</td>
<td>i. Thermometer</td>
<td></td>
</tr>
<tr>
<td>j. Safety pins</td>
<td>j. Safety pins</td>
<td></td>
</tr>
</tbody>
</table>

2. Add to list as learners make suggestions. 2. Add to list made by instructor and copy final list for personal usage. 2. Instructor/learner-made list.
DESIGNATOR: H-3, T-6

AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-3: To understand how basic safety measures can prevent some accidents, illness and injury and to recognize environmental hazards, especially as such hazards relate to home and occupational safety.

ENABLING OBJECTIVE T-6: To discuss hazards to children and effective preventive measures:

<table>
<thead>
<tr>
<th>INSTRUCTOR ACTIVITY</th>
<th>LEARNER ACTIVITY</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Form list of hazards to children and preventive measures with help from class.</td>
<td>2. Suggest hazards to children (ex, crossing streets, riding bicycles, taking medicines, poisons in the home) and preventive measures as instructor writes these on the board; then, copy the list for personal references.</td>
<td>2. Instructor/learner list.</td>
</tr>
</tbody>
</table>
DESIGNATOR: H-3, T-8

AREA OF KNOWLEDGE—HEALTH

PERFORMANCE OBJECTIVE H-3: To understand how basic safety measures can prevent some accidents, illness and injury and to recognize environmental hazards, especially as such hazards relate to home and occupational safety.

ENABLING OBJECTIVE T-7: To list hazards encountered on way to and from work, shopping, etc. and ways of avoiding accidents.

INSTRUCTOF

ACTIVITY

1. Define term "hazard" and guide discussion.

2. Supply blank sheets of paper with words, "Community Hazards," at the top.

3. Invite a city official to talk with learners about local hazards; what precautions can be taken in each area.

4. Instruct learners to list community hazards and precautions.

LEARNER ACTIVITY

1. Listen to explanation of "hazard" and discuss the term.

2. Working in small groups list all known potential community hazards (blind corners, open pools, open junk yards, condemned houses, etc.).

3. Listen to and question local official.

4. In group discussion list community hazards and precautions to be taken in each area.

RESOURCES

1. Dictionary.

2. Knowledge of learners gained from observing community conditions, from personal experiences, from reading news articles about local conditions.

3-1 Mayor or other official.

3-2 City Council or Road Commissioner.

4-1 "Your Community Could Have a Disaster," American Red Cross, Washington, D.C.

4-2 Resource persons in 3-1 and 3-2.

4-3 Ideas secured in group discussion from other learners.
**DESIGNATOR:** H-4, T-1  

**AREA OF KNOWLEDGE---HEALTH**

**PERFORMANCE OBJECTIVE H-4:** To know medical and health services available in the community.

**ENABLING OBJECTIVE T-1:** To write lists of medical and health services with phone numbers, addresses and services available.

### INSTRUCTOR ACTIVITY

1. Contact health department, Rehabilitation Center, and local doctor to ask for information regarding medical and health services available. Obtain pamphlets, if possible.

2. Lead discussion of sources of medical and health services available.

3. Ask learners to bring telephone directories to class. Aid learners in locating names, addresses, and phone numbers of sources of medical and health services.

4. Aid learners in writing lists of medical and health services with phone numbers and addresses (as listed in telephone directory) and services available (as learned through class discussion).

### LEARNER ACTIVITY

1. Read pamphlets and prepare to participate in class discussion.

2. Participate in discussion with instructor concerning sources of medical and health services.

3. Locate in telephone directory names, addresses, and phone numbers of sources of medical and health services.

4. Write lists of medical and health services, including telephone numbers, addresses and services available.

### RESOURCES

1. Pamphlets from health department and Rehabilitation Center.

2. Pamphlets from Health Department and Rehabilitation Center.

3. Local telephone directories.

4. Telephone directory. Pamphlets from Health Department, Rehabilitation and doctors, etc.
DESIGNATOR: H-4, T-2  

AREA OF KNOWLEDGE—HEALTH

PERFORMANCE OBJECTIVE H-4: To know medical and health services available in the community.

ENABLING OBJECTIVE T-2: To read literature from various kinds of health agencies in the community (e.g., birth control clinics, V. D. prevention and treatment centers, drug and alcohol abuse clinics, etc.).

<table>
<thead>
<tr>
<th>INSTRUCTOR ACTIVITY</th>
<th>LEARNER ACTIVITY</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| 1. Obtain pamphlets, posters, booklets from health agencies. | 1. Bring to class pamphlets related to drugs, V. D., alcohol, birth control. | 1-1 Pamphlets, booklets and posters from Health Department, Alcoholics Anonymous, etc.  
1-2 "Be Informed" Series on drugs and family planning. New Readers Press, Box 131, Syracuse, New York 13210.  
1-3 Pamphlets from Special Action Office for Drug Abuse Prevention, P. O. Box 1100, Washington, D. C. 20008.  
1-4 Williams, Elizabeth, VENERAL DISEASE, Pendulum Press, 1969, New Haven, Conn.  
2. Divide learners into small groups and ask them to read and discuss information gathered on particular subject.

3. Ask one person from each group to volunteer to report to class on their subject.

2. In small groups, read and discuss literature on particular subject such as drugs.

3. One learner from each group volunteers to report to class on each specific subject.

2. Same resources as on previous page.

3. Same resources as on previous page.
DESIGNATOR: H-4, T-3

AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-4: To know medical and health services available in the community.

ENABLING OBJECTIVE T-3: Identify commonly used words and signs with pictures or diagrams that describe various areas of health: drugs, alcohol and tobacco.

INSTRUCTOR ACTIVITY

1. Obtain for each learner booklet on drugs from Health Department, Insurance Companies, Extension Service.

2. Make a chart on common drugs. Example: Duplicate blank charts for learners.

<table>
<thead>
<tr>
<th>Name</th>
<th>Slang</th>
<th>Class</th>
<th>Use</th>
<th>How to Take</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marijuana</td>
<td>Mood Elevator</td>
<td>None in USA</td>
<td>Smoked</td>
<td></td>
</tr>
</tbody>
</table>
3. Make a chart on word meanings. Example: hallucination, stimulant, etc.

4-1 Obtain pamphlets on alcohol.
4-2 Distribute and discuss with students.

5. Make a chart of words and definitions of alcohol, beverages, alcoholics anonymous, etc.

6-1 Provide a chart of different uses of tobacco.
6-2 Discuss various uses of tobacco listed on chart.

7. Obtain film on drugs, tobacco or alcohol.

3. Discuss from definition chart all word meanings.

4. Study pamphlets on alcohol so as to be better able to take part in discussion of alcohol.

5. Study chart and discuss words and definitions related to alcohol.

6-1 Make individual charts on uses of tobacco.
6-2 Participate in discussion and make a list of words related to tobacco usage.

6-2 Chart of uses of tobacco.

7. View film and discuss relevant factors.

7. Film from School Material Center, Red Cross, Life Insurance Company, State Health Department or State Cancer Association.
DESIGNATOR: H-4, T-4

AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-4: To know medical and health services available in the community.

ENABLING OBJECTIVE T-4: Using a city map, to mark locations of hospitals, medical clinics, nursing homes, drug and alcohol abuse clinics, birth control organizations and other medical and health organizations in the community.

INSTRUCTOR ACTIVITY

1. Obtain city maps from Chamber of Commerce and discuss techniques of map reading.
2. Help learners to locate names and addresses of local hospitals, clinics, nursing homes, drug and alcohol abuse clinics, birth control organizations in yellow pages of telephone directory.
3. Help learners to locate street names as found in telephone directory on maps.
4. Help learners mark approximate locations of hospitals, clinics, etc. on map after locating street names.

LEARNER ACTIVITY

1. Review maps and study method for reading maps.
2. Locate names and addresses of local hospitals, clinics, nursing homes, drug and alcohol abuse clinics; birth control organizations in yellow pages of telephone directory.
3. Locate street names in addresses as found in telephone directory on maps.
4. Mark approximate locations of hospitals, clinics, etc. on map after locating street names.

RESOURCES

1. City maps available free from Chamber of Commerce and county agencies (ex. TARCOC).
2. Local telephone directories.
3. Same resources listed for #1 and 2.
4. Same resources listed for #1 and 2.
**PERFORMANCE OBJECTIVE H-4:** To know medical and health services available in the community.

**ENABLING OBJECTIVE T-5:** To read literature on, discuss and list features to look for in a nursing home.

<table>
<thead>
<tr>
<th>INSTRUCTOR ACTIVITY</th>
<th>LEARNER ACTIVITY</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Obtain pamphlets from private and state supported nursing homes in local area.</td>
<td>1. Read pamphlets and discuss with the group the good and bad features of each facility. Compare the state-operated homes with the privately operated nursing homes.</td>
<td>1. Pamphlets from nursing homes.</td>
</tr>
<tr>
<td>2. Form list on board of features to look for in choosing a nursing home as learners discuss them.</td>
<td>2. Form list of features to look for in choosing a nursing home such as cost, background (length of time in operation), qualifications of administrators and staff, physical appearance of facility, size of rooms, location of nursing home, etc.</td>
<td>2. Learner-made list.</td>
</tr>
</tbody>
</table>
DESIGNATOR: H-4, T-6  

AREA OF KNOWLEDGE—HEALTH

PERFORMANCE OBJECTIVE H-4: To know medical and health services in the community.

ENABLING OBJECTIVE T-6: Given medical or health emergencies (drowning, poisoning, stomachache) and/or natural disasters (tornado, etc.) to locate the proper person, authority or service for contact.

INSTRUCTOR ACTIVITY

1. Obtain pamphlets from emergency help agencies in area.
2. Invite resource person from local ambulance service and Red Cross to discuss services of each and procedure to follow in requesting aid.
3. If resource person is not available, lead learners in discussion. Point out negative effects of abusing emergency service by making unnecessary calls. Discuss information to have ready to give when calling for assistance.

LEARNER ACTIVITY

1. Read pamphlets and discuss in small groups.
2. Ask pertinent questions of resource persons and take notes for later reference.
3-1. Add to discussion of emergency services by relating personal experiences in contacting agency for help in health or medical emergency.
3-2. List kinds of information which should be given when asking for aid during an emergency.

RESOURCES

1. Pamphlets from local ambulance service and Red Cross.
2. Resource person from local ambulance service and Red Cross.
3. Instructor-made list of kinds of information which should be available to ambulance service or Red Cross during an emergency.
DESIGNATOR: H-5, T-1

AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-5: To understand general child rearing practices and procedures for guarding the safety of a child and to apply proper action in accordance with need and resources.

ENABLING OBJECTIVE T-1: To list safety precautions for a child for various kinds of situations including toys, transportation, immunization, storage of dangerous drugs and cleaners, etc.

INSTRUCTOR ACTIVITY

1. Begin discussion of need for safety precautions for children.

2. List on board areas of special precautions for safety of children such as toys, transportation, storage of dangerous drugs and cleaners, etc. Write precautions to be taken in each area; have class discuss these needs.

LEARNER ACTIVITY

1. Participate in discussion of need for safety precautions for children.

2. Discuss precautions to be taken in areas listed by the instructor.

RESOURCES

1-1 Obtain pamphlets related to child safety to be used for reference.

PERFORMANCE OBJECTIVE H-5: To understand general child rearing practices and procedures for guarding the safety of a child and to apply proper action in accordance with need and resources.

ENABLING OBJECTIVE T-2: To list the physical needs (clothing, food, immunization) of a growing child.

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>1. Discuss the importance of proper clothing for different seasons of the year.</td>
<td>1. Collect different fabric samples of fabric and identify the seasons in which the fabric is worn.</td>
<td>1. Fashions furnished for children supplied by local stores and modeled by children of the learners.</td>
</tr>
<tr>
<td>2-1 Discuss the importance of a balanced diet.</td>
<td>2-1 Keep a list of everything you eat.</td>
<td>2-1 PROTECTING OUR HEALTH. Atlanta: The Economy Company, 1965.</td>
</tr>
<tr>
<td>2-2 Stress the importance of the major food groups. (Proteins, carbohydrates, vitamins, and minerals.)</td>
<td>2-2 Plan a menu with a balanced diet for every day of the week. (Breakfast, lunch, dinner.)</td>
<td>2-2 TAKING CARE OF OURSELVES. Chicago: Follett Publishing Company, 1968.</td>
</tr>
<tr>
<td>2-3 Discuss what causes deficiency diseases.</td>
<td>2-3 List some deficiency diseases. (Scurvy - night blindness - etc.)</td>
<td>2-3 County-Home Demonstration Agent.</td>
</tr>
<tr>
<td>3-1 Discuss the types of immunizations and innoculations that are given to prevent certain illnesses.</td>
<td>3-1 Make a list of illnesses that can be prevented by innoculations.</td>
<td>3-1 Pamphlets from local health department.</td>
</tr>
<tr>
<td>3-2 Diagram and discuss an immunization time table for children from infancy through early teens.</td>
<td>3-2 List diseases that children of the learners have had, their ages at that time and the type of immunizations they have had.</td>
<td>3-2 HEALTH, SAFETY, AND SANITATION, Family Development Series. Austin, Texas: Steck-Vaughn Company, 1973.</td>
</tr>
</tbody>
</table>
**DESIGNATOR:** H-5, T-3  

**AREA OF KNOWLEDGE---HEALTH**

**PERFORMANCE OBJECTIVE** H-5: To understand general child caring practice and procedures for guarding safety of a child and apply proper action in accordance with need and resources.

**ENABLING OBJECTIVE** T-3: To construct a list showing ages at which basic immunizations should occur.

<table>
<thead>
<tr>
<th>INSTRUCTOR ACTIVITY</th>
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<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Arrange for Public Health Nurse or Doctor to speak to class about immunizations and ages when they are given.</td>
<td>1. Take notes of information presented by resource person and ask pertinent questions.</td>
<td>1. Public Health Nurse or Doctor.</td>
</tr>
<tr>
<td>2-1 Secure and distribute to class pamphlets and health books concerning immunization, boosters, where to go for immunizations.</td>
<td>2. Participate in discussion of resource materials on immunization (books, pamphlets, films and filmstrips).</td>
<td>2-1 Byrd, O. E. TODAY'S HEALTH AND PHYSICAL FITNESS. Laidlaw Brothers, 1963.</td>
</tr>
<tr>
<td>2-2 Obtain and show films and filmstrips pertaining to immunizations.</td>
<td></td>
<td>2-2 &quot;Diptheria.&quot; Montgomery, Alabama: Alabama State Board of Health.</td>
</tr>
<tr>
<td>2-3 Discuss pamphlets, books and visual materials in order for learners to receive necessary information.</td>
<td></td>
<td>2-3 &quot;Memo to Parents about Immunization&quot; Metropolitan Life Insurance Company.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2-5 &quot;Health Department Services for You.&quot; Alabama Department of Public Health.</td>
</tr>
</tbody>
</table>
3. Instruct learners to write in chart form, the ages suggested for immunization, where to go for immunization, and the frequency of booster shots. Give assistance where needed.

4. Prepare matching list of immunizations and location of centers where immunizations are available.

3. Using list of diseases from H-5, T-2 learner activity 3-2, write, in chart form, the disease, persons, ages suggested for their immunization, and frequency of booster.

4. Match immunizations to location of centers where given.

2-7 Filmstrips from County Health Department and local County Extension Agents.
2-8 Check with local life insurance agents for available films and information.
3. List of diseases from H-5, T-2 learner activity 3-2 and above resources.
4. Instructor-made matching list.
DESIGNATOR: H-5, T-4

AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-5: To understand general child rearing practices and procedures for guarding the safety of a child and to apply proper action in accordance with need and resources.

ENABLING OBJECTIVE T-4: To locate various child care organizations in a community.

INSTRUCTOR ACTIVITY

1. Use telephone directory to locate child care agencies in your community.
2. Invite representative from child care agencies to discuss their programs (especially agencies with which learners are unfamiliar).

LEARNER ACTIVITY

1. List child care agencies you are familiar with and the ones your children attend and their locations.
2. Discuss with resource person locations of child care agencies with which you are unfamiliar.

RESOURCES

1. Telephone directory.
2. Resource person from local child care agencies.
DESIGNATOR: H-5, T-5

AREA OF KNOWLEDGE—HEALTH

PERFORMANCE OBJECTIVE H-5: To understand general child rearing practices and procedures for guarding the safety of a child and to apply proper action in accordance with need and resources.

ENABLING OBJECTIVE T-5: To list circumstances when a doctor should be consulted.

INSTRUCTOR ACTIVITY

1. As learners give reasons for consulting the doctor, write them on chalk board or transparency.
2. Secure and distribute pamphlets to learner.
3. Secure doctor or representative from the Health Department to conduct an informal session on above topics.

LEARNER ACTIVITY

1. Learners give reasons for which they consult a doctor. Relate personal experiences.
2. Read and underline important facts in pamphlets.
3. Participate in activity with consultant. Ask questions and take notes.

RESOURCES

1. Learner's personal experience and knowledge.
2-2 FIRST AID GUIDE. Reader's Digest, 1966.
2-4 "When to See or Call Your Physician," American Medical Association.
3. Resource person, either local doctor or representative from Health Department.
H-5, T-5 continued.

4. Ask learners to list circumstances under which a doctor should be consulted.

4. Using knowledge gained from resources, list circumstances under which a doctor should be consulted.
DESIGNATOR: H-5, T-6
AREA OF KNOWLEDGE—HEALTH

PERFORMANCE OBJECTIVE H-5: To understand general child rearing practices and procedures for guarding the safety of a child and to apply proper action in accordance with need and resources.

ENABLED OBJECTIVE T-6: When applicable, to understand proper prenatal care (diet, care in taking drugs, regular medical checks, etc.) and infant care.

INSTRUCTOR ACTIVITY
1. Obtain information relating to prenatal and infant care.
2. Lead discussion of importance of balanced diet, care in taking drugs and regular medical checks as part of proper prenatal care.
3. Invite local doctor and/or person from Health Department to discuss prenatal care and infant care.

LEARNER ACTIVITY
1. Read and discuss information on prenatal and infant care.
2. Discuss diet, care in taking drugs and regular medical checks as part of proper prenatal care.
3. Ask questions of resource person.

RESOURCES
1. Pamphlets from doctors' offices and Health Department.
3. Resource person from Health Department and/or local doctor.
DESIGNATOR: H-6, T-1

AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-6: To understand what contributes to good mental and physical health and to apply this understanding toward preventive care and health maintenance.

ENABLING OBJECTIVE T-1: To list general good and bad habits of health maintenance.

INSTRUCTOR ACTIVITY

1. Make list of good health habits and distribute to participants such as having periodic check-ups, importance of balanced diet, good dental habits, rest, exercises, etc.

2. Discuss importance and benefits of good health habits. Allow for question and answer period.

3. Prepare and distribute list of bad health habits, such as trying to care yourself with home remedies, becoming overtired, failing to have periodic check-ups, etc.

LEARNER ACTIVITY

1. Become familiar with list. Add to list if necessary.

2. Participate in discussion. Ask questions if necessary.

3. Participate in discussion and ask questions.

RESOURCES

1. Instructor-made list.


3. Instructor-made list.
PERFORMANCE OBJECTIVE H-6: To understand what contributes to good mental and physical health and to apply this understanding toward preventive care and health maintenance.

ENABLING OBJECTIVE T-2: To read available and applicable literature on mental health maintenance.

INSTRUCTOR ACTIVITY

1. Obtain for learners, pamphlets, and booklets on mental health.
2. Explain and discuss terms that may be unfamiliar to learners, that will be found in the literature they are to read.
3. Allow for question and answer period.

LEARNER ACTIVITY

1. Select and examine and read booklets and pamphlets.
2. Make a list of unfamiliar terms.
3. Participate in question and answer session if there are questions concerning literature on mental health maintenance.

RESOURCES

1-1 Pamphlets and booklets from local Mental Health Clinics.
1-2 EPILEPSY: RECOGNITION, CAUSE, DIAGNOSIS, TREATMENTS, Washington, D.C. Epilepsy Foundation of America.
2. Learner-prepared lists.
3. List of questions formulated by learners.
DESIGNATOR:  H-6, T-3

AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-6: To understand what contributes to good mental and physical health and to apply this understanding toward preventive care and health maintenance.

ENABLING OBJECTIVE T-3: To prepare a list of physical and health attributes which the individual would like to find in others.

INSTRUCTOR ACTIVITY

1. Instructor displays posters which depict individuals with good physical attributes and discuss with class.
2-1 Secure filmstrip, "Health and Cleanliness" and show to class.
2-2 Following filmstrip, discuss desirable attributes observed from film.
3. Give learner work sheet listing good physical attributes. Ask learners to rank them according to most desirable by placing (1) in front of most desirables, etc.

LEARNER ACTIVITY

1. Examine display and participate in discussion. List physical and health attributes observed from posters.
2. After viewing filmstrip, learners participate in discussion and list their own definitions of desirable physical attributes.
3-1 Learners use work sheet to rank good physical attributes in order of importance perceived by learners themselves.
3-2 Compare results of sheets; learners give reasons for answers. Answers will vary due to individual differences.

RESOURCES

3. Instructor-made listing of physical attributes.
PERFORMANCE OBJECTIVE H-6: To understand what contributes to good mental and physical health and to apply this understanding toward preventive care and health maintenance.

ENABLING OBJECTIVE T-4: To recognize various abnormal behaviors, and to determine possible courses of action in regard to persons having such abnormal behavior.

INSTRUCTOR ACTIVITY

1. Discuss and explain what may be considered abnormal behavior.

LEARNER ACTIVITY

1. Participate in discussion.

2. Prepare list of "Abnormal signs of Illness."

3. Prepare list indicating what steps to take when abnormal behavior occurs.


2. Become familiar with list.

3. Study list and learn the steps to take when abnormal behavior occurs.

2. Instructor-made lists.

3. Instructor-made lists.
**DESIGNATOR:** H-7, T-1  
**AREA OF KNOWLEDGE---HEALTH**

**PERFORMANCE OBJECTIVE** H-7: To understand the interaction of self with small groups (family, work, club, class) and to use this understanding to promote effective coping skills.

**ENABLING OBJECTIVE** T-1: To read available and applicable literature for the development of effective coping skills and attitudes and to discuss and demonstrate effective behavior and attitudes for coping with given problems or situations (personal and work related).

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<thead>
<tr>
<th>INSTRUCTOR ACTIVITY</th>
<th>LEARNER ACTIVITY</th>
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<tbody>
<tr>
<td>2. Help learners to read and discuss information obtained.</td>
<td>2. Read pamphlets and discuss concepts of health and specific ways to become good group participants.</td>
<td>1-2 <em>HOW SHALL WE LIVE,</em> Jim Handy, Filmstrips, Records, Manuals.</td>
</tr>
<tr>
<td>3. List on board problem situations as related by learners.</td>
<td>3. Suggest problem situations to be listed on board.</td>
<td>2-1 <em>HOW ADULTS CAN LEARN MORE FASTER,</em> The National Association for Public School Adult Education, 1966.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2-2 <em>LIVING RIGHT AT OUR WORK,</em> Jim Handy. Filmstrips, Records, Manuals.</td>
</tr>
</tbody>
</table>
4. Help learners in role-playing activity to demonstrate ways to cope with or solve the problem as listed on board.

4. Role-play ways to cope with or solve problems as listed on board.


4-3 Other pamphlets obtained from Mental Health Center.
DESIGNATOR: H-7, T-2

AREA OF KNOWLEDGE—HEALTH

PERFORMANCE OBJECTIVE H-7: To understand the interaction of self with small groups (family, work, club, class) and to use this understanding to promote effective coping skills.

ENABLING OBJECTIVE T-2: To list general adjectives which a learner thinks best describes his attitude toward people in general and his perception of self.

INSTRUCTOR ACTIVITY

1. Begin discussion of basic nature of man—good or bad.

2. Ask learners to list descriptive words concerning their attitudes toward people.

3. Lead discussion of any of these lists that learners wish to share.

4. Ask learners to list adjectives describing themselves. Not to be read in class.

LEARNER ACTIVITY

1. Participate in group discussion of basic nature of man—good or bad.

2. List descriptive words concerning your attitudes toward people.

3. Share list of adjectives with class as desired.

4. List adjectives describing oneself. This does not have to be shared with class, unless you wish to do so.

RESOURCES


2. Learner-made lists.

3. See 1PM chart, index to resource #1.

4. Learner-made lists.
DESIGNATOR: H-7, T-3

AREA OF KNOWLEDGE --- HEALTH

PERFORMANCE OBJECTIVE H-7: To understand the interaction of self with small groups (family, work, club, class) and to use this understanding to promote effective coping skills.

ENABLING OBJECTIVE T-3: To understand nature of groups commonly encountered and to describe one's interest in such a group.

INSTRUCTOR ACTIVITY

1. Begin discussion of groups with advantages of group work over individual work. (Can accomplish more, diversity of opinion is good, etc.)

2. Begin discussion of different roles of an individual depending on nature of group.

3. Lead entire group in affective learning experience. Examples:
   a. Relaxation exercises such as deep breathing, etc.

LEARNER ACTIVITY

1. Work in small groups to discuss advantages of group work.

2. Work in small groups to discuss different roles of an individual depending on the nature of group. Give personal examples, such as, leader in family and follower at work.

3. Participate in affective learning experiences as directed by instructor.

RESOURCES

H-7, T-3 continued.

b. ask each member of group to introduce himself and tell about himself and his interests.

c. Ask for response to questions such as "What person in history do you admire most?" "Who in your life has been an inspiration?"
### DESIGNATOR: H-8, T-1

**AREA OF KNOWLEDGE---HEALTH**

**PERFORMANCE OBJECTIVE II-8:** To be able to apply first aid in emergencies and to inform proper authorities of sudden illnesses, various accidents or natural disasters.

**ENABLING OBJECTIVE T-1:** Using a Red Cross representative to demonstrate and discuss first aid.

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<th>INSTRUCTOR ACTIVITY</th>
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<tbody>
<tr>
<td>1. Make a list of terms and meanings applicable to first aid and emergencies on work sheets, chalk board or transparency.</td>
<td>1. Check for terms on first aid and emergencies.</td>
<td>1. FIRST AID HANDBOOK: Red Cross, Local unit of Red Cross.</td>
</tr>
<tr>
<td>2. Make and distribute to class small word cards which contain the following vocabulary: fracture, concussion, bleeding, etc.</td>
<td>2-1 Learner writes his concepts of the meaning of the word. 2-2 Each learner shows his word to group and reads or explains meaning. 2-3 Learner uses vocabulary to compare meaning and present correct definition.</td>
<td>2-1 Vocabulary list made by instructor from Red Cross handbook. 2-2 Small word cards made by instructor.</td>
</tr>
<tr>
<td>3. Secure and show filmstrip relating to first aid.</td>
<td>3-1 As learner views filmstrip be aware of terms studied previously from instructor-made vocabulary. 3-2 Discuss and explain terms appearing in filmstrip which were listed in instructor-made vocabulary.</td>
<td>3-1 Media center, library, local Red Cross. 3-2 Filmstrip &quot;First Aid for Bone, Muscle, and Joint Injuries,&quot; New York: McGraw-Hill Book Company.</td>
</tr>
<tr>
<td>4. Invite as guest speaker a representative from local Red Cross Center to demonstrate and discuss how to administer first aid.</td>
<td>4. Listen to speaker and ask questions.</td>
<td>4. Resource person from Red Cross.</td>
</tr>
</tbody>
</table>
**DESIGNATOR:** H-8, T-2  
**AREA OF KNOWLEDGE:** HEALTH

**PERFORMANCE OBJECTIVE H-8:** To be able to apply first aid in emergencies and to inform proper authorities of sudden illnesses, various accidents or natural disasters.

**ENABLING OBJECTIVE T-2:** To read a thermometer.

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<tbody>
<tr>
<td>1. Make or obtain poster showing a thermometer, special emphasis on scale.</td>
<td>1. Practice reading thermometer using poster.</td>
<td>1. Poster obtained from health agency or instructor-made poster.</td>
</tr>
</tbody>
</table>
2-2 Thermometers. |
DESIGNATOR: H-8, T-3

AREA OF KNOWLEDGE—HEALTH

PERFORMANCE OBJECTIVE H-8: To be able to apply first aid in emergencies and to inform proper authorities of sudden illness, virulent accidents or natural disasters.

ENABLING OBJECTIVE T-3: Using a list of various kinds of accidents or emergencies, to check those which should be reported and to write the names of persons or agencies to which the report should be made.

INSTRUCTOR ACTIVITY

1. Secure and distribute list of various kinds of accidents or emergencies such as drowning, fire, and burns, poisoning, convulsions, or excessive bleeding.

2-1 Discuss accidents and emergencies that should be reported and the person or agency they need to contact such as fire department, hospital emergency room, ambulance service, doctor’s office.

2-2 Stress the importance of writing down names of persons, agencies and their telephone numbers.

LEARNER ACTIVITY

1. With aid of instructor check those accidents and emergencies that should be reported.

2. Participate in discussion, write and keep near telephone or in wallet, the names and telephone numbers of persons or agencies to contact in case of emergencies.

RESOURCES

1-1 Nicoll, James, YOUR HEALTH TODAY AND TOMORROW: Atlanta, Georgia: Laidlaw Brothers, Inc.

1-2 Thackston, John A. PROTECTING OUR HEALTH: Atlanta, Georgia: The Economy Company.

2. Local telephone book.
DESIGNATOR. H-9, T-1

AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-9. To plan for health or medical insurance and to be aware of available financial assistance for medical or health problems.

ENABLING OBJECTIVE T-1: Using available hospital policies, to understand words relating to various coverages, diseases, treatments, etc. and expenses involved, calculate costs and fees.

INSTRUCTOR ACTIVITY

1. Invite insurance agent to explain various types of insurance policies.

2. Obtain insurance policies to bring to class. Ask learners to bring their policies, if possible; discuss various policies and how they work.

3. Bring in insurance representatives to discuss the advantages and disadvantages of the various types of hospital insurance policies.

LEARNER ACTIVITY

1. Listen carefully and ask relevant questions about the various terms coverages and treatments used in insurance policies.

2. Bring insurance policies to class.

3. Participate in discussion by asking questions concerning different hospital plans that insured persons need to be aware of such as first day coverage, cost of various medical treatments, hospital rates, etc.

RESOURCES

1. Blue Cross Blue Shield, Life of Georgia, Cotton States, etc.


3. Insurance representatives.
DESIGNATOR. H-9, T-2

AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-9: To plan for health or medical insurance and to be aware of available financial assistance for medical or health problems.

ENABLING OBJECTIVE T-2: To locate places in the community that provide assistance, including state and federal Medicaid and Medicare programs.

INSTRUCTOR ACTIVITY

1. Obtain local telephone directories from phone company.


3. Point out difference between Medicaid and Medicare (Medicaid for Welfare recipients, and Medicare for senior citizens).

4. Obtain pamphlets on Medicaid and Medicare.

LEARNER ACTIVITY

1. Bring telephone directory to class if available.

2. Locate name and address of Pensions and Security office in telephone directory.

3. Participate in discussion of differences between Medicaid and Medicare.

4. Read and discuss pamphlets on Medicaid and Medicare.

RESOURCES

1. Telephone directories.

2. Local office of Pensions and Security administration.


4. Pamphlets on Medicaid and Medicare obtained from:
   - Pensions and Security
   - Local doctor
   - Hospitals or clinics
   - Health department
5. Invite resource person from Pensions and Security to discuss Medicaid and Medicare.

5. Ask questions of interest of resource person.

**DESIGNATOR:** H-10, T-1

**AREA OF KNOWLEDGE——HEALTH**

**PERFORMANCE OBJECTIVE H-10:** To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

**ENABLING OBJECTIVE T-1:** To associate commonly used words and signs with pictures and diagrams that describe various areas of health, nutrition, food preparation and measurement.

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<tr>
<td>1. Secure free nutrition pamphlets from the local health departments and distribute to learners.</td>
<td>1. Participate in discussion on pamphlets.</td>
<td>1. Pamphlets — Local Health Department.</td>
</tr>
<tr>
<td>3. Obtain film or film strip on nutrition from school materials centers, insurance company electric or gas companies, cooperative extension service.</td>
<td>3-1 View film and discuss. 3-2 After viewing film, make a list of words associated with nutrition, food preparation, measurement.</td>
<td>3. &quot;Nutritional Needs of Our Bodies.&quot; Coronet Films, Chicago, Illinois.</td>
</tr>
<tr>
<td>4-1 Make a chart of words and abbreviations as cup=c, pound=lb., teaspoon=tsp., etc. 4-2 Make a chart on measurements, ex.: 2 cups = 1 pt., 2 pt. = 1 qt.</td>
<td>4-1 Learn abbreviations of measurement words from chart. 4-2 Study chart of measurements. Apply to a recipe.</td>
<td>4. Instructor-made chart.</td>
</tr>
</tbody>
</table>
H-10, T-1 continued.

5. Secure calories table for learners.

5. Examine calorie counter. Talk about different foods and number of calories.

## DESIGNATOR: H-10, T-2
### AREA OF KNOWLEDGE—HEALTH

**PERFORMANCE OBJECTIVE H-10:** To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

**ENABLING OBJECTIVE T-2:** Using available literature and resources, to list nutritional requirements.

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<tr>
<td>2. Discuss food needs of infants using milk as a baby's first food. Include bottle vs. breast-feeding, vitamin and mineral supplements introducing solid foods to infants, weaning the baby.</td>
<td>2. Prepare several foods suitable for feeding infants at different stages and growth: (a) diluted orange juice, (b) pureed vegetables, (c) strained meat, (d) egg yolk and (e) mashed potatoes.</td>
<td>2. FEEDING YOUR BABY AND CHILD, Spock and Lawenburg.</td>
</tr>
<tr>
<td>3. List on board the foods and amounts included in a school breakfast or school lunch.</td>
<td>3. Plan meals for the remainder of the day to meet the recommendations in the Daily Food Guide for a school age child.</td>
<td>3. SOURCE BOOK ON FOOD PRACTICES WITH EMPHASIS ON CHILDREN AND ADOLESCENTS, National Dairy Council.</td>
</tr>
<tr>
<td>4. Divide the learner into groups. Give each a copy of A GIRL AND HER FIGURE and A BOY AND HIS PHYSIQUE.</td>
<td>4. Talk over what they would emphasize to interest teenagers in wise eating practices. Report to total group</td>
<td>4. &quot;Improving teenage Nutrition&quot; Slide set, USDA.</td>
</tr>
</tbody>
</table>
5. Discuss factors which influence food habits of the elderly. List on the board as they are brought out in the discussion.

5. Role-play a visit to the home of an elderly man who lives alone, whose income is limited and who walks with crutches. Help him plan food for a day.

5-1 FOOD GUIDE FOR OLDER FOLKS, G 17, USDA.
5-2 LOWER COST MEALS THAT PLEASE, National Dairy Council.
DESIGNATOR: H-10, T-3

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

ENABLING OBJECTIVE T-3: To understand methods of food preparation and food preservation.

INSTRUCTOR ACTIVITY

1. Discuss the principles of milk cookery.

2. Discuss the principles of vegetable cookery—by demonstrating the three basic methods: boiling, baking, and frying.

3. Discuss basic meat cooking methods: roasting, broiling, pan broiling, pan frying, braising, and cooking in oil.

4. Explain basic principles of bread and cereal cookery. Demonstrate ways to prepare and serve bread and cereals.

LEARNER ACTIVITY

1-1 Demonstrate the two ways dry milk can be used.

1-2 List ways milk and milk products can be used for soup, main dishes, desserts, beverages, and snacks.

2. List as many ways as possible to prepare low-cost vegetables such as potatoes, leafy greens, and corn.

3. Demonstrate several methods of cookery using low-cost cuts of meat or identify shown meat cuts and suggest ways of cooking.

4. Demonstrate how you would use this information to teach a friend.

RESOURCES

1. Milk in Family Meals, G-127, USDA.

2-1 Vegetables in Family Meals, G-105, USDA.

2-2 Fruits in Family Meals, G-125, USDA.

2-3 "Vegetable Treasures" Filmstrip, Green Giant Company.

3-1 Lessons on Meat, National Livestock and Meat Board.

3-2 Money Saving Main Dishes, G-43, USDA.

4-1 Enriched cornmeal, FNS-33.

4-2 Enriched corn grits, FNS-32.

4-3 Enriched rice, FNS-35.
H-10, T-3 continued.

4-4 Whole grain or enriched breads and cereal, FNS-36.
4-5 Budget Saving Recipes, Quaker Oats.
**DESIGNATOR:** H-10, T-4  
**AREA OF KNOWLEDGE:** HEALTH

**PERFORMANCE OBJECTIVE H-10:** To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

**PERFORMANCE OBJECTIVE T-4:** Using several recipes from cookbooks, to calculate amounts of ingredients required for numbers of servings varying from those indicated.

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<tbody>
<tr>
<td>1. Secure recipes from cookbooks and distribute to learners.</td>
<td>1. Examine and select various recipes to use in calculating varying amounts of ingredients.</td>
<td>1. Cookbooks and recipes.</td>
</tr>
<tr>
<td>2. Discuss with the learners the importance of being accurate in measuring.</td>
<td>2. Participate in discussion - draw on your own experiences, reasons for measuring accurately.</td>
<td>2. Notes, cookbooks and recipes.</td>
</tr>
</tbody>
</table>
| 3. Plan and teach a section of work on fractions. | 3. Using selected recipes, double the yield; calculate for a party of five. Ex: Frosty-dipped bananas 8 ounces mild chocolate 1½ cups chopped peanuts 4 bananas, halved crosswise *Yields 8 servings. Calculate the above in class for the numbers of persons present. | 3-1 McDermott, Trelling, Nicholas. FOOD FOR MODERN LIVING. Peoria, Illinois: Charles A. Bennett, Inc., 1964.  
**PERFORMANCE OBJECTIVE H-10:** To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

**ENABLING OBJECTIVE T-5:** To contact a Land Grant College Home Economics Extension Department to arrange for an agent to come into the home to offer health and nutrition planning suggestions based on personal needs and resources.

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<tr>
<td>1. Invite an Extension Nutrition Specialist to talk to the learners about personal food needs and nutrition planning.</td>
<td>1. Participate in a question and answer session pertaining to the speaker's suggestions on personal needs and nutrition planning.</td>
<td>1. Nutrition Specialist from local Extension Service.</td>
</tr>
<tr>
<td>2-1 Use food models and &quot;A Guide to Good Eating&quot; pamphlet to explain the Four Basic Food Groups.</td>
<td>2. Learners will list various foods that they use in planning a weekly menu. Check by the basic 4 to see if they have a balanced diet.</td>
<td>2-1 Food Models, National Dairy Council.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2-4 NUTRITION ALERT, Home Economics Consumer Service, 1133 20th St., N. W., Washington, D. C.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2-5 NUTRITION: WHY IS IT IMPORTANT? Campbell Soup Company, Camden, New Jersey 08101.</td>
</tr>
</tbody>
</table>
3. Illustrate by examples or using charts how learners good health can depend upon the proper diet.

3-1 Make a list of various meat substitutes, such as: dried beans and peas, cheese, and peanut butter.

3-2 List some of the diseases prevented by a proper diet.

3-1 "How Food Affects You," Slide Show USDA. Food and Nutrition
3-2 Superintendent of Documents.
NUTRITION. Food at Work For You - G 81, USDA, Washington, D. C.
3-3 N. C. State Board of Health, Film Library, Raleigh, N. C. "Nutritional Needs of our Bodies."
**AREA OF KNOWLEDGE---HEALTH**

**PERFORMANCE OBJECTIVE H-10:** To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

**ENABLING OBJECTIVE T-6:** To mark the number of calories (using available charts) of foods commonly eaten at home.

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<tr>
<td>1-1 Secure calorie counting charts; distribute to learners and explain how to use chart.</td>
<td>1. Study the calorie chart.</td>
<td>1-1 Calorie chart.</td>
</tr>
<tr>
<td>1-2 Display menus prepared previously by learners (use food models when possible).</td>
<td>2. Using a sample menu with the aid of a calorie counter, illustrate to the learners how to calculate calories in a menu.</td>
<td>1-2 &quot;Choose Your Calories by the Company They Keep.&quot; Dairy Council of Greater Birmingham, Birmingham, Alabama.</td>
</tr>
<tr>
<td>2. Using a sample menu with the aid of a calorie counter, illustrate to the learners how to calculate calories in a menu.</td>
<td>Ex.: 1 cup tomato juice</td>
<td>2-1 &quot;Eat - Reduce, Count Calories,&quot; Cooperative Extension Service, Auburn University, Auburn, Alabama.</td>
</tr>
<tr>
<td>Ex.: Bacon Sandwich 215</td>
<td>2 strips bacon</td>
<td>2-2 Eppright and Patterson, TEACHING NUTRITION, University Press, Iowa State, Iowa, 1957.</td>
</tr>
<tr>
<td>Milk 170</td>
<td>1 piece toast</td>
<td>2-4 PROPER FOOD HEALTH SERIES. &quot;You and Your Food,&quot; Walt Disney.</td>
</tr>
<tr>
<td>Canned peaches 100</td>
<td>1 glass milk</td>
<td></td>
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</tbody>
</table>
DESIGNATOR: H-10, T-7

AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

ENABLING OBJECTIVE T-7: To calculate the number of calories consumed in a recent meal.

INSTRUCTOR ACTIVITY

1. Discuss and define the reason why a 24-hour dietary recall is needed.

2. Explain basic steps required to get a 24-hour dietary recall.

3. Demonstrate and practice 24-hour recall interviews.

4. Explain calculation procedures.

LEARNER ACTIVITY

1. Participate in discussion.

2. Tell and list what foods eaten during the last 24-hours, starting with the meal before the interview.

3. Practice dietary recall interview with other learners.

4. Calculate your personal food intake for 24-hour period.

RESOURCES

1-1 Training Home Economics Program Assistants to work with low-income Families, PA-601, USDA.


2. Learners within the class.

3-1 COMPOSITION OF FOODS, Handbook No. 8, USDA.

3-2 Church, Charles F. and Helen Nichols. FOOD VALUES OF PORTIONS COMMONLY USED. J. B. Lippincott Company, 1970.

4. ---------
DESIGNATOR: H-10, T-8

AREA OF KNOWLEDGE—HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

ENABLING OBJECTIVE T-8: Given a list of foods in each basic food group, to rank them in terms of cost.

INSTRUCTOR ACTIVITY

1. Instructor distributes a list of foods from each food group to the learners.

2. Discuss the value of wise buying when shopping for food.

3. Display charts showing prices of foods from all Four Food Groups.

LEARNER ACTIVITY

1. Look over prepared food lists and add other foods if desired.

2. Take part in discussion—share with the members of the class your method of buying foods.

3. Check the grocery stores and make a list of foods and their prices. Prices that are not on the display charts can be added from your list.

RESOURCES


1-2 List of foods in each basic four food group.


3-1 Grocery Store and/or Food Markets.

3-2 CONSUMERS ALL, Yearbook of Agriculture, 1965, pp. 416-423, USDA.

3-3 Family Fare, G-1, USDA.

3-4 Your Money's Worth in Foods, G-183-USDA.

H-10, T-8 continued.

4. Give prepared lists of foods to learners; ask the learners to arrange foods into the correct food groups. Also, ask learners to rank foods in each group in terms of cost.

4. From the prepared lists of foods given, arrange into correct food groups and rank each food in each group according to price.

4-1 List of foods and their respective prices.
4-2 A Guide to Good Eating - USDA, Washington, D. C.
DESIGNATOR: H-10, T-9

AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

ENABLING OBJECTIVE T-9: To prepare a list of foods, which are commonly eaten in the individual's home and using that list to prepare a balanced menu.

INSTRUCTOR ACTIVITY

1. Pass out questionnaire to the learners to obtain lists of foods eaten by them.
2. Assist learners in planning a simple balanced menu.
3. Display balanced menus using foods that are commonly eaten.

LEARNER ACTIVITY

1. Fill out questionnaires, listing different foods commonly eaten in the learner's home.
2. Using prepared list of foods in #1, prepare a balanced menu remembering nutrition information learned in H-10 and H-11.
3. In the form below write menus for the three meals for one day. (Include adequate amounts of each of the four basic food groups.)

Breakfast Lunch Supper

RESOURCES

1. Instructor-made questionnaire and lists of foods commonly eaten in learner's homes.
2-1 John A. Thackston, PROTECTING OUR HEALTH. Atlanta, Georgia: Economy Company, 1965.
2-2 Refer to #1 above.
2-3 Resources in H-10, T-5 and H-10, T-8.
3-1 Basic Four Food Charts.
3-2 Resources in H-10, T-5 and H-10, T-8.
PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

ENABLING OBJECTIVE T-10: Using the index of a cookbook to find recipes for foods given by the instructor.

INSTRUCTOR ACTIVITY

1. Secure cookbooks from various resources. 1. Bring cookbooks or secure them from

2. Discuss with the learner the importance of the index and how to use it.

3. Give practice exercise in using the index to find recipes for foods.

4. Distribute prepared copies to learners and let them fill in the blanks with page numbers where the required recipes are found.

LEARNER ACTIVITY

2. Take part in the discussion on the use of a cookbook index.

3. Practice finding recipes for the following: (use index) barbeque chicken, gingerbread, coffee cake, fish croquettes.

4. Fill in the prepared copies.

RESOURCES

1. Cookbook.

2. Cookbook.

3. Cookbook.

4-1 Dorothy Callahan and Alma Payne. USING AMERICA'S COOKBOOK. New York: Charles Scribner's Sons, 1958.

4-2 Prepared lists of recipes given by the instructor.

Barbeque chicken
Coffee cake

* Pages will vary.
**DESIGNATOR: H-10, T-11**  
**AREA OF KNOWLEDGE: HEALTH**

**PERFORMANCE OBJECTIVE H-10:** To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

**ENABLING OBJECTIVE T-11:** Use dictionaries to write definitions of unknown words encountered in recipes.

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<tr>
<td>2. Discuss the proper way to use the dictionary.</td>
<td>2. Participate in discussion and demonstrations on proper ways to use the dictionary.</td>
<td>2. Dictionaries.</td>
</tr>
</tbody>
</table>
| 3. Pass out to the learners recipes prepared by learners, instructor, or from magazine. | 3-1 Using recipes, list words which are unfamiliar to learner.  
3-2 Using dictionary, write definitions of unfamiliar words listed from recipes. | 3-1 Recipes.  
3-2 List of unfamiliar words.  
3-3 Dictionaries. |
DESIGNATOR: H-10, T-12

AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

ENABLING OBJECTIVE T-12: Using an unfamiliar recipe to read and verbally explain the procedure to the instructor and to test it in the home.

INSTRUCTOR ACTIVITY

1. Bring enough recipes to class for each learner to have one. Ask learners to bring recipes and exchange with each other.

2. Select a recipe, read in class; discuss terms not commonly used in everyday conversation.

3. Discuss with the learners the importance of knowing all ingredients, terms and procedures used in the recipe.

LEARNER ACTIVITY

1. Look over recipes brought in by instructor and other numbers of the class.

2. Select recipes that are unfamiliar. Read the recipes carefully. Definitions of unfamiliar words and terms should be found in dictionary, cookbook or from instructor.

3. Determine as much as possible the ingredients used and the procedures for preparing the recipe.

RESOURCES

1. Cookbooks, magazines and newspapers.

2-1 Dictionaries and cookbooks.


3-2 THE AUBURN COOKBOOK. Auburn, Alabama: Auburn University, Cooperative Extension Service.
H-10, T-12 continued.

4. Assign one unfamiliar recipe to each learner. Have them read and verbally explain the procedure. Tell the learner to test the recipe at home and report on the result of the product - whether or not it was a success, how it tested, whether or not it was simple to prepare, how family liked it, etc.

4. Read assigned recipe to instructor. Explain verbally the procedures for using the recipes. When possible test the recipe at home and report on the result of the product - whether or not it was a success, how it tested, whether or not it was simple to prepare, how family liked it, etc.

4. Cookbooks, magazines, newspapers.
DESIGNATOR: H-10, T-13

AREA OF KNOWLEDGE—HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

ENABLING OBJECTIVE T-13: From a group of sample meal plans prepared by the instructor, select the one which is most balanced.

INSTRUCTOR ACTIVITY

1. Prepare and mimeograph balanced and non-balanced menus and distribute to learners.

2-1 Explain to the learner the meaning of balanced meals and why it is important to use the Basic Four Food groups.


3. Pass out several menus and ask the learners to tell which ones are balanced and which ones are not balanced. Give reasons for answers given.

LEARNER ACTIVITY

1. Classify foods in the menus into the Basic Four Food Group.

2. Take part in the discussion of balancing meals. Use the Basic Four chart and food models in balancing meals.

3. Select from the menus passed out the ones that are balanced and give reasons—base decisions on learnings from H-10.

RESOURCES

1. Instructor-made menus developed from using resource materials in H-10.


H-10, T-13 continued.

Ex.: Draw a circle around the meal that is balanced.

Dinner

Liver, baked potato, lettuce salad, green beans, whole-wheat bread, milk, butter

Breakfast

bacon, eggs, grits and toast

3-2 Refer to 2-1 and 2-2 above and to resources in H-10.
HEALTH


Allergy Foundation Materials. Allergy Foundation of America. 801 2nd Ave. New York, N. Y. 10017. Titles include:


INSECT STINGS. Pamphlet. 25 cents.


THE SKIN AND ITS ALLERGIES. Pamphlet. 50 cents.


ANTIBIOTICS IN THE FOODS YOU EAT. 1972. 2 pp. 068A. Free. Use of antibiotics in food-producing animals, potential hazards, steps being taken to prevent unsafe residue levels.


Birth Defects. The National Foundation-March of Dimes. 800 2nd Ave. New York, N. Y. 10017. Free. A variety of materials dealing with prevention of birth defects; an aid for children with birth defects is available. Sample titles are:

BE GOOD TO YOUR BABY BEFORE IT IS BORN. 29 pp. Stress the importance of prenatal care.

BIRTH DEFECTS. 14 pp. Most common types of birth defects are described.

QUESTIONS AND ANSWERS ON BIRTH DEFECTS. 2 pp.

Blindness. The American Foundation for the Blind. 15 W. 16th St. New York, N. Y. 10011. Free. Sample titles are:

AFB AND ITS REGIONAL OFFICES. 6 pp. Where offices are located and their services for the blind.

AIDS AND APPLIANCES FOR THE BLIND. 6 pp. Explains the aids and appliances program of the AFB.

DOB GUIDES FOR THE BLIND. 1969. 6 pp. Describes briefly the history of dog guides and the selection and training of both user and dog.

FACTS ABOUT AGING AND BLINDNESS. 1 p. Basic information about old age and blindness.

FACTS ABOUT BLINDNESS. Leaflet. Basic information concerning blindness.

WHAT DO YOU DO WHEN YOU SEE A BLIND PERSON? 12 pp. Some suggestions for the sighted person.

WHERE TO FIND HELP FOR THE BLIND. 1958. 2 pp. Lists agencies serving the blind and basic services available.


CAFFEINE. 1971. 1 p. 070A. Free. What it is, amounts in common beverages and drugs, and precautions for use as a stimulant.

CALORIES AND WEIGHT. 1970. 76 pp. .084A. 30 cents. Pocket guide indicates calories per portion of common foods; information on planning weight reduction diets.

CANCER. American Cancer Society. Extensive teaching aids available. Contact your local office. Ask for free Public Education Materials catalog.

CANCER OF THE BREAST. 1965. 4-fold leaflet. Shows women how to conduct self examination.
CANCER OF THE COLON AND RECTUM. 1967. 6 pp. Outlines the need for the proctoscopic examination.


CANCER OF THE ORAL CAVITIES. Undated. 2 pp. Outlines how your dentist can detect early cancer.

CANCER OF THE SKIN. 1967. 6 pp. Stresses importance of protection against excessive exposure to the sun.

CANCER OF THE UTERUS. 1959. 3-fold leaflet. Gives information on importance of the Pap test.

CANCER, WHAT TO KNOW, WHAT TO DO ABOUT IT. 1969. 8 pp. 108A 10 cents.

CARE OF PURCHASED FROZEN FOODS. 1971. 6 pp. 071A. 10 cents. Shopping pointers, storage periods; procedures to follow when the freezer stops operating.


CHEESE IN FAMILY MEALS. 1972. 30 pp. 093A. 20 cents.


COALESCE: MENTAL HEALTH FOR THE YOUNG ADULT. The Almark Co. Hollydale, South Gate, Calif. 90280. 1968. 16 pp. 50 cents. Discounts for quantities of 100 or more. Booklet creates guidelines for developing a sense of values by knowing oneself, being reassured of normalcy, etc. Specifically designed for sex, marriage, family, and mental hygiene classes.


CONSTRUCTION GUIDES FOR EXPOSED WOOD DECKS. 1972. 73 pp. 128A. $1.25.
CONTACT LENSES: A VITAL ROLE IN VISION CARE. American Optometric Assoc. 7000 Chippewa St. St. Louis, Mo. 63119. 1970. Unpaged booklet. Single copy free. Describes contact lenses and discusses everything the potential wearer wants to know about them.

COOPERATIVES VS. CONDOMINIUMS. 1972. 4 pp. leaflet. 129A. Free. Advantages and disadvantages of cooperative or condominium ownership.

DENTAL CARE. Warner-Lambert Pharmaceutical Co. Lactona Products Div. 201 Tabor Rd. Morris Plains, N. J. 07950. Titles include:


FACTS YOU SHOULD KNOW ABOUT TOOTH LOSS. 9 pp. 8 cents. Tells how to keep teeth and gums healthy with a good dental care program.

MOUTH HEALTH FROM MODERN DENTISTRY. 9 pp. 8 cents. Gives a means of understanding modern dentistry and its importance in any program for the prevention of dental disease.

DENTAL HEALTH. American Dental Assoc. 211 E. Chicago Ave. Chicago, Ill. 60611. Sample titles are:

BREAK THE CHAIN OF TOOTH DECAY. 1968. 8 pp. 25 copies $1.95. How to prevent tooth decay through proper tooth care.


GUIDE FOR COMPREHENSIVE FLUORIDE THERAPY. For professional personnel involved in the application of fluoride.

TOOTH DEVELOPMENT DURING INFANCY AND EARLY CHILDHOOD. 1969. 12 pp. A series of illustrations showing the development of teeth in a normal child.

A DESIGN GUIDE FOR HOME SAFETY. 1972. 180 pp. 155A. $1.50. Guide to safer home environment; stairs, bathrooms, windows, doors, kitchens, floors, electrical design, exteriors, etc.

DESIGNS FOR LOW COST WOOD HOMES. 1969. 30 pp. 130A. 25 cents. Sketches and eleven model floor plans, with information on selection of economical, durable materials.
DIABETES. American Diabetes Assoc., Inc. 18 E. 48th St. New York, N.Y. 10017. Titles include:

WHAT IS DIABETES? 4 pp. Free. Most common symptoms and how diabetes can be controlled.

FACT SHEET ON DIABETES. 4 pp. Limited copies available free on request. Basic information on diabetes.

DIETARY SUPPLEMENTS. 1971. 3 pp. 085A. Free. Answers to the most frequently asked questions on multi-vitamin and multi-mineral preparations and on enriched and fortified foods.

DON'T LEAVE IT TO THE EXPERTS. 1972. 28 pp. 060A. 55 cents. Handbook designed to stimulate environmental action by citizens' groups.


Educational Filmstrips. International Apple Institute. 2430 Pennsylvania Ave., N.W. Washington, D.C. 20037. $1.25. Titles include:

BILLY MEETS TOMMY TOOTH. Designed to impress upon children the importance of proper dental care. For Grades K-3.

WINNING "FIRST" WITH TEETH. Shows how good food habits make healthy teeth. For jr. and sr. hi. levels.

Education Materials. American Council on Alcohol Problems. 119 Constitution Ave., N.E. Washington, D.C. 20002. Titles include:

OPERATION "CAN-QUIT." 32 pp. 75-cents. Helps for hopelessly addicted smokers.

SMOKING OR HEALTH. 40 pp. 50 cents. Based on the Surgeon General's report.

VD-AMERICA'S GROWING THREAT. 80 pp. $1.25.

Educational Materials. Pharmaceutical Manufacturers Assoc. 1155 15th St., N.W. Washington, D.C. 20005. Titles include:

CONSUMER INFORMATION KIT. Single copy free. A collection of PMA materials assembled for use by educators, health administrators, consumer groups, and others.
THE MEDICINE YOUR DOCTOR PRESCRIBES: 12 pp. Classroom quantities available to teachers writing on school letterhead. Practical tips to insure the safe and effective use of prescription drugs.

EGGS IN FAMILY MEALS. 1970. 30 pp. 094A. 20 cents.

Epilepsy-Publications for the General Reader. Epilepsy Foundation of America. Suite 1116. 733 15th St., N.W. Washington, D.C. 20005. Single copy free to individual readers; bulk copies available without charge to civic, fraternal or professional organizations. Titles include:

EMPLOYER'S ROLE

EPILEPSY IS AMERICA'S CONCERN

EPILEPSY: RECOGNITION, ONSET, DIAGNOSIS, AND THERAPY

A PATIENT'S GUIDE TO EEG

PROGRAMS FOR ACTION

SCHOOL ALERT

TEACHER'S ROLE

EYE COSMETICS. 1972. 6 pp. leaflet. 110A. Free. Safety tips to avoid bacterial contamination.

Eye Diseases. National Society for the Prevention of Blindness. 79 Madison Ave. New York, N.Y. 10016. Titles include:

DO EYE EXERCISES IMPROVE MYOPIA, GLAUCOMA, OR COLOR BLINDNESS? Publ. G-503. Single copy free; $5.00 per 100 copies. Discusses methods of treating eye diseases.

GLAUCOMA: SNEAK THIEF OF SIGHT. Publ. G-1. Single copy free; $3.00 per 100 copies; $20.00 per 1,000 copies. Gives signs, symptoms, and methods of prevention.

ANSWERS TO YOUR QUESTIONS ABOUT AMBLYOPIA. Free.

DO YOU KNOW THESE FACTS ABOUT VISION AND SCHOOL ACHIEVEMENT? Free.

FACTS ABOUT VISION. Free.

READING IN THE ELEMENTARY SCHOOL. 50 cents.
TEACHER'S GUIDE TO VISION PROBLEMS. Free.

VISUAL FACTORS WHICH AFFECT READING ACHIEVEMENT. 35 cents.

VISUAL SCIENCE RESOURCE PACKET. 50 cents.

VOLUMES OF VISION. Free.

YOUR BABY'S EYES. Free.


FAIR HOUSING U. S. A. 1970. 10 pp. leaflet. 131A. Free. What the Fair Housing Law is, when it is applicable; procedures for reporting discrimination to the federal government.

FAMILY FARE-A GUIDE TO GOOD NUTRITION. 1972. 91 pp. 088A. 45 cents. Daily nutritional requirements; buying, storing, and preparing food.

FAMILY FOOD BUDGETING. 1969. 16 pp. 072A. 15 cents. Food plans for adequate diets at four income levels.


FISH FOR COMPLIMENTS ON A BUDGET. 1972. 21 pp. 099A. 15 cents.
FOOD AID FOR THE ELDERLY. 1972. 6 pp. leaflet. 074A. Free. Information on food stamps, meals-on-wheels, donated foods, etc.

FOOD AND YOUR WEIGHT. 1969. 30 pp. 089A. 15 cents. Suggestions for controlling weight; plans for nutritious weight reduction diets; listing of calories per portion of common foods.

FOOD GUIDE FOR OLDER FOLKS. 1972. 24 pp. 090A. 20 cents. For persons over 60 years of age, information on meal planning, buying, and preparing foods to assure adequate nutrition.

FRUITS IN FAMILY MEALS. 1970. 30 pp. 096A. 20 cents. Nutritional importance, buying, storing, and using; includes recipes.

GLASS DOOR INJURIES AND THEIR CONTROL. 1972. 8 pp. 157A. Free.


CHILDHOOD DISEASES. 5 cents each. Folders describe symptoms, causes, treatments, and recommended precautions for protection of others. Order by title: CHICKENPOX, MEASLES, DIPHTHERIA, MUMPS, SMALLPOX.


GROUPS THAT CAN HELP. 1972. 12 pp. 061A. 25 cents. Listing of national, non-profit organizations which can provide information on and/or help with environmental problems.

Health Pamphlets. William-Frederick Press. 55 E. 86th St. New York, N.Y. 10028. 15 pp. each. Titles include:

BE KIND TO YOUR FEET. 30 cents. Stress the fundamentals and importance of proper care of the feet as preventive measures against foot disorders.

INSIGHTS ON SIGHT. 30 cents. Discusses the great value of eyesight, the functions of the eyes, how best to take care of them, and correctives such as glasses or contact lenses.

YOU DON'T HAVE TO BE A FIFTY-MILER. 30 cents. Suggests simple activities to improve physical fitness. Adult level.
HOW WE HEAR. Cartoon style. Available in notebook size, 8" x 11", 2 cents each; wall chart, 26" x 33", 15 cents each.

MECHANICAL PRINCIPLES OF THE HUMAN EAR. Supplemental booklet to aid teachers in use of charts. 10 cents each.

SECTIONAL DIAGRAM OF THE HUMAN EAR. Available in notebook size, 8" x 11", 2 cents each; wall chart, 26" x 33", 15 cents each.


HEARING AIDS. 1971. 36 pp. 120A. 60 cents. Selection, maintenance, and care; causes of hearing loss.

HEARING AIDS. 1971. 8 pp. 121A. Free. Results of comparative government brand name testing.

Heart Association Publications. American Heart Assoc., Inc. 44 E. 23rd St. New York, N. Y. 10010. Single copy free. Sample titles are:

ABOUT YOUR HEART AND YOUR BLOODSTREAM. 4 pp. Tells how the heart keeps blood flowing through the body.

CHILDREN WITH HEART DISEASE. 1971. 15 pp. Designed to help teachers understand the problems of children with rheumatic heart disease or a heart defect.


RESCUE-BREATHING TO SAVE A LIFE. 1971. 4 pp. Tells how to perform rescue breathing.

YOUR HEART AND HOW IT WORKS. 1 p. An illustration of the heart.

HEXACHLOROPHENE. 1972. 3 pp. 111A. Free. Hazards and restrictions on use.

HOME BUYING VETERAN. 1971. 29 pp. 133A. Free. Useful home buying information for non-veterans as well as veterans; choosing a neighborhood, a lot, a house, checklist for inspecting an old house, and financing.
HOME REFUSE STORAGE. 1971. 6 pp. leaflet. 062A. 10 cents. Six steps the homeowner should take to insure sanitary refuse disposal.


HOW TO BUY BEEF ROASTS. 1968. 16 pp. 100A. 10 cents.

HOW TO BUY BEEF STEAKS. 1968. 16 pp. 101A. 10 cents.

HOW TO BUY MEAT FOR YOUR FREEZER. 1969. 28 pp. 102A. 20 cents.


IF YOU MUST SMOKE—FIVE WAYS TO REDUCE THE RISKS OF SMOKING. 1970. 5 pp. 116A. 10 cents.

IMPACT RESISTANT LENSES. 1972. 4 pp. 112A. Free. Safety advantages, mandatory standard, and conditions under which exceptions to the standard are permitted.


Information and Educational Materials. National Heart and Lung Institute. Office of Heart and Lung Information. Bethesda, Md. 20014. Free. A list of publications including general information, audio-visual, fact sheets, etc. on heart disease, available in small quantities free of charge. Titles include:


NATIONAL HEART INSTITUTE: 1969. 42 pp. Explains the work of and progress made by the National Heart Institute.


JOHNNY HORIZON '76 CHILDREN'S KIT. 1972. 025A. Free. Designed to promote ecological awareness. Contains a leaflet describing things children can do to help preserve the environment, plus a pledge card, bike sticker, and a litter bag.


Kidney Pamphlets. National Kidney Foundation. 315 Park Ave., S. New York, N.Y. 10010. Single copy free. Write for price list of pamphlets. High school and adult levels. Sample titles are:


SOME FACTS ABOUT KIDNEY DISEASE. 1968. 3 pp.

YOUR KIDNEYS. 1968. 6 pp.


LAMB IN FAMILY MEALS. 1971. 32 pp. 106A. 20 cents.

LET'S COOK FISH. 1967. 54 pp. 103A. 60 cents. Nutritional importance, selection, storage, preparation, and recipes.


FACTS ON QUACKS. 32 pp. 35 cents. What should be known about health quackery.

IMMUNIZATION. Leaflet. 20 cents. Explains reasons for and different types of immunization.
MEASLES AND YOUR CHILD. Leaflet. 15 cents. Explains the necessity of having children vaccinated against measles.

SMOKING: FACTS YOU SHOULD KNOW. Leaflet. 20 cents. Health hazards and effects of smoking.


MAKING BASEMENTS DO IT YOURSELF. 1970. 10 pp. 137A. 10 cents. Selection of building site; selection and care of materials and dehumidifying equipment.

Medical Research. National Society for Medical Research. 1330 Massachusetts Ave., N.W., Washington, D.C. 20005. Available free in limited quantities to teachers, librarians, and students. Titles include:

UNRAVELLING THE MYSTERY OF VIRUSES. 1969. 32 pp. Text and illustrations trace the development of virology from man's earliest encounters with social disease to present-day research.

THE UNTOUCHABLE HEART. 1968. 16 pp. Illustrated documentary of the contribution of animals to medical knowledge of the heart.


Mental Health Booklets. Hogg Foundation for Mental Health. Publications Div. University of Texas, Austin, Texas 78712. A number of publications in the field of mental health are available from this publisher. Sample titles are:

MENTAL HEALTH AND SOCIAL CHANGE. 1970. 51 pp. 50 cents. An attempt to describe the significance of social change in today's world.

PROGRAM INNOVATIONS IN COMMUNITY AGENCIES. 1970. 18 pp. 20 cents. Useful guidelines for choosing agency personnel who are likely to stimulate program innovation toward the goal of increasing the agency's service to its community.


MINIBIKES. 1971. 4 pp. 026A. Free. The hazards of minibike use and recommendations for supervision and safe recreation.

MR. HYPO IS MY FRIEND. Ames Co. A Div. of Miles Laboratories, Inc. 1127 Myrtle St. Elkhart, Ind. 46514. 31 pp. Free. Cartoon illustrations, with information and instructions for children who must learn to give themselves insulin shots.


NOISE IN THE HOME. 1972. 8 pp. 064A. 15 cents. Effect on health; noise levels produced by household appliances; hints for reducing home noise levels.

NURSING HOME CARE. 1972. 32 pp. 113A. 45 cents.

NUTRITION NONSENSE AND SENSE. 1971. 4 pp. 091A. Free. Twelve common misconceptions; how to protect yourself against nutritional quackery.

NUTRITIVE VALUE OF FOODS. 1970. 41 pp. 092A. 30 cents. Nutrient content, including saturated and unsaturated fat content of common foods; recommended dietary allowances.


POULTRY IN FAMILY MEALS. 1971. 32 pp. 107A. 20 cents.

PRENATAL CARE. 1970. 92 pp. 027A. 20 cents. Preparing for the baby's arrival; medical care, nutrition, necessary clothing and equipment.

Prescription Drugs. Pharmaceutical Manufacturers Assoc. 1155 15th St., N.W., Washington, D.C. 20005. Titles include:
BRANDS, GENERICS, PRICES, AND QUALITY—THE PRESCRIBING DEBATE AFTER A DECADE. 1971. 118 pp. Single copy free. Asserts that the quality of like generic named drugs cannot be assumed and that physicians should maintain their right to select specific drug products for their patients.

KEY FACTS ABOUT THE U.S. PRESCRIPTION DRUG INDUSTRY. 12 pp. Classroom quantities free to teachers writing on school letterhead. Presents basic information about the industry.


Public Affairs Committee Booklets. Public Affairs Committee, Inc. 381 Park Ave., S. New York, N. Y. 10016. 25 cents each. A series of booklets dealing with a variety of diseases. Sample titles are:


Public Affairs Pamphlets. Public Affairs Committee, Inc. 381 Park Ave., S. New York, N. Y. 10016. 25 cents each. Titles include:


Publications Dealing With Respiratory Diseases. Teachers may secure these materials from local or state tuberculosis associations. Single copy free. Request catalog of free publications and visual aids. Sample titles are:

COMMON COLD: THE FACTS. 8 pp.


RECREATIONAL BUILDINGS AND FACILITIES. 1972. 74 pp. 138A. $1.25. Eighteen vacation home building plans; plans for greenhouses, community recreational facilities, etc.


SEASONING WITH HERBS AND SPICES. 1972. 4 pp. 078A. Free.

SELECTING AND FINANCING A HOME. 1970. 24 pp. 139A. 15 cents. Comprehensive guide, includes whether to buy or rent, budgeting for housing expenses, shopping for a house, and shopping for a mortgage.


SICKLE CELL ANEMIA. 1971. 8 pp. leaflet. 115A. 10 cents. Causes, symptoms, treatment, and prevention through genetic counseling; pointers for the patient and his family.


YOUR TEEN-AGER AND SMOKING. Leaflet. 15 cents. How to help a teenager stop smoking or keep him from beginning.


SOME QUESTIONS AND ANSWERS ABOUT FOOD ADDITIVES. 1971. 4 pp. 080A. Free.

SOME THINGS YOU CAN DO TO IMPROVE THE ENVIRONMENT. 1972. 066A. Free. Johnny Horizon fact sheets on ecology for children as well as adults.

STANDARDS FOR MEAT AND POULTRY PRODUCTS. 1972. 6 pp. 104A. Free. Minimum meat and poultry content for approximately 200 food products, e.g., chili con carne, frozen dinners, frankfurters, etc.


TETANUS CAN BE TAMED. William-Frederick Press. 55 E. 86th St. New York, N. Y. 10028. 15 pp. 30 cents. Describes tetanus, its deadly effect on the human body, and preventive measures.

THERE'S MORE THAN CHOLESTEROL BEHIND HEART ATTACKS. Cowles Communications, Inc. 488 Madison Ave. New York, N. Y. 10022. 1971. 4 pp. 15 cents. Eating the wrong foods or faulty genes may cause fat to build up in an individual's bloodstream.


VEGETABLES IN FAMILY MEALS. 1971. 32 pp. 097A. 20 cents. Nutritional importance, buying, storing, and using; includes recipes.


WATCH OUT FOR LEAD PAINT POISONING. 1971. 2 pp. 032A. 10 cents. Protecting the child from lead paint poisoning by eliminating hazards in the home.


WHAT TO BUY IN CHILD RESTRAINT SYSTEMS. 1971. 16 pp. 031A. 20 cents. Selection of appropriate automobile safety restraint systems for a child according to age, height, and weight.


WISE HOME BUYING. 1972. 32 pp. 140A. Free. Information on choosing a real estate broker, locating a house, checklist for inspecting an old house; how to finance a home.

WOOD-FRAME HOUSE CONSTRUCTION. 1970. 223 pp. 141A. $2.25. Comprehensive guide to selecting materials and constructing wood-frame houses; includes instructions for laying foundations.

YOU AND FOOD STAMPS/USTED Y ESTAMPILLAS PARA ALIMENTOS. 1970. 6 pp. leaflet. 082A. Free. Bilingual guide; who is eligible, how to apply for and use.


YOUR CHILD'S FIRST VISION EXAMINATION. American Optometric Assoc. 7000 Chippewa St. St. Louis, Mo. 63119. 10 pp. Single copy free. Some suggestions to help a child cooperate with the doctor and enjoy this first experience.


Health


372. Your Health Is Your Business.
368. How to Get Good Medical Care.