

1970

MN 2000
FHM-177

4-H M-177

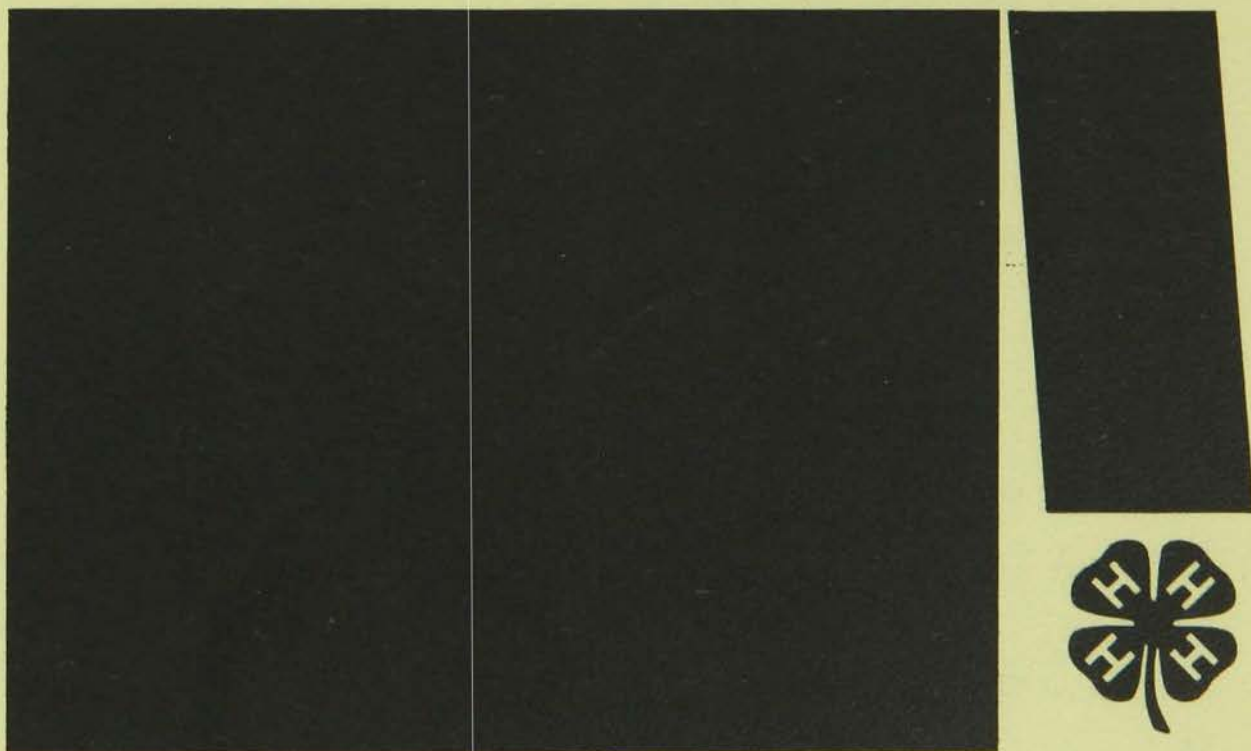
UNIVERSITY OF MINNESOTA
DOCUMENTS
APR 15 1977
ST. PAUL CAMPUS LIBRARIES

4-H Advanced Health Bulletin



LEADERS' GUIDE

COMMUNITY AND PERSONAL HEALTH



University of Minnesota • Agricultural Extension Service • U. S. Department of Agriculture

This archival publication may not reflect current scientific knowledge or recommendations.
Current information available from University of Minnesota Extension: <http://www.extension.umn.edu>.

4-H HEALTH PROJECT LEADER'S GUIDE ADVANCED PROJECT,
"PERSONAL AND COMMUNITY HEALTH"

<u>Table of Contents</u>	<u>Page</u>
THE CHALLENGE OF THE HEALTH PROJECT.	1
* What Is Health?	1
* What Is Health Education?.	1
* The Need for Health Education.	1
SOME COMMENTS ON THE ADVANCED HEALTH PROJECT.	2
PROFILE OF LATE ADOLESCENCE AGES 15 TO 19	2
* Physical Development	2
* Emotional Development.	2
* Social Development.	3
* Moral Attitudes and Behavior	3
* Family and Community Relationships.	3
THE GROUP, INDIVIDUALS IN THE GROUP, AND YOUR ROLE AS THE PROJECT LEADER	4
MAKING USE OF THE GUIDE FOR EACH PROJECT.	5
GUIDE TO "INTRODUCTION TO COMMUNITY HEALTH"	6
GUIDE TO "COMMUNICABLE DISEASES--VENEREAL DISEASES"	7
GUIDE TO "FLUORIDATION OF WATER"	9
GUIDE TO "AIR POLLUTION"	11
GUIDE TO "CLEAN AND SAFE WATER SUPPLIES".	13
GUIDE TO "PREPARING FOR EMERGENCIES".	15
GUIDE TO "PESTICIDES AND HEALTH".	17
GUIDE TO "POPULATION"	18
GUIDE TO "REMEDIES, HEALTH FOODS, AND COSMETICS"	20
GUIDE TO "NARCOTICS AND OTHER DRUGS"	21
GUIDE TO "SMOKING AND HEALTH"	23
GUIDE TO "ALCOHOL AND HEALTH"	25
GUIDE TO "EXPLORING HEALTH CAREERS"	27

A FEW CUES FOR YOU

You now have one of the most important jobs you may ever have—the opportunity to work with and assist a group of young people as a 4-H health project leader. What you do and the influence you have might change the future of some boy or girl in your neighborhood or community. This leader guide and the project bulletin is designed to help make your leadership more effective and, we hope, easier. Despite the information we offer, much will depend on your enthusiasm, creativity, and willingness to try your ideas in your own way. This material is at best a guide or an idea book.

You may want to:

1. Scan all the material in the project bulletin and the leader guide.
2. Talk with the young people, their parents, and others in the community to get their ideas.
3. Study those materials of greatest interest to you or where you feel most in need of help.
 - a. What is health and health education? Page 1.
 - b. Understanding the late adolescent. Pages 2-3.
 - c. Why 4-H and health education? Pages 2 & 4-5.
 - d. Ideas on each of the topics. Pages 4-27.
 - e. Other material from sources you know.
4. Jot down some general ideas for a program and discuss these with the young people in your group.
5. Plan details for each meeting with the young people. Have "doing" and "action" meetings.
6. Encourage individual projects and activities whenever the young people show an interest.
7. Involve others in the teaching.
8. Check the results and progress the young people make individually and as a group.

THE CHALLENGE OF THE HEALTH PROJECT

What Is Health?

Today's accepted definition of health is that it is a state of physical, mental, and social well-being and not merely the absence of disease. It is not just being well, but it is also having energy and enthusiasm for life's activities. It is having a favorable attitude about oneself and others. It is accepting the fact that life has problems and that one also works toward solution or modification of these problems. Health is not an end in itself; it is a quality of life through which one's goals and dreams may hopefully be achieved.

What Is Health Education?

Health education is not just a study of first aid or what to eat or how to be clean and well groomed or how to take care of one's teeth. It is not memorization of facts or information. It is a process of exposing people (in this case older teenagers) to the knowledge and discoveries of the health sciences and helping them to understand and relate knowledge and discoveries to themselves, to their families, and to the community.

Health education (for the age group 15 and over) can therefore begin to help the young people with whom you work to better understand and relate themselves to community health problems and concerns, to make personal health decisions based on sound information plus their own feelings and interests and gain a knowledge of health career opportunities.

The Need For Health Education

Delbert Oberteuffer emphasizes the important relationship between health and education. "You need to be educated in order to fully develop your health, and you need abundant health to make full use of your education. Therefore, in order to learn and know, you have to study and listen. Since you cannot recapitulate every scientific advancement yourself, you have to be given the synopsis or the conclusions of books, talk, and experiences. And this means education--organized, planned education. To claim a broad and liberal education without including quite a bit about one's physical, emotional, and mental mechanisms and their care is nonsense."^{*}

You should also remember that much of the content of health education is abstract, and it is therefore difficult for young people to see the relationship between community health and themselves and the relationship between scientific knowledge concerning smoking, drinking, etc. and the personal decisions they must make about these matters.

Thus it is very important for young people to have a broad exposure to health education. Health education through 4-H can therefore be of real help in supporting and reinforcing what young people are learning at home, at school, or in the community.

^{*} Oberteuffer, Delbert, "Vital Ties Between Health and Education," National Education Journal, March 1964.

"COMMUNITY AND PERSONAL HEALTH"
SOME COMMENTS ON THE ADVANCED HEALTH PROJECT

As you, the health project leader, review the content and topics in the project bulletin "Community and Personal Health," you will soon see that this project does not include all topics on health education important to the older teenager. However, the topics that are included are all considered important to this age group, and hopefully most of the topics will interest the young people in your group.

You should therefore view this project and the learning experiences of your group as only some of the many exposures to health education the young people will receive from day to day at home, at school, and in the community. Thus you can't expect that the experiences in this project will alone result in dramatic changes or improvements in attitudes or behavior related to health care or health problems. However, all your efforts will be rewarded if you help only one young person.

PROFILE OF LATE ADOLESCENCE, AGES 15 TO 19

Much of the information contained in the leader's guide for the junior health project on early adolescence is also applicable to late adolescence. You are therefore encouraged to obtain a copy of the leader's guide for the junior phase of the project and read the section "Profile of Early Adolescence."

In addition the following is a summary on each of the areas of development:

Physical Development

During the late teenage years the adolescent is approaching full physical development. The development of the sex organs is now complete and capable of reproduction. The strangeness and newness of bodily change is now wearing off and the adolescent now more readily accepts the look and appearance of a mature male or female. The feeling and appearance of awkwardness begins to disappear as the teenager attains gracefulness and coordination.

Emotional Development

The young person in late adolescence has many of the same emotional patterns as early adolescents. However, he is learning to control and express his emotions in a more acceptable manner and he finds he can now relate more easily to adults as he begins to know and accept himself to a greater extent.

However, emotional development is quite uneven and the teenager frequently moves back and forth from wanting freedom and independence to a dependent and more childish stage. This can easily frustrate the parent because just at the time he treats the teenager as a child, the teenager wants more freedom, and when the parent extends freedom and responsibility the teenager wants to be dependent.

Social Development

The big change in social development, from early to late adolescence, is the very intense interest in members of the opposite sex. This is natural and must occur if the adolescent is to attain social and sexual maturity and make necessary adjustments to become part of the adult world.

Dating, going steady, and some sexual experimentation are all a part of the social behavior of the teenager as he tries to learn to relate to and be accepted by members of the opposite sex.

Also, in their great desire to appear adult, adolescents copy adults. Teenagers try smoking, drinking, staying up late, leaving milk and nutritious food out of the diet, trying drugs, and experimenting sexually. They need some insight that some adult behavior can be a perpetration of immature activities.

Moral Attitudes and Behavior

During adolescence the young person often becomes very idealistic and develops a variety of altruistic concerns. He wants to right every wrong and remove every injustice. This unselfish concern for others and the good of mankind is a precious human resource and too often it is poo-pooed or ignored by adults. The adolescent soon sees that the behavior of the adults he has admired and respected does not match what they have talked and preached about for so long and he becomes very critical of the adult generation.

Family and Community Relationships

Almost every adolescent undergoes a period of disillusionment about his parents, the family, marriage, religion, social life, government, business, etc. Young people are often critical of their elders whose evasions, compromises, and failures they see quite clearly. At the same time, they seem to find little help in fulfilling aspirations to be better or to act sanely and wisely.

Instead of scolding and preaching to adolescents, adults can be more effective by helping them understand themselves and others and providing reassurance. Teenagers will respond to challenges and opportunities to act like men and women if adults do not impose unnecessary restrictions that make no sense to the adolescent.

THE GROUP, INDIVIDUALS IN THE GROUP,
AND YOUR ROLE AS THE PROJECT LEADER

The content and methods for the health project strongly suggest that the project should be handled on a group basis and that a trained adult volunteer leader work with the young people participating in the project.

The content of the health project deals with the relationships between people and their community and with personal decisions that have many social implications. It is therefore doubtful that many teenagers will change or adjust their attitudes or behavior by participating individually in this project. However, some teenagers may be quite motivated to study and learn on their own, and they should be encouraged to plan and carry out individual activities. But most young people benefit more from group activity where they will receive help, encouragement, and stimulation from their peers and from a trained and sensitive adult.

The following are suggestions or guidelines for you to use as you work with your group.

1. Because of the nature of this age group, it is appropriate to include both boys and girls in the group. Encourage friendship groups to participate together. Also suggest that those within the 4-H club structure invite their friends to participate in the project.
2. This project is adaptable to the "short term - special interest" approach involving young people in 4-H. A friendship group, a church group, etc. with an adult leader could use the project literature, select the topics that interest them most, and agree to have a certain number of meetings, discussions, or activities without being a part of a community 4-H club.
3. As you work with your group, have the young people decide what topic to start with and what activities or discussions to plan and do. Start with their interests and give them responsibilities that will challenge their abilities.
4. Encourage the group to study the topics in the project book in any order they choose. The members may choose some units for this year and leave others for next year. Also encourage your group to include topics that interest them not included in the book.
5. Be sure to get to know and understand each young person in your group. Observe appearance, behavior, attitudes, and interests. All of these will give you clues on where, when, and how to give individual help, assistance, and encouragement.
6. Also observe the friendship patterns: which youngsters come to the meeting together, which ones sit together, who talks with whom, and are there loners with no friends. These patterns will all give you clues on how to work with the group. You will discover the natural leaders, who needs help in finding and making friends and feeling a part of the group, and who can help and encourage others in the group and also help you.

7. Remember your role with the group is to help set the stage so its members can learn, to assist them in planning activities, to help them discuss and answer their questions, to find appropriate resources in the community, to listen to their comments and concerns, and generally to encourage and support them.
8. Your role as the group leader also includes:
 - * Helping the group plan and carry out challenging community service activities related to their interests and to this project.
 - * Encouraging and helping the group to provide and share learning experiences with others in the club or with other groups of young people in the school, church, or community.
 - * Generally keeping parents informed and involving them if it's appropriate.
 - * Encourage other project leaders to include health education material in their project groups.
 - * Attend and participate in training sessions provided for health project leaders in order to be as well informed and equipped as possible.

MAKING USE OF THE GUIDE FOR EACH TOPIC

Suggestions and guidelines have been developed for each of the topics in the project booklet. These will help you understand the situation, what the young people should learn, and what you can do to help your group have meaningful learning experiences.

In order to better understand and use the guide for each topic, here are a few comments on each major section of the guide:

1. The Problem - This is a statement on the importance of the topics and why it should be emphasized and included in the 4-H health project.
2. The Situation - Questions to Ask - These are questions you should find answers for in order to know where to start and what to do with your group or individuals in the group.
3. Objectives - These will provide direction for you as you work with your group of young people.
4. Concepts or the "Big Ideas" to be Learned - These statements have been developed to help you easily see the main points to be learned by your group.
5. Methods or Learning Experiences - These are suggestions for discussions and activities to plan with your group to help the members understand and learn the "Big Ideas."

Through participation in the discussions and the activities the group members should learn to understand the importance of health education and change or adjust attitudes and behavior, if needed.

GUIDE TO
"INTRODUCTION TO COMMUNITY HEALTH"

I. The Problem

Community health problems and concerns are becoming increasingly complex and therefore it is vital for young people to become aware of these problems and understand their responsibilities in solving them.

II. The Situation - Questions to Ask

Following are questions that you should ask and find answers for to understand your community's problems.

- . Do the young people understand that many health problems are insoluble by individuals and families but must be solved by community effort?
- . What are the most important and pressing health problems in your community?
- . Are the young people aware of these problems and do they see them as a concern of the entire community?

III. Objectives

- . To help the young people understand that some health problems are beyond solution by the individual and the family and therefore require community action.
- . To help the young people become aware of current community health problems and to identify the problems that exist in their community.
- . To inform young people about agencies or organizations that deal with community health.

IV. Concepts or the "Big Ideas" to be Taught

- . Certain areas of health care or health problems cannot be solved by the individual or the family and therefore are the responsibility of the community.
- . Many health problems are common to all communities. In addition each community also has its own specific situation and health problems.
- . Many agencies and organizations have been established to cope with community health problems, and each of them has specific functions and responsibilities.

V. Methods or Learning Experiences

- . Involve your group in a discussion and have members list health problems and concerns that are individual or family responsibilities and those that are community responsibilities. Have the group suggest reasons why the community must assume its responsibilities.
- . With your group, follow through on the activity suggestions listed in the project bulletin.
- . Other -
- . Other -

GUIDE TO
"COMMUNICABLE DISEASES--VENEREAL DISEASES"

I. The Problem

Young people must understand why communicable diseases are a community health concern and why venereal diseases should be a growing concern to this age group.

II. The Situation - Questions to Ask

- . What communicable diseases seem to be a problem in your community and what agencies are responsible in this area?
- . What do group members know about communicable diseases in general and venereal diseases specifically?
- . Are venereal diseases present in your community and to what extent are they a problem among teenagers?

III. Objectives

- . To help young people understand why communicable diseases are a real concern to the community (local, state, nation, and world) in addition to the individual and family.
- . To help the young people become aware of and understand the role of community health agencies in relation to communicable diseases.
- . To help the young people understand the following about venereal diseases:
 - . How the diseases are transmitted from one person to another.
 - . The importance of early treatment.
 - . How to treat and cure the disease.
 - . What happens if the diseases are untreated.
 - . The rate of infection for young people is increasing.
 - . The role of public health agencies in relation to venereal diseases.

IV. Concepts or the "Big Ideas" to be Taught

- . Communicable diseases and their prevention and control is an important community health concern in addition to being the concern of the individual and family.
- . Community health agencies assume important and specific responsibilities in the prevention and control of communicable diseases.

- . In regard to venereal diseases:
 - . Venereal diseases are transmitted from one person to another through sexual contacts. Congenital syphilis can be transmitted from the mother to the unborn child.
 - . Venereal diseases can be successfully treated and cured by antibiotics.
 - . The consequences of venereal diseases, if untreated, are very serious.
 - . The rate of infection is increasing due to ignorance, apathy, and the lack of public education.
 - . The role of public health agencies is to find and treat infected persons as well as to educate the public.

V. Methods and Learning Experiences

In addition to the activity suggestions listed in the project bulletin-- you also should consider the following:

- . Using the information from the project bulletin, discuss and help the young people learn about venereal diseases and their responsibility in relation to these diseases. A talk by a doctor or nurse or a film might be very helpful.
- . Encourage and help your group to plan and present an educational program on venereal disease for other youth groups in the community. Appropriate public health agencies should be consulted and involved in this.
- . Have each person in the group list all the communicable diseases he knows have occurred in the community. (Consult a doctor for information.) Discuss the list and implications for the community.
- . With your group, follow through on the activity suggestions listed in the project bulletin.
- . Other -
- . Other -

GUIDE TO "FLUORIDATION OF WATER"

I. The Problem

There has been much controversy about the safety of water fluoridation of community water supplies. Thus there is a real need for public education in this area.

II. The Situation - Questions to Ask

- . Has the water supply in your community been fluoridated? If not, what has or is being done to educate the public on this issue?
- . To what extent do the young people in your community understand the relationship between water fluoridation and improved dental health?

III. Objectives

- . To help young people understand the effect of fluoride on their teeth.
- . To help young people understand the relationship between water fluoridation and improved dental health.
- . To help young people understand that the most practical and effective method of water fluoridation is through the community water supply.
- . To help young people learn that dentists can give individual treatments with fluoride because it is impractical to add fluoride to an individual water supply system.
- . To encourage and help your group plan and conduct a community education program on fluoridation if this is appropriate.

IV. Concepts or the "Big Ideas" to be Taught

- . It is a proven fact that fluoridation is beneficial to dental health and is not dangerous and expensive.
- . The most effective and practical way to obtain the benefits of fluoridation is to add it to the community water supply.
- . One can also obtain the benefits of fluoridation through individual treatment when it is impractical to add fluoride to an individual water system.
- . Community education is necessary to obtain community action on this issue.

V. Methods or Learning Experiences

- . Involve your group in a discussion and help members learn the effect of fluoridation on the teeth and the relationship between water fluoridation and improved dental health.

- . Encourage your group to study your community's position on fluoridation and, if appropriate, help the group initiate a public education program.
- . Have group members find out why fluoridation is a controversial issue and discuss arguments proponents and opponents use. Discuss information and the source of information on both sides.
- . Visit a dentist to see a demonstration on individual fluoride treatment.
- . Follow through on the other activity suggestions listed in the project bulletin.
- . Other -
- . Other -

GUIDE TO "AIR POLLUTION"

I. The Problem

Air pollution is an increasingly serious problem due to growing industrialization and population concentrations. Because air is a public resource, communities should act to educate the public and prevent air pollution.

II. The Situation - Questions to Ask

- . To what extent is any kind of air pollution a problem in your community--from dust, smog, and smoke coming from burning rubbish and trash?
- . To what extent are the young people aware of the dangers and costs of air pollution?
- . Do the people of the community see air pollution as a concern and problem of the community?
- . What organizations or agencies in your community are actively involved with the air pollution problems?

III. Objectives

- . To help group members understand the causes of air pollution and the serious dangers and costs to individuals and the community.
- . To help the young people understand that air is a public natural resource and that prevention of air pollution is a community responsibility.
- . To encourage the young people to study and learn the situation in their community and become involved in community education and action programs, if appropriate.

IV. Concepts or the "Big Ideas" to be Taught

- . Air becomes polluted by dusts, smokes, and vapors and causes extensive property damage and in various ways adversely affects a person's eyes, skin, and upper respiratory tract.
- . With our present knowledge, greater control of air pollution could be exercised on farms, in homes and industry, and in the community at large.
- . Air is a public natural resource; we are all responsible for air pollution. Maintaining a safe and clean air supply is therefore a very complex problem that requires community education and action. Effective action probably will require cooperation between communities on a state or regional basis.

V. Methods or Learning Experiences

- . Involve your group in a discussion on the content of this unit in the project bulletin and help them learn and understand the above concepts.
- . Visit a local industrial plant where air pollution control devices are used or not used. Discuss the costs, problems, and benefits with the management.
- . Visit with a soil conservationist about wind erosion problems and control.
- . Follow through on the activity suggestions in the project bulletin that will help your group focus on the situation and problems in your community.
- . Other -
- . Other -

GUIDE TO
"CLEAN AND SAFE WATER SUPPLIES"

I. The Problem

We use more water today than ever before and our fresh water supplies cannot be increased. Thus we should understand that maintaining adequate clean and safe water supplies is a community health responsibility.

II. The Situation - Questions to Ask

- . To what extent is maintaining a clean and safe water supply a problem in your community?
- . Are there clean and safe water supplies for swimming, boating, fishing, and other recreational activities in your area?
- . How does your community treat its water supplies and dispose of sewage?
- . Does your community accept the maintenance of clean water supplies as a responsibility of each citizen?

III. Objectives

- . To help the young people understand the gravity of the water pollution problem and to emphasize individual responsibility for maintaining clean water supplies.
- . To help the young people understand the causes, costs, and consequences of water pollution.
- . To help the young people understand the steps that can be taken to insure clean and safe water supplies for home, industrial and recreational uses.
- . To help the young people understand the role of agencies or organizations that have a responsibility in this area.

IV. Concepts or the "Big Ideas" to be Taught

- . Water means life to man.
- . The amount of water being used and reused is increasing rapidly and we do not have enough "new water" to meet these increasing demands.
- . Water must be protected from pollution or purified to insure clean water supplies.
- . Clean water supplies are a public concern and therefore require community education, action, and legislation.

V. Methods and Learning Experiences

- . From the content for this unit in the project bulletin, help your group to understand the causes, costs, and consequences of water pollution and have them suggest reasons why this is of concern to the activities and future for their age group.
- . Visit a local stream or lake at different times of the year to observe changes in the appearance and purity of the water.
- . Discuss the value of clean water with local people such as a resort owner, industry manager, conservationist, sportsmen's group, etc.
- . Follow through on the activity suggestions in the project bulletin to help your group become involved in the situation and problems of their community.
- . Other -
- . Other -

GUIDE TO
"PREPARING FOR EMERGENCIES"

I. The Problem

Emergency situations caused by floods, tornadoes, blizzards, earthquakes, hurricanes, and nuclear attack may occur with little or no warning. So individuals, families, and communities must know how to avoid the worst consequences of these emergency situations.

II. The Situation - Questions to Ask

- . What emergency situations are likely to occur in your community?
- . What emergency education or action programs are being conducted in your community? Do these education programs reach the young people?
- . What warning systems does your community have for tornadoes, fires, floods, hurricanes, earthquakes, and nuclear attacks?

III. Objectives

- . To help the young people understand natural disasters and nuclear attacks and the resulting consequences to human life and property.
- . To help the young people to know what individuals, families, and communities can do to meet the crises caused by natural or man-made disasters.
- . To help young people examine their communities' emergency readiness to determine if it's adequate, what needs to be improved, and what they can do to be helpful.

IV. Concepts or the "Big Ideas" to be Taught

- . Natural disasters and nuclear attack occur with little or no warning.
- . People tend to be apathetic and unconcerned until a crisis occurs.
- . Being prepared for emergencies can help an individual, family, and community avoid the worst consequences of a disaster.
- . Each type of disaster has its own requirements for preparedness.
- . Community educational and action programs are a vital part of being prepared for a disaster.

V. Methods and Learning Experiences

- . Help your group learn about disasters that may occur in your community and learn what they and their families need to do to be prepared.

- . Help your group learn what is being done in the community regarding education, warning, and preparedness programs and find out if these programs are adequate for emergencies. Contact government or civil defense officials for information.
- . If a community educational program seems appropriate, encourage your group to plan and conduct a project on civil defense and natural disasters.
- . Discuss the consequences of a local disaster with someone who was directly involved.
- . Obtain and play the simulation game on "Community Preparedness." Information on this game can be obtained from your state 4-H office.
- . Follow through on the activity suggestions listed in the project bulletin.
- . Other -
- . Other -

GUIDE TO "PESTICIDES AND HEALTH"

I. The Problem

Use of pesticides aids adequate production of food and fiber. They control pests in homes and industries and are important in disease control. As beneficial as pesticides are, incorrect and careless use can seriously harm people, animals, plant life, water supplies, etc.

II. The Situation - Questions to Ask

- . What kinds of pesticides are most frequently used in your community? For what purposes are they used? Agricultural crops and animals, around the home and yard, industrial, etc.
- . What problems have occurred in your community resulting from incorrect or careless use (human illness or death, injury or death to pets, wildlife, etc.)?

III. Objectives

- . To help the young people understand the need for and the benefits obtained from using pesticides.
- . To help the young people know the dangers of pesticides and precautions to take against them.
- . To help the young people determine the need for educational programs in their community and to plan and conduct appropriate educational programs.

IV. Concepts or the "Big Ideas" to be Taught

- . Pesticides aid adequate production of food and fiber and control pests in homes and industries. Pesticides are also important in disease control.
- . Pesticides used incorrectly or carelessly can be very harmful to man and animals and their environment.

V. Methods and Learning Experiences

- . Discuss the content of this unit in the project bulletin with your group.
- . Visit a local farm and garden supply store to see the variety of pesticides available. Discuss the proper use of each.
- . Visit with a local doctor and discuss the way state and regional poison control centers function.
- . Visit a local pest control or agricultural spray company to see their equipment and find out how they handle pesticides.
- . Follow through on the activity suggestions listed in the project bulletin.
- . Other -
- . Other -

GUIDE TO "POPULATION"

I. The Problem

People are not generally aware of the extremely rapid rate of population growth in the world, the consequences in terms of human needs and the quality of the environment, and the need for educational and action programs to deal with the situation.

II. The Situation - Questions to Ask

- . To what extent are the people in your community, particularly young people, aware of the rapid rate of population growth in the world?
- . In your community are there family planning education programs and clinics available to help families plan and control the number of children they want to have?
- . Is there a need for family planning programs and clinics in your community? Ask members of your community such as public health officials, doctors, ministers, priests, and rabbis to get their opinions about this question.

III. Objectives

- . To help young people understand the causes and consequences of world-wide population growth.
- . To help young people understand that population growth will affect the whole world (including their community) because of the interdependent nature of the modern world.
- . To help young people identify attitudes (cultural and religious) and services available within their community relating to population growth.
- . To help young people understand the factors that parents consider when planning their families.

IV. Concepts or the "Big Ideas" to be Taught

- . Population in many areas of the world is increasing at a rate that may double the world's population in another 30 years. Today's youth will need to deal with the implications of this situation--it is part of their future.
- . An important cause of rapid population growth has been sharply reduced death rates, which have not been matched by comparable reductions in birth rates.
- . Due to rapid population growth, people are forced to deal with some of these associated problems in communities throughout the world: food production, housing, transportation, schools, conservation of natural resources, etc.
- . There are two general ways of attempting to deal with the problems associated with population growth: (1) increase production of goods and services, and/or (2) slow the rate of population growth.
- . Population growth in the United States creates serious challenges to our society. Problems are most serious in families with limited resources.
- . Cultural and religious attitudes play an important role in decisions affecting population growth.

V. Methods or Learning Experiences

- . Help your group plan and sponsor a panel discussion on "food and the population crisis" for groups in the community.
- . Have individuals in the group read and report on various views on the topic.
- . Help your group follow through on the activity suggestions in the project bulletin.
- . Other -
- . Other -

GUIDE TO
"REMEDIES, HEALTH FOODS AND COSMETICS"

I. The Problem

Many people waste their money on products falsely promoted, worthless, or dangerous. In addition people too often delay in obtaining necessary professional help when relying on one of these products.

II. The Situation - Questions to Ask

- . To what extent do the people in the community seem to put faith in quack or homemade remedies, fad diets, etc.?
- . To what extent are young people aware of this problem?

III. Objectives

- . To help the young people understand how they can waste their money on falsely promoted, worthless, or dangerous products.
- . To encourage and help the young people to evaluate the various remedies, cosmetics, and food fads they are exposed to every day and differentiate between the worthwhile and the worthless or dangerous products.

IV. Concepts or the "Big Ideas" to be Taught

- . There are health foods, remedies, and cosmetic products available that are worthless or dangerous.
- . Some of these products are falsely promoted as curatives, when all they do is relieve symptoms.
- . Much money is wasted and health care is neglected because people do not evaluate the products and advertisers' claims.

V. Methods and Learning Experiences

- . Review the content of this unit with your group and discuss the most interesting parts. Encourage group members to share experiences involving purchase of items that were falsely advertised.
- . Have your group collect ads or articles from magazines or newspapers which illustrate appeals or problems related to food fads, health foods, cosmetics, etc. Discuss.
- . Visit a local dietician, beautician or other qualified person to discuss problems related to this area.
- . Follow through on the activity suggestions listed in the project bulletin.
- . Encourage and help your group to plan and conduct an educational meeting on this topic for another youth or adult group.
- . Other -
- . Other -

GUIDE TO
"NARCOTICS AND OTHER DRUGS"

I. The Problem

The use and abuse of addicting and habit forming drugs is increasing in this country. Drugs are a major health problem as their use often leads to poverty, crime, broken health, broken homes, and broken lives. Drugs are of particular concern to the teenager because it is during these formative years that young people are initially exposed to the use of drugs.

II. The Situation - Questions to Ask

- . To what extent are the young people in the community exposed to addicting and/or habit forming drugs?
- . Is there any educational program in the community that helps young people understand drugs and alerts them to the dangers and consequences of drug use?
- . Consulting doctors, school officials, clergymen, and public health officials will help you determine the situation in your community.

III. Objectives

- . To help the young people become aware of and understand the physical and psychological effects of the various drugs and the serious consequences of taking them.
- . To help the young people understand the laws and ordinances concerning drug use and to become informed of suggested legislation.
- . To encourage and help the young people plan and conduct appropriate educational programs on drug use for other young people in the community.

IV. Concepts or the "Big Ideas" to be Taught

- . The use of addicting, habit forming, and hallucinogenic drugs can have dangerous physical and psychological consequences.
- . Drug use can cause accidents, poverty, and broken homes. There is also some evidence that pregnant women who take hallucinogenic drugs may have genetically damaged babies.
- . There are laws concerning the possession, sale, and use of drugs to protect the consumer, and new legislation is constantly being suggested.

V. Methods or Learning Experiences

- . Discuss with your group the content of this unit in the project bulletin, help them find answers to their questions, and discuss those parts that interest them most. A doctor or public health official would be a most helpful resource person.

- . Discuss the laws concerning possession, sale, and use of drugs and proposed legislation with your group. Have the young people gather the information and share it with the group.
- . If appropriate, encourage your group to plan and conduct a drug education program for other young people in the community.
- . Follow through on the other activity suggestions listed in the project bulletin.
- . Other -
- . Other -

GUIDE TO "SMOKING AND HEALTH"

I. The Problem

The personal decision on whether or not to smoke is most often made during the teenage years.

Thus it is important for young people to be informed on the dangers of smoking.

II. The Situation - Questions to Ask

- . What kinds of educational programs in regard to smoking are available to young people in your community?
- . Is smoking among young people prevalent in the community? What are the social pressures among young people in regard to smoking?

III. Objectives

- . To make young people aware of all the facts about the dangers of smoking.
- . To help young people understand the social pressures to smoke.
- . To encourage the young people to conduct educational programs for other young people about smoking and its consequences.

IV. Concepts or the "Big Ideas" to be Taught

- . The evidence linking smoking and lung cancer is very substantial. Other diseases (heart disease, emphysema, chronic bronchitis and stomach ulcers) are found more commonly among cigarette smokers.
- . The years of smoking and number of cigarettes smoked have a direct relationship to the risk of getting diseases linked to smoking.
- . Smoking is related to social and psychological needs and strengthened by the effects of nicotine on the body. The habit is, therefore, increasingly difficult to break as it becomes more established.
- . Whether to smoke is a personal decision and should be carefully considered. Therefore, the young people should try to find out for themselves why they smoke or wish to begin.

V. Activities and Learning Experiences

- . Discuss with your group the content of this unit in the project bulletin. Help them to discuss smoking (the reasons for and the dangers of smoking) in an open way among themselves.
- . If at all feasible, help them to undertake an educational program on smoking for other young people in the community.
- . Reinforce them in any decision not to smoke or to quit, if they have started.

- . The American Cancer Society is a good source of information on this subject and you may have someone in your community informed on this subject or invite a doctor to conduct a discussion with your group.
- . Follow through on the other activity suggestions listed in the project bulletin.
- . Other -
- . Other -

GUIDE TO
"ALCOHOL AND HEALTH"

I. The Problem

The misuse of alcoholic beverages has created one of the most serious health problems of today. Most people are first exposed to the possible consumption of alcoholic beverages during their teens. Thus they must have accurate information on drinking and alcoholism to make wise decisions concerning drinking.

II. The Situation - Questions to Ask

- . What are the attitudes in the community regarding the use of alcoholic beverages, the social drinker, alcoholism, etc.?
- . Are there agencies or organizations in the community that assume responsibility for educational programs and the treatment of alcoholics? What do the schools, the churches, and the public and private agencies do about drinking and alcoholism?
- . What is the attitude of the young people in your area? Have there been serious incidents of young people drinking?
- . Contact clergymen, police, public and private health officials, and Alcoholics Anonymous for information about drinking and alcoholism.

III. Objectives

- . To help the young people understand the nature of alcohol and how it affects the various parts of the body and the mental abilities of a person.
- . To help the young people understand alcoholism and its serious consequences.
- . To help the young people understand the laws regarding the sale and consumption of alcohol and the drunk driving laws.
- . To help the young people make informed decisions regarding the use of alcoholic beverages.
- . To help the young people understand the social and psychological pressures and reasons for drinking.
- . To help the young people plan and conduct an educational program for other young people in the community if this is appropriate.

IV. Concepts or the "Big Ideas" to be Taught

- . The mature individual has to make his own decision regarding drinking.
- . Alcohol is a depressant and causes a person's behavior to change in various ways. (Loss of inhibitions, aggressive or hostile behavior, blurred speech and vision, uncontrolled motor abilities, etc.)

- . Drinking and driving are a dangerous combination and can have very serious and damaging consequences.
- . Alcoholism is a curable disease that is a community problem.
- . The various laws in effect concerning the sale and use of alcohol are public decisions made to protect the public and the individual.
- . A variety of social, psychological, and cultural factors are all contributing factors in the personal decision to drink or not to drink.

V. Methods or Learning Experiences

- . Discuss the effects and consequences of alcohol on judgment, self control, emotional response, coordination, and reaction time.
- . Discuss the effects and consequences of alcohol in relation to social drinking, dating, and loss of inhibitions.
- . Discuss the relationship of drinking to driving and accidents.
- . Review with your group why people drink (social, psychological, and cultural reasons) and why people do not drink (psychological, legal, economic, religious, and family influences).
- . Have your group study and report on advertising's function in influencing one to drink and the various approaches used.
- . Help your group investigate the disease of alcoholism, its implications and consequences. A doctor or someone from AA would be good resources for this project.
- . Invite a social worker to discuss the effect of alcoholism on the family.
- . Discuss the laws in relation to sale and consumption of alcoholic beverages and the laws on alcohol and driving.
- . Follow through on the activity suggestions listed in the project bulletin.
- . Other -
- . Other -

GUIDE TO
"EXPLORING HEALTH CAREERS"

I. The Problem

A great many young people are unaware of the variety and increasing career opportunities in health sciences and related fields.

II. The Situation - Questions to Ask

- . To what extent are the young people in the community aware of and exposed to health career opportunities?
- . Does the high school in the community have an extensive or a limited program in guidance and counseling and does it include information on health career opportunities?

III. Objectives

- . To help the young people to gain an understanding of the many health career opportunities.
- . To encourage the young people to find information on health career opportunities that interest them.

IV. Concepts or the "Big Ideas" to be Taught

- . There are many health career opportunities today and they will continue to increase in the future.
- . Young people should be aware of these career opportunities and understand the necessary qualifications, required education, and the kind of work involved to be able to make informed decisions.

V. Methods and Learning Experiences

- . Review and discuss the content of this unit in the project bulletin with your group and then encourage the young people to do individual or group study, to share their findings with each other, to plan and conduct an educational program on health careers for other young people, etc.
- . Follow through on the activity suggestions listed in the project bulletin.
- . Other -
- . Other -

REFERENCES

1. The Profile of the Growing Child, Charles W. Martin, Agricultural Extension Service, University of Minnesota.
2. Health Concepts-Guides for Health Education, American Association for Health, Physical Education, and Recreation of the National Education Association, 1201-16th Street N. W., Washington, D. C. 20036.
3. Health Education Guide to Better Health, Office of Public Instruction, State of Washington.
4. This Is the Adolescent, Lawrence K. Frank, The National Association for Mental Health, 1790 Broadway, New York, New York 10019.

The following people or agencies advised the author in writing this publication.

V. Joseph McAuliffe, Assistant Professor and Associate State Leader
4-H and Youth Development, University of Minnesota.

Evelyn D. Harne, Associate Professor and Associate State Leader 4-H
and Youth Development, University of Minnesota.

Verna A. Mikesh, Associate Professor and Extension Nutritionist,
University of Minnesota.

Mrs. Anne E. Bosch, Extension Home Agent, Kandiyohi County.

Mrs. Otis Gravely, Volunteer 4-H Leader, Kandiyohi County.

Minnesota Department of Health

UNIVERSITY OF MINNESOTA



3 1951 D03 301502 H

Issued in furtherance of cooperative extension work in agriculture and home economics, acts of May 8 and June 30, 1914, in cooperation with the U. S. Department of Agriculture. Roland H. Abraham, Director of Agricultural Extension Service, University of Minnesota, St. Paul, Minnesota 55101.

4M--7-70