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4-H JUNIOR HEALTH BULLETIN



LEADERS' GUIDE

SWING INTO LIFE WITH HEALTH



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

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4-H HEALTH PROJECT LEADER'S GUIDE JUNIOR PROJECT,
SWING INTO LIFE WITH HEALTH

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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. Even with the best we can offer, much will depend on your enthusiasm, creativity, and your 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 or where you feel most in need of help.
 - a. What is health and health education? Pages 1-2
 - b. Understanding the early adolescent. Pages 2-10
 - c. Why 4-H and health education? Pages 2 & 7-9
 - d. Ideas on each of the topics. Pages 10-28
 - 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. With the young people - plan details for each meeting - 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 works toward a 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 be achieved.

What Is Health Education?

Health education is not just a study of first aid, what to eat, physical fitness, or how to be well groomed. It also is not a memorization of facts or information. It is a process of exposing people (in this case young people) to the knowledge and discoveries of the health sciences and then helping the young people to understand and relate the knowledge and discoveries to themselves, to their families, and to the community. Health education (for the age group 12 to 14) can therefore help the young people with whom you work to better understand and cope with the health issues and problems which interest and concern them the most.

The Need For Health Education

Delbert Oberteuffer emphasizes the important relationship between health and education. "One needs to be educated in order to develop fully one's health, and one needs abundant health to make use of one's education. Therefore, in order to learn and know, he has to study and listen. Since he cannot recapitulate every scientific advancement himself, he has to be given the synopsis or the conclusions of books, talk, and experience. 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."*

It must also be remembered that much of the content of health education for all people and particularly for young people is rather abstract. Therefore it is difficult for them to understand the importance of relating good health care to their life now and in the future. For young people, then, it becomes very important to provide health education in a variety of ways and in a variety of situations. Health education through 4-H can be of real help in supporting and reinforcing what young people are learning at home and at school.

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

SWING INTO LIFE WITH HEALTH
SOME COMMENTS ON THE JUNIOR HEALTH PROJECT

As you, the project leader, review the content and the topics in the project bulletin, Swing Into Life With Health, you will soon see that this project does not include all the topics on health education that are important to young people in the age group 12 to 14. However, the topics included are all considered to be important to this age group and hopefully most of them will interest the young people in your group.

You therefore should view this project and the learning experiences you provide for your group as only some of the many exposures to health education the young people are receiving from day to day at home and at school. You can't expect that experiences in this project will alone result in dramatic improvements in health care. However, each of your efforts will add to the total picture, and you can be sure that if you help only one child, all of your work will be rewarded.

PROFILE OF EARLY ADOLESCENCE, AGES 12 TO 14

Adolescence is a period of transition. The youngster is no longer a child nor is he an adult. His status in our modern society is somewhat vague and confused. One time he is treated as a child by parents and adults, another time as an adult. When he acts like a child he's reprovved and told to act his age. If, however, he attempts to act like an adult, his parents or other adults are likely to be over-protective, withhold the freedom and independence he seeks, and cut him down by telling him he is not old enough.

It has always been recognized that adolescence is a period of change. At first the changes were thought to be primarily physical in nature, with major emphasis on sexual development. It is now apparent that the young adolescent has a change in interests and attitudes and these lead to changed behavior. These changes occur just as rapidly as the physical changes. The young adolescent therefore lacks the poise and feelings of security which are more apparent in the older adolescent.

Pubertal Development

It is difficult or even impossible to give a definite age for puberty, since the beginnings toward sexual maturity vary so widely in different individuals. The average age for boys in the middle of pubertal development is about 13½ to 14½ years and for girls a year or two earlier. At this time the sex organs mature and begin to function. The secondary sex characteristics (pubic hair, voice, body proportions and form and rapid physical growth) or physical features which distinguish the male from the female also gradually appear.

During this period, both boys and girls are keenly aware of their bodies and the changes that are taking place in them. One of the developmental tasks, both now and during later adolescence, is the acceptance of the changing body as a symbol of a changing self, both emotionally and socially.

We might summarize pubertal development by remembering these four points:

1. Youngsters of today go through pubertal development earlier than they did 30 to 50 years ago.
2. On the average, girls tend to develop from 1 to 2 years earlier than boys.
3. For either boys or girls there can be wide variations as to the time of beginning and the time required to go through pubertal change.
4. Children do not turn into men and women over night. Approximately 1 or 2 years are required for the preliminary changes and several additional years (into late adolescence) for the changes to be complete and the sex organs to mature.

Physical Development

While bodily proportions of the young adolescent are not those of the adult, the girl is now beginning to take on the look of a woman and the boy starts to take on the appearance of a man. It also should be noted that physical growth begins to slow down after the rapid growth during pubertal development.

The awkwardness associated with early adolescence does not happen to every youngster, but few escape it entirely. Because of the rapid growth in muscle and bone structure a stage of awkwardness and clumsiness occurs until the adolescent masters and learns the new coordination that is necessary.

The awkward appearance is usually more pronounced in boys because of a more gangly or gawky appearance. This tends to make the boys feel more awkward.

Emotional Development

Heightened emotional tension seems to be a characteristic of adolescence. The following are the more common patterns:

1. Adolescent emotions are intense. When they are sour on the world there is nothing about them that has any value, but when they are riding high everything is pleasure and joy. Because the adolescent is facing and adjusting to so many new situations, he is easily thrown off an even keel. This can lead them to embarrassment if they like to think of themselves as adults.

2. Adolescent emotions lack control of expression. Very frequently the adolescent lets go when he is emotionally aroused and seems unable for the time being to control his behavior. He differs from the child, however, in that he expresses his emotions more verbally.
3. Adolescent emotions frequently take the form of moods. Instead of expressing himself, the adolescent frequently bottles up his emotions and becomes moody. Most moods are the result of unpleasant emotions such as fear, anger, or jealousy, but they may also be gay, joyous, or affectionate.
4. Sentiments become strong in adolescents. Group loyalties and patriotism are common at this age. Loyalty to the school, the team, the group or club, personal pride, and family pride are most evident at this time of life.

Emotional patterns are also characteristic of the early adolescent and the following is a brief explanation of the more common patterns.

1. Anger. Situations in adolescence for the most part arise out of social situations such as when he is teased, people are unfair to him, lie to him, or are sarcastic, or bossy. He usually expresses his anger by belittling or ridiculing the person who has made him angry rather than by a physical attack.
2. Fear. By the time the youngster has reached adolescence he has learned that many of the things he formerly feared are not dangerous or harmful. However, he still has fears and these are likely to be fears of what might happen. The fears of adolescents can be divided into three categories. Fears of objects such as airplanes, fires or animals, fears of general kind such as a fear of death or the lack of popularity and personal inadequacy, and - the most common of all - the fear of social situations such as meeting people, relating to the opposite sex, or speaking before a group. The fear of social situations is very natural since the adolescent wants very much to measure up in the eyes of other people, particularly his peers.
3. Jealousy. The feeling of jealousy is most often aroused in the adolescent when he is not popular with members of the opposite sex and is jealous of someone who is popular. The jealousy is then expressed by sarcastic comments and ridiculing the individual, preferably in the presence of the group.
4. Envy. This is stimulated most often by the material possessions of a peer or his superior abilities.

5. Affection. Adolescent affection is an all-absorbing emotion. It frequently drives the adolescent to seek constant companionship with the person or persons for whom his affection is strongest. In early adolescence there is little demonstration of affection such as kissing, hugging, or hand holding. The adolescent does, however, reveal his affection by watching, listening to, smiling at, and being close to the person he likes.
6. Curiosity. By the time the youngster has reached adolescence, he has explored his environment quite thoroughly. At this time the members of the opposite sex present new experiences, and the whole matter of sex and relationships between the sexes and changes in physical development arouse his curiosity.

Social Development

The most difficult of all social adjustments for the individual to make comes during adolescence. These adjustments are related to members of the opposite sex and to adults outside the family environment. While the home is the major influence in the socialization of the child, the influence of social groups outside the home plays an increasingly important role in determining his social behavior. The degree of influence the different social groups will have upon him will depend on the degree of success he achieves in his social adjustments with each group and his acceptance by the members of each group. Social groupings of the young adolescent can be broken down into the following:

1. Best friends are the adolescent's closest and most select friends. At this stage of life, best friends are usually of the same sex and have similar interests and abilities. Their relationship is so close that it is natural that they would have a marked influence on each other. Disagreements or quarrels may occur, but the bond of friendship is so strong that differences are soon forgotten.
2. Cliques - Cliques are small exclusive social groupings. They are made up of a small group of close friends who have much in common. Frequently they are made up of several pairs of "best friends." As the adolescent years advance boy and girl cliques become more frequent. Cliques are far more lasting social groupings than are the friendships of childhood days. They're held together by strong ties of affection and common interests.
3. Crowds - The largest of the social groupings of the adolescent is the "crowd." Because the crowd is larger than other social groupings of adolescents, there is social distance among its members. It is usually started with the clique and then new members are added singly or through other cliques. The activities of the crowd are predominantly social in character. The crowd has no recognized leader, no carefully planned activities, but frequently has a favorite gathering place.

Moral Attitudes And Behavior

An adolescent must make decisions for himself and must learn to guide his own behavior according to the standards he learned when he was younger. He no longer can nor is willing to accept the same type of guidance from adults, nor can he continue to rely upon them to tell him what to do and what not to do.

No longer is the adolescent willing to totally accept the concepts of right and wrong from either his parents or his friends as he did at a younger age. He now builds a moral code of his own, one based on the moral concepts established during childhood, but changed and modified according to his experiences and his environment.

Family Relationships

The relationships of the young adolescent to the members of his family can be at a low ebb at this stage of life. Parents have mixed feelings and sometimes treat him as a child and at other times expect him to act responsible beyond his age. Another source of conflict occurs when parents apply standards that were in vogue when they were adolescents and say, "when I was your age."

The blame for friction between parents and adolescents is not all on the parent's side. No one is more inconsistent, more difficult to live with or more exasperating than a young adolescent.

The two common sources of friction between parents and adolescents are (1) methods of punishment which the adolescent considers childish and unreasonable restraints on behavior and (2) the very critical attitude of the adolescent toward his parents, his brothers and sisters, and his home life.

If communication channels between parents and the adolescent are not cleared and kept open, the adolescent will more and more tend to reject the family and will only come back at a more mature stage of development.

The Desires Of The Young Adolescent

As a result of several studies, the following summarize the desires of the young adolescent.

1. A satisfying home - He wants a home which provides love, approval, and a pleasant atmosphere.
2. A best friend or two - He wants someone he can get along with, depend on, and with whom he can share his feelings and activities.

3. Active, exciting leisure time - the boy likes vigorous activities and adventure more than the girl, but both want variety and new experiences. Both want plenty of leisure time to play and be with their best friends.
4. Creature Comforts - He likes to eat and most of all likes between meal snacks. He likes to be able to flop down on a davenport with his feet up on a pillow. He doesn't want to be bothered too much with being careful or being overly clean.
5. Group Approval - He wants the approval of the group he runs around with, or the group he would like to be with. He wants to dress like the group, talk like the group, master the skills of the group, and participate in group activities.
6. Success Experiences - The adolescent wants and needs to have successful experiences so he can feel good and have a positive feeling about himself. Boys often move to find this in athletics and the girls in other school-related activities. If the adolescent finds he isn't able to find success experiences in school, he will find them in the street or neighborhood. Some of these may not be positive experiences in the eyes of adults, but they may be the most available and meaningful to the adolescent in his social environment.

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

The content and methods for the 4-H health project very strongly suggest that the project should be handled on a group basis and that a trained adult leader work with the group of boys and girls participating in the project.

The most important reason for this is as follows. The content of the health project is rather abstract and deals primarily with improving attitudes and behavior related to health concerns and problems of the young adolescent. It is therefore quite doubtful if an individual youngster will do much to improve and change his attitudes and behavior by proceeding alone to study and learn in this project. However, the youngsters are much more likely to have meaningful learning experiences and are much more likely to improve their health care behavior in a group situation where they will get help, encouragement, stimulation, and support from a trained and sensitive adult. They will also benefit from the stimulation, fun, and enjoyment they receive from each other through the group meetings and activities.

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

1. For the most part, it should be possible to include both boys and girls in the same project group. Boys may need some extra encouragement to participate in this project, and if they react negatively to being in the same group with girls, every attempt should be made to have a separate project group for them. It might be wise to form the project group around a natural friendship group.
2. As you work with your group, it will be very important for you to involve the youngsters in deciding what topic to start with and what activities to plan and do. Start with their interests and give them as much responsibility as possible.
3. Feel free to take up the topics in the project booklet in any order that the group and you decide. You may want to cover part of the topics this year and part of them next year. Feel free to also cover topics not included in the project book in which the youngsters are interested or if there is a particular need on the part of the youngsters in the community.
4. Be sure to get to know and understand each youngster in the group. Observe his or her appearance, behavior, attitudes, and interests. These will give you clues on where, when, and how you can give individual help, assistance, and encouragement.
5. 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 observations will give you clues on how to work with your group, who are the natural leaders, who needs help in finding a friend and feeling a part of the group, and who can give help and encouragement to others in the group and provide help for you.
6. Remember, your role with the group is to help set the stage so they can learn through meetings, discussions, and activities that interest them. Your role is also to assist them in selecting and planning activities, to help them discuss and find answers for their questions, to help them find appropriate resources in the community, to listen to their comments and concerns, and generally to encourage and help them to grow and develop in positive ways.
7. Your role as a project leader also includes:
 - * Assisting the youngsters in planning and giving demonstrations.
 - * Helping them plan and carry out community service activities related to their interests and this project.

- * Keeping parents informed and involving them in activities whenever appropriate.
- * Helping the group to share experiences and information with others in the club or school.
- * 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 hopefully help you understand the situation, what it is the children should be helped to learn, and what you can do to help the youngsters in the 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 why each of the topics is important and needs to be emphasized and included in the 4-H health project.
2. The Situation - Questions to Ask - These are a selected group of questions that you, the project leader, need to ask and find some answers for in order to know where to start and what to do and emphasize with your group or individuals in the group.
3. Objectives - These are stated in a way to suggest to you the things that should be emphasized and provide you with a sense of direction as you work with and help the boys and girls.
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. In other words, "if the youngsters don't learn anything else, I hope I can help them learn this."
5. Methods or Learning Experiences - These are suggestions for you on what to do, what to discuss, and activities to plan (with your group and individuals in the group) to help the youngsters understand and learn the "Big Ideas."

Through participation in the discussions and the activities the youngsters will hopefully learn new information, understand relationships, and change or adjust attitudes and behavior.

GUIDE TO
"HOW OTHERS SEE US"

I. The Problem

Young people of junior high school age are very concerned about how others see them and how they appear to others.

II. The Situation - Questions to Ask

The following are the kinds of questions that you, the group leader, will need to ask and find answers for in order to know where to begin with your group.

- . How do the young people in your group view themselves? Are they rather confident and secure or do they have some "hangups" about their appearance, attitudes, or abilities? What are their "hangups?"

III. Objectives

- . To help the young people learn and understand that others evaluate us according to our appearance, attitudes, and abilities and that each of us also tends to evaluate ourselves from the reactions and responses we get from others.
- . To help the young people understand that each of us has different abilities and looks and that each person needs to look for his own good qualities and build on these to improve on "how others see us."
- . To also help the young people identify the general areas where each can improve and then encourage and assure them they can improve.

IV. Concepts or "Big Ideas" to be Taught

- . People around us respond and react to our appearance, attitudes, and abilities and the way they respond (favorably or unfavorably) helps determine how we see and accept ourselves.
- . Each person has different abilities, attitudes, and appearance and therefore needs to identify his good qualities and build on these and also try to change where improvement is needed.

V. Methods and Learning Experiences

- . Discuss with the young people in your group the things about other people they enjoy and appreciate. Then help them relate what they say to appearance, attitudes, and abilities.
- . Then have them each think of and list their own good qualities. You and the group members may also add to this by suggesting good qualities you see in each other. This should help each one of them to see himself as an adequate person.
- . Have each of the young people then list some areas where they need to improve. As a group, also have them suggest areas of greatest interest for future project meetings.
- . Make some mental notes of your own on each of the young people where they may need individual help, advice, or encouragement.
- . Other -
- . Other -

GUIDE TO
"YOUR GROOMING"

I. The Problem

Grooming is beginning to take on increased importance for this age group and they therefore need special help, advice, and encouragement to know how and what to do. Special problems also arise during the early teens, such as acne and body odor which may need individual attention.

II. The Situation - Questions to Ask

- . Do the young people in your group appear to be clean and adequately groomed?
- . What are their grooming problems and where is improvement needed?
- . How much improvement can you expect in relation to the accepted patterns of grooming in the neighborhood?
- . Are there individuals in your group with obvious grooming problems?

III. Objectives

- . To help the young people learn and understand that being well groomed includes your total appearance including skin, hair, clothes, fingernails, shoes, etc.
- . To help the young people learn about and understand how to cope with the special grooming problems and concerns of this age group - body odor, acne, and hair care.

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

- . Being well groomed includes your total appearance - skin, hair, clothes, fingernails, and shoes. Good grooming requires constant attention.
- . Controlling acne and body odor and proper hair care are a problem and concern for nearly all young people in their early teens, and the teenager can learn what to do to cope with these problems. Removal of underarm and leg hair will be of concern to the girls.

V. Methods and Learning Experiences

- . Discuss grooming with your group and have them suggest what contributes to being well groomed.
- . Ask them then to individually compare themselves to the group's list so that each of them can determine where he needs to improve. Each person might also rate himself on the grooming habits suggested in the project booklet.
- . Discuss the three problem areas presented in the project booklet and help the young people give on-the-spot demonstrations on hair care, hair washing, the different kinds of deodorants, etc. With the girls discuss menstruation period cleanliness.
- . Give individual help, advice, or encouragement to those who have special grooming problems.
- . Visit a local barber or beauty shop, clothing store, charm or modeling school to learn barbers' and beauticians' views on grooming.
- . Have a doctor or nurse discuss acne and body odor with the group.
- . Other -
- . Other -

GUIDE TO
"YOUR TEETH"

I. The Problem

Young people in the early teen years need continual help and reinforcement so that they will develop good dental and oral health habits.

II. The Situation - Questions to Ask

- . From observing your group, do the young people have much, some, or few dental and oral health problems?
- . What about dental health education in the school and community? How much emphasis is this given by the families, the school, public health programs, etc.?
- . Ask a dentist or two in your community what are the biggest dental health problems of this age group.
- . Do any of the individuals in your group have obvious dental problems that need treatment?

III. Objectives

- . To help the young people become conscious of and understand the relationship between good dental health habits and (1) the way they look and possibly smell to others and (2) their overall good health
- . To help the young people learn about and understand what to do for particular problems such as bad breath, crooked teeth, stains and tartar on the teeth, etc.
- . To have the young people assume greater responsibility for good dental health habits.

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

- . The condition of a person's teeth and mouth affects the way a person looks (to himself and others) and the way he feels.
- . A person's diet and the way he cleans and cares for his teeth directly affects the condition of his teeth, mouth, and breath.
- . Certain things must be done to cope with or treat special problems such as bad breath, crooked teeth and stains or tartar on the teeth.

- . A person must give his teeth constant care and attention to have teeth and mouth that are healthy and which present a pleasing look to others.

V. Methods or Learning Experiences

- . Have your group think of reasons why it's important for them to have healthy and attractive teeth.
- . Discuss the topics presented in the project booklet with your group and have them share experiences which will add to their understanding about braces on teeth, getting teeth cleaned, bad breath, a toothache, etc.
- . Have one or several of the group members gather information about fluoridation and share this with the group.
- . If any of the young people have obvious problems, give them help or advice or help them get professional treatment.
- . Visit a dentist's office and have him discuss oral hygiene, care of the teeth and how he treats special problems. Also learn about careers associated with dental care.
- . Visit a drug store and discuss the various products available for dental and oral hygiene.
- . Other -
- . Other -

GUIDE TO
"PLAN YOUR WARDROBE"

I. The Problem

Young people of junior high school age are becoming increasingly aware of and concerned about clothes and therefore need advice and ideas so they can assume greater responsibility for selection and care of their clothes.

II. The Situation - Questions to Ask

- . Are the young people in your group and community given opportunities to help select their clothes and given responsibility for caring for their clothes?
- . Are clothes fads popular for this age group in your community? If so, what are these fads?
- . How much do the young people in your group know about the colors and styles that suit their size, shape, hair color, etc.
- . Do the young people seem to know what to wear for different occasions?
- . Do the young people seem to make wise decisions when spending their money for clothes.

III. Objectives

- . To help the young people understand that clothes are an important part of a person's overall appearance.
- . To help young people understand that others react to the kind and style of clothes one wears on certain occasions.
- . To help young people understand why clothes fads are important to many in this age group.
- . To help young people understand that certain colors and styles go better with certain body shapes, hair colors, skin colors, etc. and to learn how to select styles and colors that best fit them individually.
- . To help the young people understand that certain kinds of clothes are best suited for certain occasions and to then learn what to wear for these activities.
- . To help young people make wise decisions in the selection of clothes by keeping within a budget but still getting the clothing needed.

IV. Concepts or "Big Ideas" to be Taught

- . Clothes are an important part of a person's appearance and people do react to what we wear whether we know it or not or whether we like it or not.
- . Clothing fads and styles are very important to this age group, because this is a sign of independence and freedom.
- . Colors and styles of clothes are appropriate for the individual according to complexion, hair color and today's patterns of living.
- . Occasion and activity determine a person's clothing needs.
- . Greater freedom in selection and purchase of clothes may be given by the parents if young people show they can be responsible and make good decisions.

V. Methods and Learning Activities

- . Begin by having the young people tell you the styles and fads that are popular now. Help them understand that each group of teens has had their fads (styles that have lasted a short time) in the past and you might share with them some of the fads popular when you were a teenager. They might also ask their parents about their teen fads and share these with the group.
- . Talk about and help the young people learn what is appropriate dress for different activities or occasions. Be sure to listen to their ideas and also answer questions about occasions or events they may face in the immediate future.
- . Make arrangements for a resource person to attend a group meeting (sales person from clothing store, home economics teacher, etc.) to help your group learn about colors and styles which go together and also go with body shapes, hair colors, etc.
- . If appropriate, have a session on care of clothes - how and why to hang them up, shoe care and polishing, washing and mending different garments or fabrics, etc. Discuss the importance of care and mending.
- . Help them discuss selection and purchase of clothes and what they need to do so their parents will give them more opportunity and responsibility in choosing and purchasing their clothes.

- . Visit a clothing store and have the boys select a girl's ensemble and the girls select a boy's outfit. Discuss.
- . Have the group discuss and react to the statement "clothes make the person."
- . Have the boys and girls dress in different, but current, teen styles and fads for a meeting. Help them discuss what each outfit says to the group and what it says about the wearer. This also could be done with pictures from magazines. This activity will help the young people learn that clothes communicate.
- . Ask the group to collect typical teenage clothing or pictures of teenage clothing from different years - 1935, 1945, 1955, 1965. Discuss.
- . Help your group prepare an exhibit of teenage clothing from the past and present. i.e., shoes, trousers, skirts, sweaters, swim suits, etc.

GUIDE TO
"YOUR DIET"

I. The Problem

The diets of many teenagers could be improved and the omission of breakfast and poor choice of snack foods are responsible for many of the nutritional problems. The nutrients most often lacking are calcium and vitamins A and C.

II. The Situation - Questions to Ask

- . From your observations and what you overhear, what do the teenagers in the neighborhood eat for breakfasts and snacks?
- . You might also visit with people in the community to find out what they think are the most important nutritional problems for early teenagers. People such as the home economics teacher, school nurse, doctors, and public health people may have helpful observations.

III. Objectives

- . To help the young people learn about and understand the importance of good nutrition and the relationship between good nutrition and an attractive appearance, energy for activities and special skin or weight problems.
- . To help the young people focus on their breakfasts and snacks to learn the importance of good nutrition at these times and what foods will help them improve their diets at breakfasts and snack time. The value of milk, fruits and vegetables for breakfast and snacks should be emphasized.
- . To help and encourage the young people to assume more individual responsibility for eating nutritious foods for breakfasts and snacks.

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

- . Good nutrition is very much related to an attractive appearance and adequate energy for play, study, sports, and other teenage activities.
- . Teenagers can most easily improve their diets by learning the importance of good nutrition for breakfasts and snacks and the best foods to eat at these times.

- . Teenagers have to assume more individual responsibility for selecting the right kinds of food to eat as they are given more freedom and independence in their lives.

V. Methods or Learning Experiences

- . Have your group share with you and each other what they eat for breakfasts and snacks and encourage them to evaluate if what they are eating adds up to good nutrition.
- . In a discussion, help them understand the relationship between good nutrition and an attractive appearance, enough energy for their activities, and special problems such as acne and weight control. They must clearly understand this relationship to be committed to improving their diets.
- . Invite a home economics teacher or nurse to discuss with your group this relationship between good nutrition and good health and to answer questions and concerns of the young people.
- . Discuss with your group the right kinds of food to include in breakfasts and snacks. The group might also like to have a practice session of preparing and eating some breakfasts and snacks that have good nutritional qualities. Encourage them to include some foods they haven't tried before.
- . Help the group plan a breakfast party for their 4-H club.
- . Encourage your group to be the refreshment committee for some of the regular 4-H meetings or special club parties.
- . Help your group plan breakfast menus for different countries.
- . Other -
- . Other -

GUIDE TO
"PHYSICAL FITNESS"

I. The Problem

As technology advances, it is becoming easier every day to lead the kind of life that does not provide enough physical exercise. Therefore, teenagers need to know why physical fitness is important, to learn what activities will keep one physically fit, and need encouragement to build a fitness program that will continue into adult life.

II. The Situation - Questions to Ask

- . How physically active are the young people in the community?
Don't confuse physical activities with being busy.
- . Do the schools in your community have a physical fitness program?
What activities are included in the program and what school grades are included?
- . Are there real differences between boys and girls and the amount of physical exercise they get?
- . People to talk with to get more information on the situation would include physical education teachers, staff of the municipal parks and recreation department, and doctors.

III. Objectives

- . To help the young people learn and understand the importance of physical fitness and relate this to things important to them such as improved appearance, weight control, ability to participate in activities, etc.
- . To help the young people learn what activities build physical fitness and then select and practice the activities of most interest to them.
- . To encourage and support the young people to assume greater individual responsibility for their own physical fitness.

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

- . In our advanced and technological society, it is very easy to lead a physically inactive life.
- . The human body needs considerable physical activity to maintain physical fitness, and physical fitness is directly related to good health, including a good appearance, ability to participate in life's activities, weight control, etc.

- . To improve and maintain one's physical fitness a person must know what to do and then develop habits which maintain physical fitness.

V. Methods or Learning Experiences

- . Discuss with your group and have them share the kinds of physical activities in which they participate.
- . In a discussion, help them understand the relationship between physical fitness and good appearance, energy and ability to participate in their activities, weight control, etc. They must understand this relationship to become committed to improving their physical fitness.
- . Involve the group in the fitness tests listed in the project booklet and have each of them evaluate his or her own physical fitness, make a decision on how much he or she needs to improve and what to do to improve.
- . Have the group decide what exercises, games or activities interest them the most and help them organize and prepare to do these things. This might be some exercises or active games at each meeting, bike trips, swimming, hiking and jogging, etc.
- . Help your group plan some "fun" physical fitness activities for 4-H club meetings.
- . Help your group plan and carry out a neighborhood physical fitness day or week.
- . Encourage each one in the group to carry through on his physical fitness plan so he or she will begin to develop good fitness habits.
- . If needed and appropriate ask a resource person such as a physical education teacher or possibly one or two parents with an interest in physical fitness to help you with this unit.
- . Other -
- . Other -

GUIDE TO
"GETTING ALONG WITH OTHERS"

I. The Problem

Young people in their early teens want very much to have friends and to be a friend; they want to be included in group activities and they are concerned about what others in their age group think of them.

II. The Situation - Questions to Ask

- . Do the young people in your group seem to have lots of friends or few friends?
- . Individually, do some of them seem to have special friendship problems such as shyness, being too demanding, wanting their way all the time, etc.?
- . Is your group already a friendship group; are there sub-groups within the larger group, and are there some who seem to be all alone?

III. Objectives

- . To help the young people learn and understand that the first step to having friends is to know and accept yourself.
- . To help the young people to look at themselves individually to discover his or her own good qualities and abilities and to build on these to become a more acceptable person to himself.
- . To help the young people also evaluate themselves in terms of where they need to improve and then develop a personal plan for change and improvement.
- . To give special help and encouragement to individuals with special problems.

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

- . Almost without exception, people are social beings and therefore need to be with, liked, and appreciated by other people.
- . Before a person can like other people and make friends he first has to know and accept himself.
- . In order for a young person to know and accept himself he needs to identify his good qualities and abilities and then build on to these qualities and abilities.

- . Certain attitudes and behavior on the part of people promote friendships.
- . Young people also need to determine for themselves where they need to improve to become more acceptable as a friend.

V. Methods or Learning Experiences

- . Involve your group in a discussion and talk about why we need friends, what friends are for, can we get along without friends, what it means to be a friend.
- . Talk with the group about knowing and accepting yourself and have them each make a list of their own best qualities and abilities. If some of them have trouble with this, you and other group members can help by pointing out their good qualities and abilities.
- . Use the check list in the project booklet and have each of the young people evaluate themselves and then make a plan for what they need to do to improve.
- . Help your group plan a party and have each person bring a friend not now in the group.
- . Plan and take an overnight hike, camping trip, or canoe trip to learn how people react and respond to each other under a variety of circumstances.
- . Have a panel of different age persons discuss what a friend means to them at their age.
- . Other -
- . Other -

GUIDE TO
"PERSONAL DECISIONS - TOBACCO AND SMOKING"

I. The Problem

It is a proven fact that tobacco and smoking are harmful to one's health, and a great many people in their early teen years try smoking and begin to develop the habit of smoking.

II. The Situation - Questions to Ask

- . What proportion of the junior high age young people in the community smoke? How many have tried it? (teachers, clergymen, or public health officials may be able to provide answers)
- . To what extent are young people aware of the dangers of smoking? Do the schools touch on this in their health education curriculum?

III. Objectives

- . To help young people understand why teenagers begin to smoke and develop the smoking habit.
- . To help young people examine the dangers and costs of smoking in order that they will have as much information as possible on which to make a decision about smoking.

IV. Concepts or "Big Ideas" to be Taught

- . The habit of smoking is related to psychological and social needs and is strengthened by the drug effects of nicotine in the body. The habit is more difficult to break as it becomes established.
- . The evidence linking cigarette smoking and lung cancer is very substantial.
- . Diseases other than lung cancer are found more commonly among smokers including heart diseases, emphysema, chronic bronchitis and stomach ulcers.
- . Cigarette smoking is a very expensive habit.
- . Smoking may interfere with physical activities.
- . Cigarette advertising is not always accurate and is often misleading.

V. Methods and Learning Experiences

- . Have your group discuss the question, "Why young people smoke?" and understand and relate the reasons to psychological (personal) or social (others involved) reasons.
- . Discuss with your group the medical dangers of smoking. Possibly a resource such as a film or speaker would be appropriate.
- . Invite a person who was once a heavy smoker to your meeting and have him discuss with the group the difficulty he encountered in quitting smoking, the amount of money it costs to smoke, etc.
- . Have each person keep notes on television or radio ads for one evening and identify the appeals made for smoking or not smoking. Discuss the merits of these at a meeting.
- . Other -
- . Other -

GUIDE TO
"PERSONAL DECISIONS - ALCOHOL AND DRINKING"

I. The Problem

The abuse of alcohol has created one of the most serious family and public health problems of today. Since most teenagers are exposed to the consumption of alcohol, they should know and understand all the information available about alcohol, drinking, and alcoholism in order to be able to make a wise personal decision regarding alcohol and drinking.

II. The Situation - Questions to Ask

- . What do the young people in the community know about alcohol and drinking? Do the schools have this included in health education? What are the attitudes of young people towards drinking?
- . What is the pattern of drinking among the adults and families in the community? To what extent is excessive drinking or alcoholism a problem and what are some of the apparent problems?
- . Clergymen, social workers, public health officials, and doctors would be good sources of information.

III. Objectives

- . To help young people understand why people consume alcoholic beverages.
- . To help the early teenager know and understand the social situations he will possibly encounter in the near future where alcoholic beverages will be available, in order that he will be better prepared to cope with the situation.
- . To help the young people learn and understand what alcohol does to the body and how it affects one's behavior.
- . To help the young people identify and understand the dangers and costs of excessive drinking and alcoholism.

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

- . People drink alcoholic beverages for both psychological and social reasons.
- . Alcoholic beverages are the product of the fermentation of grains and fruits.

- . Alcohol is a depressant and not a stimulant to a person's nervous system. It therefore reduces muscular coordination and reflexes and it also relaxes one's inhibitions.
- . The intoxicating effects of alcohol are in direct relationship to the concentration of alcohol in the blood.
- . Young people need to learn and understand the effects of alcohol and drinking so they will be able to make the best possible personal decisions.

V. Methods or Learning Experiences

- . Involve your group in a discussion on alcohol and drinking to find out how much members know and understand and how much incorrect information they have.
- . Cover the topics presented in the project booklet and discuss the areas that interest or concern them the most.
- . Invite an older teenager to your meeting to discuss why teenagers drink, the situations he has faced, and the dangers of drinking. A high school teacher or clergyman who relates well to teenagers might also be included as a resource person for this kind of discussion.
- . Invite a local police officer to discuss problems of alcohol and driving with the group. Also ask him to demonstrate equipment used to test drivers for alcohol in their breath or blood.
- . Make arrangements to visit a city night court on a Friday or Saturday night. Discuss procedures and what the group observed.
- . Invite an AA group member to discuss their program with the group.
- . Other -
- . Other -

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