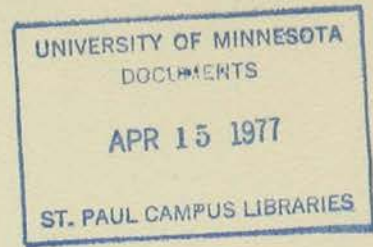


1968

MN 2000
FHM-175

4-H M-175

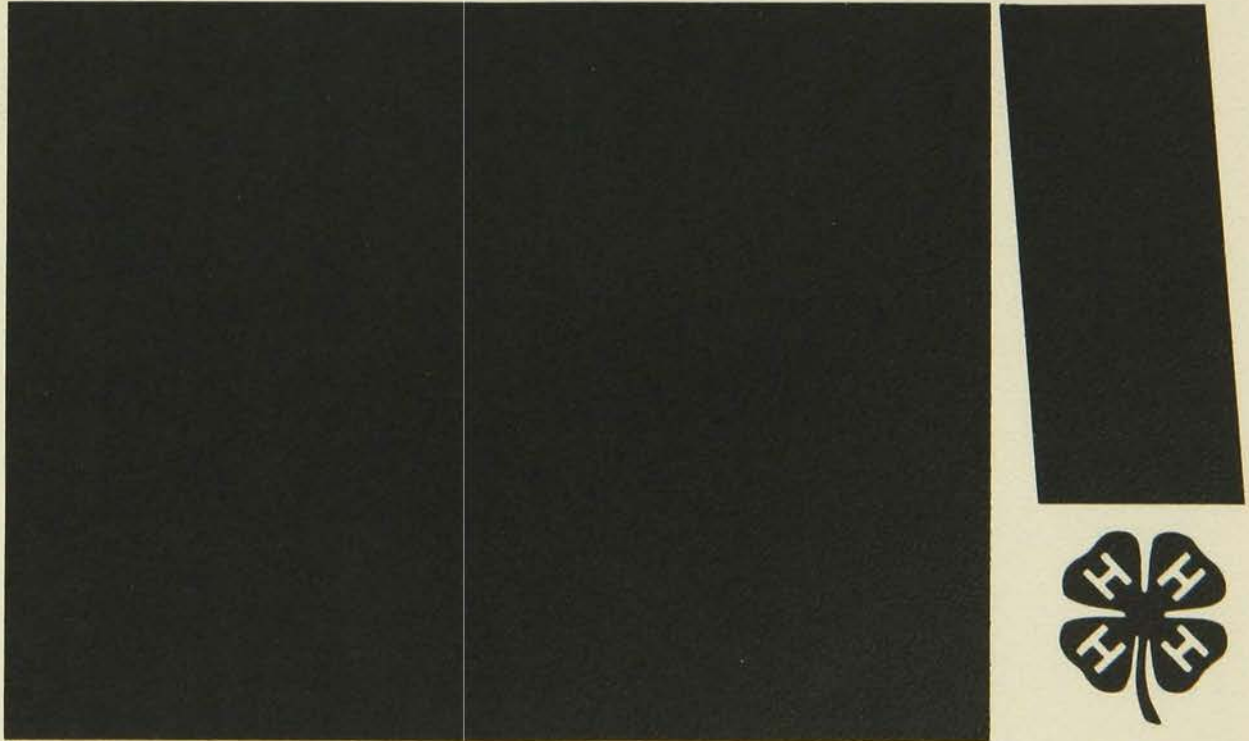


4-H BEGINNERS HEALTH BULLETIN



LEADERS' GUIDE

GOOD HEALTH AND YOU



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
BEGINNER'S PROJECT; "GOOD HEALTH AND YOU"

Table of Contents

	Page
THE CHALLENGE OF THE HEALTH PROJECT	1
* What Is Health	1
* What Is Health Education	1
* The Need For Health Education	1
COMMENTS ON THE BEGINNERS HEALTH PROJECT	2
PROFILE OF LATE CHILDHOOD	2
* Physical Development	2
* Emotional Development	2
* Social Development	3
* Moral Attitudes and Behavior	4
* Summary Comments	4
THE GROUP, INDIVIDUALS IN THE GROUP, AND YOUR ROLE AS THE PROJECT LEADER	5
MAKING USE OF THE GUIDE FOR EACH TOPIC	6
GUIDE TO "INTRODUCTION"	7
GUIDE TO "EATING IS FUN"	9
GUIDE TO "A SMILE TO KEEP"11
GUIDE TO "HEALTHY EYES AND EARS"13
GUIDE TO "A SHINING LOOK"15
GUIDE TO "PERFECT POSTURE"17
GUIDE TO "ARE YOU GROWING"19
GUIDE TO "STAY HEALTHY"21
GUIDE TO "YOU AND YOUR FRIENDS"23

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 boys and girls as a 4-H Health Project Leader. What you do and the influence you have might change the future of some boy or girl or your neighborhood or community. This leader guide and the project booklet 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 willingness to try your own ideas in your own way. This material is at best a guide or idea bank.

You may want to:

1. Scan all the material in the project booklet and the leader guide.
2. Talk to the children, 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 9-11 Year Old. Pages 2-4
 - c. Why 4-H and Health Education? Pages 2 & 5-6
 - d. Ideas on Each of 10 Topics. Pages 10-24
 - e. Other material from sources you know
4. Outline a general program and discuss this with youth and their parents.
5. Plan details for each meeting -- have "doing" and "action" meetings.
6. Involve others in the teaching.
7. Check the results and progress the boys and girls 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 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 a memorization of facts or information. It is a process of exposing people (in this case children) to the knowledge and discoveries of the health sciences and helping the children to understand and relate knowledge and discoveries to themselves, to their families, and to the community. Health education (for the age group 9 to 11) can therefore begin to help the children with whom you work to understand the importance of good health habits in relation to themselves and to be able to assume more individual responsibility for maintaining and improving their health.

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 full use of one's education. Therefore, in order to learn and know, one has to study and listen. Since one cannot recapitulate every scientific advancement himself, he has to be given the synopsis or the conclusions of books, talk, and experiences. And this means education -- organized, planned learning. 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 children is rather abstract and that it is therefore difficult for them to understand the relationship between good health habits and themselves. For children, 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 children are learning at home and at school.

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

"GOOD HEALTH AND YOU"
SOME COMMENTS ON THE BEGINNER'S HEALTH PROJECT

As you, the health project leader, review the content and the topics in the project booklet, "Good Health and You"; you will soon see that this project does not include all the topics on health education that are important to children 9 to 11. However, the topics included are all considered to be important to this age group, and except for the topic on "You and Your Friends" they all relate to personal health and improving health habits.

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

PROFILE OF LATE CHILDHOOD, AGES 9 TO 11

Physical Development

Late childhood is a period of slow and relatively uniform growth. Obesity (overweight) can be a problem for both boys and girls.

Late childhood is also considered by many as the "homely age." The roundness and softness of early childhood has worn off and children tend to be more arms and legs than anything else. This may cause them some concern as they move towards puberty and adolescence.

Early developing girls may also experience the start of menstruation during these years.

Emotional Development and Patterns

Fear is caused by objects, situations, animals, and people such as fear of fire, illness, dentists, the playground bully. These are concrete and not imaginary.

Worries - Family, school problems, problems related to personal and social adjustment and health are common to the older child. Being anxious about a situation is more common than any one specific worry.

Anger - There are more anger-provoking situations in late childhood, because the older child is often frustrated as he wants more independence. He becomes angry when an activity is interrupted, when constantly criticized, blamed for something he didn't do, seeing someone cheat or be unfair or accused of lying. He also becomes angry at his inability to do something he desires but cannot do because he has set his goal beyond his ability. Anger is usually not expressed in temper tantrums but in sulkiness, refusal to speak, quarreling, and generally being disagreeable to everyone and anything.

Jealousy - If the youngster has experienced jealousy at home, he often transfers this jealousy to his classmates, especially to those who are considered popular or who overshadow him in studies or sports. Jealousy is usually characterized by quarreling, telling tales, teasing, bullying or other actions of that type but not by bodily attack.

Joy - This age child never fails to smile or laugh at awkward situations in which someone else is involved such as absurdities, calamities, or anything that seems out of place. This older child gets more pleasure from a play on words and from jokes than he did at a younger age. He also begins to be able to laugh at and enjoy his own predicaments. Giggles in the girls become most evident toward the end of this period. Boys will frequently slap their companions on the back or may even roll on the ground with laughter when particularly happy.

Affection - Boys feel they are too old to be kissed or hugged, even by members of the family and especially in public. Girls are not so restrained in this respect, but also may dislike being fussed over by anyone. Their affection for adults is shown indirectly by a desire to want to be with those whom they admire and to assist them in any way possible.

Curiosity - is not so strong in the older child as it was when he was younger. Many things are commonplace in his daily life and perhaps he has learned that curiosity can get him into trouble. However, the older child is curious about new and different things as his world begins to grow and expand or as he is permitted to explore things he was not permitted to do when younger.

Social Development

Increased interest in age group activities and an increasingly strong desire to be an accepted member of the "gang" are characteristic of the older child (ages 9 to 12). The pace of his social development is now quite rapid. He quickly passes from a self-centered, selfish individual whose contacts with others are characterized by constant disagreements to a more cooperative and better adjusted member of a group composed of his own age mates.

Gangs - are normal social groupings of the late childhood years. The childhood gang is composed of individuals of the same sex and is held together by common interests. Because it is of vital importance to the youngster to become an accepted member of a gang, he will go to great lengths to be like the gang in dress, opinions and behavior. When a difference arises between parental and gang standards, the child will tend to move towards the gang standards. Through the gang, the youngster learns to both compete and cooperate with others, to accept group responsibilities and see them through, to take the part of others in the gang when mistreated or neglected, and to be a good sport in adversity as well as in success.

Companions - Both boys and girls of this age definitely prefer the companionship of individuals of their own sex. Girls are more tolerant toward boys than boys toward girls.

Leaders - Boys and girls of this age begin to hero worship someone who possesses the qualities they admire. The leader of a gang must therefore be superior in some ways to the rest of the group such as athletic ability, ability to talk and express himself, musical ability, dressing in a sharp way, etc. Children of this age also will admire and worship a teenager or an adult who has abilities he desires and who relates to the child in a friendly, interested way.

Moral Attitudes and Behavior

As the child has more contacts with other people, he discovers that what was considered "right or wrong" at home is not always viewed the same way by those outside the home. As a result, new standards of morality are generally built up and are a composite of family and gang standards. Because he is now involved in setting his own standards the youngster will often feel guilty if his conduct or behavior falls below the standard he has set for himself.

This age child also no longer accepts in an unquestioning way punishments dealt out by adults for behavior of which they disapprove. He now has a strong sense of justice and fairness, and if he feels he has been falsely accused or unfairly punished, he does not hesitate to say so.

Some of these older children, especially boys, frequently delight in doing things they know to be wrong because of the sense of personal importance it gives them. On the whole, much of this misbehavior is really an attempt to throw off the restrictions of adult authority, rather than anything else.

Discipline can become a serious problem with older children. Continuing to use the same disciplinary techniques that were effective when the child was younger is likely to lead to strong resentment on the part of the child. Physical punishment tends to have little influence. Therefore, talking the situation over with him, appealing to his sense of fairness and honesty, or asking him to think it over are generally more effective methods.

Summary Comments

Anyone who is working with children of this age group must remember that the developmental characteristics described above are general and that any individual child will present some exceptions. Children also vary a great deal in rate of development, and therefore children of the same age may be at very different stages in their physical, social, and emotional development.

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 volunteer leader work with the group of boys and/or girls taking the project.

The most important reason for this is as follows. The content of the beginner's 4-H health project is rather abstract and deals primarily with improving attitudes and behavior related to personal health care habits. It is therefore quite doubtful if an individual boy or girl will do much to improve his or her own health care habits by proceeding alone to study and learn in this project. However, boys and girls are much more likely to have meaningful learning experiences and are much more likely to improve their health care habits in a group situation where they will get help, encouragement, stimulation and support from a trained and sensitive adult and 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. Because of the nature of this age group, it might be more appropriate to have the boys and girls in separate project groups. However, boys and girls together may work out very well depending on the friendship patterns in the 4-H club or neighborhood and how you -- the project leader -- react to this situation.
2. As you work with your project group, involve the youngsters in deciding what topic to start with and what activities to plan and do. Start with their interests and give them responsibilities according to their abilities.
3. Feel free to take up the units in the project booklet in any order that you and the group decide. You may want to do part of the units this year and part of them next year. Feel free to also go over topics not included in the booklet in which the children are interested or if there is a particular need on the part of the children 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 all 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 will all give you clues on how to work with the group, who are the natural leaders, who needs help in finding and making 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, 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 to grow and develop in positive ways.
7. Your role as the project leader also includes:
 - . Assisting the youngsters in planning and giving demonstrations.
 - . Keeping parents informed and involve them in the activities whenever it's appropriate.
 - . Attending and participating in training sessions provided for health project leaders in order to be as well-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 to 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 clear 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, change attitudes, accept new health habits, and assume more responsibility for their own health care habits.

GUIDE TO
"INTRODUCTION"

- I. The Problem - Children need continuous reinforcement, stimulation, and help from their family, school, and community if they are to learn about and develop good health habits.

- II. The Situation - Questions to Ask - The following are the kinds of questions that you - the group project leader - will need to ask and find answers for. The answers to the questions will help you know where to start with your group.
 - * What health education topics have the children already had in school?
 - * To what extent do the families of your group members help with and support health education?
 - * How much responsibility do the children in this age group, and in particular the young people in your group, take for grooming and personal health habits?
 - * What differences exist between boys and girls in this age group?
 - * Do any members of your group seem to have any outstanding or specific health problems that could or should be given special attention?

- III. Objectives -
 - * To have the children assume more responsibility for their health and personal hygiene.
 - * To help the children develop health habits that will serve them throughout life.
 - * To help the children become conscious of the relationship between good health habits (good dental care, nutrition, etc.) and good physical and mental health.

- IV. Concepts or the "Big Ideas" to be Learned -
 - * Good physical and mental health affects your enjoyment of every part of life and how well you can perform at work or at play.

- V. Methods and Learning Experiences -
 - * Involve your group in a discussion and ask them to give their reasons for wanting and trying to stay healthy.
 - * Ask the group members - What do we mean by the term "good health" or by "a real healthy person?" Have them describe people they know who they consider to be healthy and why they are healthy.

- * Discuss with the group their definition of a person of their age group who is not healthy. What does good health and not being healthy mean to them?
- * Have the group members make a list of things their parents nag them about - brushing teeth, eating vegetables, washing hands, taking a bath. Then ask them if they know why their parents insist on their doing these things and if this has any effect on their health.
- * Have the group members evaluate themselves individually on the questionnaire "Signs of Good Health" in the introduction. Be sure to be tactful about discussing these, and you will also want to be observant to see if anyone has obvious problems that you might help with on an individual basis.
- * Visit a local hospital, nursing home, or doctor's office and talk about health problems which stem from poor health care habits.
- * Other -
- * Other -

GUIDE TO
"EATING IS FUN"

- I. The Problem - Children aren't aware of what they eat and the relationship of what they eat to good health.
- II. The Situation - Questions to Ask - The following are the kinds of questions that you will need to ask and find answers for:
 - * In what areas do the children in your group have good eating habits and where is improvement needed the most?
 - * In a general way, what degree of support and reinforcement do the children in your group receive from their families for good nutrition?
 - * What is the level of understanding the children have in regard to the four food groups?
 - * What are the similarities and differences in relation to good eating habits among the children in your group. Also, do any of the children seem to have outstanding problems of nutrition or eating habits?
- III. Objectives
 - * To have the children assume more responsibility for good eating habits.
 - * To help the children become conscious of and understand the relationship between good eating habits and good health. (good teeth, energy for play and school, etc.)
- IV. Concepts or the "Big Ideas" to be Learned
 - * The food a person eats affects the way a person looks (to himself and others) and the way he feels when playing, going to school, etc.
 - * There is a difference between getting enough to eat and choosing the right foods to eat each day.
 - * People eat for reasons other than being hungry - social occasions, to have something to do, etc.
- V. Methods and Learning Experiences
 - * Involve the group in a discussion of what they like to eat and their favorite foods. Discuss their reasons why these are their favorite foods.
 - * Have each member bring a favorite food, an unusual food, or a special food to a meeting and have a tasting and sharing party.

- * Make plans with the group to visit a grocery store and at the store let the group decide and buy one or two foods that are strange but that they would like to try.
- * Talk about and help the children to understand what foods are in each of the four food groups.
- * Have the children give the reasons for or the results of good eating habits.
- * Have the children make a list of what they had to eat today or yesterday and then fit these into the four food groups. Let them then evaluate where they are doing well and where they need to improve.
- * The children may want to keep a record for several days or a week of what they eat. Help them make charts and arrange to bring them to the next meeting.
- * Talk about the reasons people eat other than being hungry. Have them name good and poor foods to eat at these times.
- * Other -
- * Other -

GUIDE TO
"A SMILE TO KEEP"

I. The Problem - Children need much help and support to learn about and understand why it is important to have a clean, attractive and healthy mouth and teeth in order that they will develop good dental health habits.

II. The Situation - Questions to Ask

- * From your observations - do the children in your group have much, some, or few dental health problems?
- * How much emphasis do the parents of the children and the school the children attend place on dental health and good habits of teeth care?
- * Consult a dentist or two in your community on the biggest dental health problems of children.
- * What are the similarities and differences among the children in your group concerning dental health and do any of the children have obvious problems which may need attention.

III. Objectives

- * To have the children assume more responsibility for good dental health habits.
- * To help the children become conscious of and understand the relationship between good dental health habits and (1) the way they look and possibly smell to others, (2) their overall good health.

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

- * 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 affect the condition of his teeth and mouth.
- * Constant dental care contributes to healthy teeth.

V. Methods and Learning Experiences

- * Involve your group in a discussion and have them give reasons why it's important to have healthy teeth and a pretty smile (look good to others, not have bad breath, not have toothaches, may be possible answers).
- * Talk with the group about the things that must be done to keep healthy teeth that are discussed in their pamphlet.
- * At a group meeting eat samples of detergent and impacting foods. Discuss their differences and help the children learn why it's so important to brush after eating.

- * Have group members give illustrated talks or demonstrations on the right kind of brush to use and the correct way to brush your teeth.
- * Help the group make a collection of teeth from different animals and fish and discuss their function, shape, condition, etc.
- * Help and encourage the children to keep individual records on their brushing habits and assist them in evaluating where each of them needs to improve.
- * Arrange for your group to visit a dentist and have him discuss healthy teeth and one's overall health and appearance.
- * If any of the children in your group have obvious problems, give individual advice or encourage the child and his parents to get professional treatment. If needed, find out what help is available through the welfare and health departments.

- * Other -

GUIDE TO
"HEALTHY EYES AND EARS"

- I. The Problem - Children (and many adults, also) take their eyes and ears and what their eyes and ears do for them for granted and therefore must be helped to understand their importance and how to care for their eyes and ears.
- II. The Situation - Questions to Ask
 - * Determine how much the children in your group know about their eyes and ears and how to care for them.
 - * Find out what kinds of educational or treatment programs are carried on by the schools or community and if the families of the children in your group take advantage of these.
 - * Do any of the children in your group have specific problems which do need treatment?
- III. Objectives
 - * To have the children learn the importance of proper care of their eyes and ears and the things they must do to have healthy eyes and ears.
 - * To have the children assume more individual responsibility for the care of their eyes and ears.
 - * To have the children understand the relationship between healthy eyes and ears and their ability to learn, have fun, and appreciate the world around them.
- IV. Concepts or the "Big Ideas" to be Learned
 - * The condition and ability of a person's eyes and ears to function properly directly affects the way a person learns, plays and works, and appreciates the sounds and sights of the things around him.
 - * Keeping one's eyes and ears in the best possible condition doesn't just happen, and therefore children must learn how to care for them and develop habits for their constant care.
 - * There are individual differences between people in their ability to see and hear, and those with special needs can be helped to see or hear more adequately.
- V. Methods or Learning Experiences
 - * Have your group suggest the ways they use their eyes and ears and discuss what it might be like if their ability to see or hear were reduced or taken away.

- * Talk with your group about the things they must do to care for their eyes and ears that are discussed in their pamphlet.
- * Encourage and help group members give demonstrations or illustrated talks on proper lighting, cleaning your ears, what to do if something gets in your eye, etc.
- * Talk about individual differences in ability to see and hear and what can and should be done to help those who have less than maximum ability.
- * Visit a local hearing aid center to see and understand equipment.
- * Visit an optometrist to see different frames, glasses, contact lenses, etc.
- * Visit a clinic or have a nurse or doctor visit your 4-H meeting to talk about and demonstrate hearing and vision tests, care of the eyes and ears, etc.
- * If any of the children in your group seem to have vision or hearing problems, encourage and help them receive professional treatment.
- * Other -

GUIDE TO
"HAVE A SHINING LOOK"

I. The Problem - Because children do not have a natural tendency towards cleanliness, they therefore need to learn that cleanliness directly affects their general health and feeling of well being and that people around them react (both good or bad reactions) to the way one looks or smells.

II. The Situation - Questions to Ask

- * In a general way, what is the level of cleanliness and grooming among the children in your group?
- * In what areas of keeping clean and grooming do they do well and where do they need improvement?
- * What are the standards for cleanliness and grooming in the neighborhood or community? (You should know how much improvement to expect.)
- * Are there children in your group who have individual problems for which they need extra help, advice, or support?

III. Objectives

- * To have the children become conscious of and understand why and how others react to the way they look, (general cleanliness including skin hair, fingernails, clothes, no body odor, etc.)
- * To also understand the relationship between cleanliness and a general state of good health (such as, dirty and oily skin may lead to pimples and acne, dirty hair can cause an itchy feeling, and scaly appearance on your head, dirty hands when handling food can spread disease germs)
- * To have the children assume more responsibility for keeping clean and well groomed.

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

- * People generally respond favorably to those who are clean and well groomed.
- * To keep clean and well groomed, one must know how to care for his skin, hair, fingernails and clothes and to give these aspects of cleanliness attention every day.

- * Keeping clean and well groomed helps one maintain good health and prevents such troublesome problems as acne, dandruff, spreading disease germs, etc.

V. Methods and Learning Experiences

- * Involve your group in a discussion and have them suggest the ways they and others respond to people who are clean and well groomed and to those who are not.
- * Discuss the topics on cleanliness and grooming from the member's pamphlet and then have the children determine where they do well and where they need improvement and help. Help each child to decide on one or two ways he wants to improve and encourage him to follow through.
- * Give the children an opportunity to prepare and present demonstrations on skin care, washing your hair, brushing and combing hair, cleaning and care of fingernails, etc.
- * Make a group visit to a barber or beauty shop for a demonstration on hair and nail care.
- * If needed, help your group or individuals with special problems such as body odor, pimples, washing and grooming their hair, care and mending of clothes, etc.
- * Other -
- * Other -

GUIDE TO
"PERFECT POSTURE"

- I. The Problem - Having a good posture is usually not highly important to children and they therefore need to learn why this is important and what to do to have good posture.
- II. The Situation - Questions to Ask
 - * Regarding posture and the children in your group, what do they do well and where do they need help the most?
 - * Look at each child individually to see if any of them have special problems that need extra attention.
- III. Objectives
 - * To help the children become conscious of and understand the importance of good posture (how they look to others and that good posture contributes to feeling good).
 - * To have the children learn and understand what is good posture, how to check themselves for posture, and to practice good posture.
- IV. Concepts or the "Big Ideas" to be Learned
 - * Good posture while standing, walking, and sitting helps one to feel good and brings about a favorable response from people around us.
 - * Walking, standing, and sitting correctly all contribute to good posture.
 - * Our feet must carry us for many miles for many years and therefore our shoes must be fitted properly.
- V. Methods or Learning Experiences
 - * Talk about posture (walking, standing, and sitting) with your group to find out their feelings and attitudes concerning posture. This will help you know where to begin and what to emphasize.
 - * Talk about posture as discussed in the member's pamphlet and have the children give on-the-spot demonstrations on correct posture.
 - * Have the children evaluate themselves on the chart in their pamphlet and also use some other techniques such as the weighted cord, a full length mirror, etc. Have each child then list the things he needs to do to improve his posture. Encourage them to follow through and check their progress.

- * Talk about the importance of one's feet and the need to have shoes fitted properly. Have the children do the simple tests for fit of their shoes as suggested in their pamphlet. If you have children in your group whose families have trouble affording adequate shoes, be sure not to embarrass them.
- * Invite an older 4-H'er, athlete, physical education teacher, or model to a meeting to demonstrate and discuss posture, walking, sitting, etc.
- * Help your group develop a skit on posture.
- * Visit a shoe store which will give the group a demonstration on fitting shoes, corrective shoes, and shoe styles.
- * Give positive encouragement and support to individual children who need special attention on posture. They possibly have a poor posture because they are unsure of themselves, they are much taller than their friends, etc.
- * Other -
- * Other -

GUIDE TO
"ARE YOU GROWING"

I. The Problem - Children often become concerned or worried because they are taller or shorter or are thinner or fatter than their friends.

II. The Situation - Questions to Ask

- * How much individual differences in size is there among the children in your group?
- * What things have they said or have you sensed that relate to their concern about how tall or short or fat or thin they are.
- * What remarks or ridicule, if any, have you overheard which the children in your group have directed to someone who is tall or short or thin or fat.

III. Objectives

- * To help the children learn and understand that people come in all sizes and shapes, that each of us grow at different rates, and that our adult size and shape is pretty much determined by heredity.
- * To help each child to accept his own size as being pretty much right for him if there are not real weight problems.
- * To help the children to understand that rude remarks about other persons' sizes or shapes can hurt the feelings of the other person.
- * To help the children learn that there is a connection between eating habits and their weight and if they are too thin or fat they can do something about it by changing what and how much they eat.

IV. Concepts or "Big Ideas" to be Learned

- * People come in all shapes and sizes and each of us has a growth rate different from other people.
- * Each child needs to accept the size and shape he is now and will become later.
- * There is almost always a connection between eating habits (including what a person eats) and a person's weight and that one can be helped to change his eating habits if too thin or fat.
- * Rude remarks about another person's size or shape can hurt the other person's feelings.

V. Methods or Learning Experiences

- * At a project meeting help the children to measure their height and weigh themselves and then record this in their project pamphlet. Encourage them then to record their height and weight on the chart for several months and make plans to discuss this later.
- * Have the children compare their height and weight and help them understand that people come in all sizes and shapes and have different growth rates.
- * Help the group to plan and act out a humorous play with individuals playing the parts of different size and shape "beings."
- * With mice, rats, or guinea pigs - develop different diets and make comparisons on weight gain, weight control, etc.
- * Help the children discuss any rude remarks others or they have made about another person's size or shape and how this causes feelings to be hurt.
- * If any of the children have individual concerns about their weight or height, give individual help or encourage the child's parents to help him.
- * Other -
- * Other -

GUIDE TO
"STAY HEALTHY"

I. The Problem - Children need to learn about communicable diseases and begin to learn how they can prevent and control the spreading of diseases.

II. The Situation - Questions to Ask

- * Does there seem to be much or little sickness among the children in your group?
- * What do the children know about communicable diseases and how to prevent and control these diseases?
- * Do any of the children seem to have special problems with illness, immunization, etc.?

III. Objectives

- * To help the children learn and understand that many sicknesses and particularly the common cold are caused by disease germs (bacteria or viruses), and learn how these germs are passed from one person to another.
- * To help the children learn what to do to keep from spreading or catching a cold and what to do if they catch a cold.
- * To help the children learn that immunizations or shots can prevent many diseases and to find out what shots they have had.
- * To help or encourage treatment of children in your group who may have special problems in the whole area.

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

- * The common cold is easily spread from one person to another and that certain things can be done to prevent spreading or catching a cold.
- * If one has a cold there are certain things to do to help treat it as soon as possible.
- * Immunizations prevent many diseases and are a big help in keeping us healthy, even though shots may hurt a little.

V. Methods or Learning Experiences

- * Have the children talk about times they have been sick and how they feel when they are sick.
- * Borrow a microscope or visit the school science department and examine a drop of pond water or other media and discuss germs, viruses, and the micro-life around us.
- * Discuss with them the things to do to keep from spreading or catching a cold and to treat a cold. Encourage them to help each other to remember what to do.
- * Discuss immunizations or shots and what these do to keep us healthy. If possible, invite a nurse or doctor to discuss this with your group during a meeting or a visit to a clinic.
- * If it seems appropriate, help your group make a plan to help improve the record of immunizations in their neighborhood.
- * Ask the children to check with their parents or the family doctor on the immunizations they have received and record this on the chart in the pamphlet.
- * Other -
- * Other -

GUIDE TO
"YOU AND YOUR FRIENDS"

I. The Problem - Children need help in understanding that how they act and how they look is all a part of being the kind of person others like to have as a friend.

II. The Situation - Questions to Ask

- * Do the children in your group seem to be accepted and make friends easily?
- * Do some of the children have problems in being accepted and in making friends? Can you get a hunch about the causes of their problems?
- * Are the children in your group already a friendship group, or are there several small groupings of friends with a few loners?

III. Objectives

- * To help the children learn that how one looks and how one acts has much to do with being accepted as a friend.
- * To help the children learn and practice the habits that will improve their ability to be a friend.

IV. Concepts or "Big Ideas" to be Learned

- * How one looks and how one acts is very important in making and being a friend
- * There are many things that make up an acceptable appearance and acceptable behavior and these must be learned and practiced by children as they grow up.

V. Methods or Learning Experiences

- * Have your group discuss friends and make a list of all the things a friend should be and do.
- * Then ask the children to evaluate themselves according to the list they made and rate themselves in some way on each of the things on the list. Suggest then that each of them individually tell himself where he needs to improve.

- * Have the group compare their list with the list in their project booklet to see if there are differences in acceptable looks and behavior from one place to another.
- * Encourage and help the children to make up little skits which show friendly and unfriendly behavior or good or poor appearance.
- * Make plans with the group to come back to this unit in a few weeks or months - so they can check themselves on the progress they made and where improvement is still needed.
- * Help your group plan a simple party to which each will invite a friend. Discuss with them the manners and behavior they will practice at the party.

REFERENCES

1. The Profile of the Growing Child, Charles W. Martin, Extension Family Life Specialist, 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.

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

V. Joseph McAuliffe, associate state leader, 4-H and Youth Development

Evelyn Harne, associate state leader, 4-H and Youth Development

Verna Mikesh, associate professor and Extension nutritionist, Agricultural Extension Service, University of Minnesota

Mrs. Anne 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 301500 L

It is the policy of the Agricultural Extension Service of the University of Minnesota that all persons shall have equal access to its programs and facilities without regard, to race, creed, color, sex, or national origin.

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.