LIFE SKILLS FOR YOUTH SERIES

MODULE 3
HEALTH & HYGIENE

TRAINER'S GUIDE

CONTENTS

LESSON 1
EAT TO LIVE, DON'T LIVE TO EAT (NUTRITION)

Total Time: 1.5 hour, 90 minutes
Special Materials Needed for This Lesson
Large Set of Building Blocks (Legos®), Building Block Chart, Portion Size Visual Aids, Nutrition Plans from Appendix

Competencies for Health & Hygiene Module
Summary of competencies for Module 4: For participants to know and understand the importance of caring for their bodies and living a healthy lifestyle.

- Participants will be aware that God made their body to be perfect and healthy.
- Participants will know and understand what makes a healthy and strong body.
- Participants will know how to clean and care for their body and be able to identify different strategies in keeping their body clean and healthy.
- Participants will demonstrate commitment to good hygiene habits.
- Participants will understand the importance of exercise in maintaining their health
- Participants will understand the food groups of the USDA Food Pyramid and be able to identify food items for each group.
- Participants will understand the importance of eating a balanced diet
- Participants will understand nutrition plans are based on age, gender and activity level and be able to choose and apply an appropriate nutrition plan for themselves.
- Participants will know the definitions of habits, good and bad, and can identify the good and bad habits in their personal lives
- Participants will know how habits are formed, what they are linked to and how habits are broken
- Participants will be able to make a plan to break a bad habit or start a good habit
- Participants can identify how the media works to encourage bad habits
- Participants will know and understand how to apply basic First Aid techniques for strains and sprains; burns; cuts, abrasions and punctures; choking victims; unconscious persons; and nosebleeds.

A. Welcome & Introduction
Time: 10 minutes

Welcome
Welcome the participants to this module on Health and Hygiene. Review previous Action Plans the discussions, questions and answers as necessary.

Introduction

Introduce this module with an overview of taking care of our entire body. This begins with an understanding and appreciation that each of us during our birth was given a beautiful peace of equipment – our body – to carry us through life. Some of us may have a difficult time understanding this because we do not necessarily like our bodies, but it is ours and we are uniquely made. The Bible makes this clear to us in Psalm 139:13-14.

> *For You formed my inward parts; You covered me in my mother's womb. I will praise You, for I am fearfully and wonderfully made; Marvelous are Your works, And that my soul knows very well. (NKJV)*

This passage tells us that God created our inmost being. He knit us together in our mother's womb. This verse goes on to tell us we are fearfully and wonderfully made. So, we were made exactly like the Lord Jesus wanted us to be made. If this is true, we need to take care of what He gave us. In order to understand better how to accomplish this, the next four lessons will cover various topics. The following will be discussed:

- Lesson 1: Food and Nutrition
- Lesson 2: Personal Care
- Lesson 3: Bad Habits
- Lesson 4: Basic First Aid

Engage the participants by asking the following or similar question:

- Based on these four topics, what would you like to learn?

Accept answers as given; acknowledging those that will be addressed in this module. Note others for future reference.

Bridge to today's lesson by informing requests you will be discussing food and nutrition. This lesson will help them to understand the importance of what goes in their bodies and how they can keep them functioning properly.

> ***Trainer Note:*** *Food and Nutrition is a very delicate topic for children living in residential facilities. The presented information might raise complaints against the food, menu and choices provided. If this information is presented to persons living in residential facilities, throughout the session encourage them to be thankful for what they have at the moment and remember the information for the time when they make their own decisions.*

B. Lecture: Why Do We Eat?

Time: 10 minutes

Have you ever heard the statement, you are what you eat? What does that statement mean to you? (Accept answers from the large group.)

Many people may say, if we eat too many potatoes, we are going to start looking like a potato, round and plump? There is some truth in the statement. If we are not careful to eat well and exercise regularly, our bodies will begin to show the effects of those habits.

Pose the following questions:

- Why do you eat?
- When should you eat?
- How often do you think a person should eat?

- How much should you eat at a meal?

The rest of our time today will be spent on answering these questions to gain an understanding of why we need to eat, the right way to eat and how exercise is also important in this process. So let's begin with why we eat.
First of all, we need energy. We need energy to breathe, blink our eyes, pump our heart, shake our heads, keep us warm and move the inner and outer parts of our body. If we do not have enough energy, it can affect how these parts of our body work. We get energy from food. So this is the primary reason it is important for us to eat; to acquire energy for our bodies to function.
Secondly, we need the nutrients that are in food to help us stay healthy, fight infections and repair things that go wrong in our body. Different foods contain various amounts and types of nutrients. It is important to get a variety and enough of the nutrients to keep our body working properly.
So now we know the consuming food gives us energy and provides nutrients our bodies need. Let’s take a couple of minutes and play a game to demonstrate the importance of energy and nutrients to our body.

C. Small Group Activity: All Building Blocks Needed

Time: 15 minutes

Set up Activity

> ***Trainer Note****: Prior to this activity, obtain a large set of connecting building blocks, such as Legos®, with four different colors. Make a chart listing the function of each color of building block as follows:*
> *Color #1 – Walls*
> *Color #2 – Doors*
> *Color #3 – Windows*
> *Color #4 – Roof*
> *Divide the building blocks into four separate sets as described for this activity.*

Divide the class into four groups. Refer to the following sets of building blocks to each group:

- Group 1: Only Color #1
- Group 2: Colors #1 and #4
- Group 3: Colors #1, #3 and #4
- Group 4: All four colors

Instructions
Refer to the chart and explain each color of building block can be used for only its designated function. Each group is to build a house, or at least as much as they are able, using the building blocks available to them.

Process the Activity
When the groups are finished, ask the following or similar questions:

- What is missing from your house?
- Will it be able to house people? If so, for how long?
- Will it stand up against a storm?
- What would make your house better? Why?

Summarize
Summarize this activity by discussing the importance of the various building materials used to make a proper house. Relate this to the need to have a variety of foods that contain different nutrients and calories in their diet and the consequence of not having the proper balance. For example: Heart problems may result from too much cholesterol, or weak on its may result from lack of calcium and/or vitamin D, etc.
Make sure to let the participants know that many labels on foods will tell them the calories and the nutrients found in the foods. They will benefit from further research (asking people who understand nutrition, reading books, using the Internet, etc.) to learn what nutrients are in foods. For example: Bananas have potassium, Carrots have Vitamin A., etc.

D. Lecture: The Food Plate

Time: 20 minutes

Introduction to the Food Plate
Refer to the handout: *Food Plate*.

> ***Trainer Note**: There are a lot of different opinions in regard to how healthy eating should look loke. In this course we used Health Canada's Food Plate as a visual guide for balanced diet. Other sources of the information for this lesson include USDA, Harvard University's School of Public Health, The Open University, others.*

So what are the different varieties of food and how much of each do we need each day? As we mention there are many different nutrients that our body needs. They include six major classes: vitamins, minerals, proteins, fats, carbohydrates and water. Some nutritionists consider also fiber as one of these essential nutrients. It is important that we consume these nutrients on a daily basis to help us build our bodies and maintain our health. Each person's nutrition needs depend upon their age, gender, and level of physical activity. Deficiencies, excesses and imbalances in diet can produce negative impacts on health, which may lead to diseases.
Although most foods that we eat are mixtures of these nutrients, many of them contain a lot of one nutrient and a little of the other nutrients. Foods are often grouped according to the nutrient that they contain in abundance.
Today we will look at the Food Plate – an illustration that helps us to understand what foods should go on our plate daily to ensure we get all these nutrients that we mentioned. What different food groups we see here?
Refer to the handouts: *Samples from the Food Groups (pages 1-3)*.

Fruits
Any fruit or 100% fruit juice is part of the fruit group. Fruits contain important for our body vitamins and minerals. Most of them are also naturally low in fat, sodium, and calories. None have cholesterol. Eating fruits may reduce many chronic illnesses. The nutrients in the fruits help in fighting these and other conditions.[1]
NUTRIENTS:

- ***Potassium:*** A mineral that helps the muscles to contract and helps you maintain the correct balance of fluids in your body. Potassium is also

[1] https://www.myplate.gov/eat-healthy/fruits

important in sending nerve impulses as well as releasing energy from protein, fat, and carbohydrates during metabolism.
Diets rich in potassium may help to maintain healthy blood pressure. Fruit sources of potassium include bananas, prunes and prune juice, dried peaches and apricots, cantaloupe, honeydew melon, and orange juice

- ***Vitamin C***: An important vitamin for the growth and repair of all body tissues. It helps to heal wounds, cuts and sores while also assists in keeping teeth and gums healthy. Vitamin C is important to help fight off colds and flu.
- ***Folic Acid:*** helps our bodies develop red blood cells. It is very important that women who become pregnant eat foods rich in folic acid, at least during their first three months of pregnancy. This reduces the risk of many birth defects in their children.
- ***Fiber:*** helps reduce blood cholesterol levels and may lower risk of heart disease. Fiber is important for proper bowel function. It helps reduce constipation

Vegetables
This category includes vegetables and 100% vegetable juice. Same as fruits this food group is valued for providing us with essential vitamins and minerals. We can eat vegetables raw, steamed, canned, frozen or boiled. The best ones to eat are raw or steamed because they have the most nutritional value. Most vegetables are naturally low in fat and calories. None have cholesterol. (Sauces or seasonings may add fat, calories, or cholesterol.) Vegetables, like fruits and grain, provide our body with nutrients to fight off chronic illness such as strokes, types of diabetes, certain cancers and many other.[2]
NUTRIENTS: The nutrients found in vegetables include:

- ***Potassium***: A mineral that helps the muscles to contract and helps you maintain the correct balance of fluids in the cells of your body. Potassium is also important in sending nerve impulses as well as releasing energy from protein, fat, and carbohydrates during metabolism.
  Diets rich in potassium may help to maintain healthy blood pressure. Vegetable sources of potassium include sweet potatoes, white potatoes, white beans, tomato products (paste, sauce, and juice), beet greens, soybeans, lima beans, winter squash, spinach, lentils, kidney beans, and split peas.
- ***Fiber***: Nutritionists tell us that eating foods rich in fiber helps reduce our risk of heart disease, constipation and helps in managing our weight because fiber in grains makes us fill full faster.
- ***Vitamin C***: aids in helping iron be absorbed. It also is an important vitamin for the growth and repair of all body tissues. It helps to heal wounds, cuts and sores while also assists in keeping teeth and gums healthy. Vitamin C is important to help fight off colds and flu.
- ***Vitamin A:*** keeps eyes and skin healthy and helps to protect against infections.
- ***Vitamin E***: helps protect vitamin A and essential fatty acids from cell oxidation. Oxidation is the way the body converts food into energy.

[2] https://www.myplate.gov/eat-healthy/vegetables

- ***Folic Acid***: helps our bodies develop red blood cells. It is very important that women who become pregnant eat foods rich in folic acid, at least during their first three months of pregnancy. This reduces the risk of many birth defects in their children.

Grains

Any food made from wheat, rice, oats, cornmeal, barley or another cereal grain. Bread, pasta, oatmeal, breakfast cereals, and grits are examples of grain products. Grains are divided into two subgroups. One group is whole grains, and the other group is refined grains. Both groups provide us with carbohydrates and are considered as energy-giving foods. Whole grains are also a great source of important minerals, vitamins and dietary fiber. [3]

WHOLE GRAINS: The Whole Grain is like it sounds, whole. It means the complete grain kernel is used in the food. Examples of whole grains include:

- Brown Rice
- Cracked Wheat
- Oatmeal
- Whole Cornmeal
- Whole Wheat Flour

REFINED GRAINS: Refined grains on the other hand, have been ground into a finer texture. This process is called milling. The milling removes the fiber, iron, and many of the B vitamins. This process is often used so the products can be stored longer without going bad. Some examples of refined grains include:

- White Rice
- White Bread
- Ground Cornmeal
- White Flour

After the milling process is complete, many grains are then enriched. This means that various vitamins have been added back into the grain (but not fiber). If you are buying refined grains it is important to look for the word, “enriched” on the food label. This way you know that you are getting some nutritional value from eating the food.

NUTRIENTS: The following nutrients can be found in whole grains:

- ***Fiber:*** Eating foods rich in fiber helps reduce our risk of heart disease, constipation and helps in managing our weight because fiber in grains makes us fill full faster.
- ***B Vitamins:*** (Thiamin, riboflavin, niacin and folate) – helps our body release energy from protein, fat, and carbohydrates. Our nervous system also needs these B vitamins to be healthy. Remember, mentioned earlier was the importance of *enriched* refined grains because they contain these vitamins.
- ***Folic Acid:*** This is another B vitamin which helps our bodies develop red blood cells. It is very important that women who become pregnant eat foods rich in folic acid, at least during their first three months of pregnancy. This reduces the risk of many birth defects in their children.
- ***Iron:*** Our blood needs oxygen and iron is used to carry the oxygen in our blood. Often, when we do not eat foods rich in iron, we become tired and what

[3] https://www.myplate.gov/eat-healthy/grains

is called anemic. It means we need more iron so our blood gets the oxygen it needs.

- ***Magnesium***: A mineral used in building bones and releasing energy from muscles.
- ***Selenium:*** Helps protect the cells in our body. It is very important for a healthy immune system. A healthy immune system helps us fight off infections, colds, flu and other physical problems.

Meats

All foods made from meat, poultry, eggs, fish and other seafood belong to this group. They are high in protein and therefore – along with dairy, legumes and nuts – are considered proteins (or body-building) foods. Most meat and poultry choices in our diet should be lean or low-fat. Foods in this group provide nutrients that are important for health and maintenance of your body. However, choosing foods from this group that are high in saturated fat and cholesterol may have health problems. It is important to limit your intake of foods high in these fats. [4]

SATURATED FATS & CHOLESTEROL

- Saturated fats are those fats that are usually solid at room temperature. They raise "bad" cholesterol levels in the blood which can increase the risk of developing heart and blood vessel diseases. Some food choices in this group are high in saturated fat. These include: fatty cuts of beef, pork, and lamb; regular (less than 93% lean) ground beef; sausages, hot dogs, and bacon; some luncheon meats such as regular bologna and salami; and some poultry such as duck. To help keep blood cholesterol levels healthy, limit the amount of these foods you eat.
- Some foods from this group are high in cholesterol. These include egg yolks (egg whites are cholesterol-free) and organ meats such as liver and giblets. To low the risk of having heart or vessel diseases eat these foods in moderation.
- A high intake of fats makes it difficult to avoid consuming more calories than are needed.

NUTRIENTS: The meat group does provide nutrients important for a healthy body. Those nutrients include:

- ***Protein***: It functions like a building block. Making our bones, muscles, cartilage, skin, and blood work better. It is also a building block for enzymes, hormones, and vitamins. Proteins are one of three nutrients that provide calories (the others are fat and carbohydrates). Protein is important for our body to heal properly.
- ***B vitamins***: The B vitamins in this group serve a variety of functions in the body. They help the body release energy. They also play a vital role in the function of the nervous system and aid in the formation of red blood cells while helping to build tissues.
- ***Vitamin E:*** is an anti-oxidant that helps protect vitamin A and the necessary fatty acids from cell oxidation.
- ***Iron***: Our blood needs oxygen and iron is used to carry the oxygen in our blood. Often, when we do not eat foods rich in iron, we become tired and what

[4] myplate.gov/eat-healthy/protein-foods

is called anemic. It means we need more iron so our blood gets the oxygen it needs.

- ***Magnesium***: is used in building bones and releasing energy from muscles.
- ***Zinc***: helps the immune system function properly.

Dairy products

Milk and many products made from milk (like yogurt and cheese) belong to this food group. They are high protein and therefore are considered protein (or body-building) foods. Foods made from milk that retain their calcium content are part of the group, while foods made from milk that have little to no calcium, such as cream cheese, cream, and butter, are not. Consuming milk and milk products provides health benefits as it can reduce the risk of low bone mass throughout the life cycle.[5]

SATURATED FATS & CHOLESTEROL

Saturated fats are those fats that are usually solid at room temperature (exception – coconut oil, palm oil, whole milk). They raise "bad" cholesterol levels in the blood which can increase the risk of developing heart and blood vessel diseases.[6] Many cheeses, whole milk, and products made from them are high in saturated fat. To help keep blood cholesterol levels healthy, limit the amount of these foods you eat. In addition, a high intake of fats makes it difficult to avoid consuming more calories than are needed.

NUTRIENTS: Foods in the milk group provide nutrients that are vital for health and maintenance of your body. These nutrients include:

- ***Calcium***: is used for building bones and teeth and in maintaining bone mass. Milk products are a primary source of calcium. Diets that provide 3 cups or the equivalent of milk products per day can improve bone mass.
- ***Potassium*****:** may help to maintain healthy blood pressure. Milk products, especially yogurt and fluid milk, provide potassium.
- **Vitamin D**: functions in the body to maintain proper levels of calcium and phosphorous, thereby helping to build and maintain bones. Milk that is fortified with vitamin D is a good source of this nutrient. Other sources include vitamin D-fortified yogurt and vitamin D-fortified ready-to-eat breakfast cereals.

Beans & Nuts

Dry beans, lentils, peas, nuts and seeds belong to this group. Foods in this groups also high in protein and are considerate body-building group. Choose these foods frequently instead of meat or poultry. Yet portioning is the key when using nuts and seeds. They are rich in vegetable oils, which pack nine calories per gram. That means if you eat too many nuts and seeds in one meal, you will get an overload of calories. An ounce of nuts, for example—just a handful—contains 160 to 190 calories and 3 to 7 grams of protein.[7]

NUTRIENTS: Beans and nuts provide nutrients important for a healthy body. Those nutrients include:

- ***Vitamin A:*** keeps eyes and skin healthy and helps to protect against infections.

[5] myplate.gov/eat-healthy/dairy

[6] https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=315&printable=1

[7] https://www.health.harvard.edu/staying-healthy/plant-based-diet-nuts-seeds-and-legumes-can-help-get-you-there#:~:text=An%20ounce%20of%20nuts%2C%20for,to%209%20grams%20of%20protein.

- ***Vitamin C***: aids in helping iron be absorbed. It also is an important vitamin for the growth and repair of all body tissues. It helps to heal wounds, cuts and sores while also assists in keeping teeth and gums healthy. Vitamin C is important to help fight off colds and flu.
- ***Protein***: It functions like a building block. Making our bones, muscles, cartilage, skin, and blood work better. It is also a building block for enzymes, hormones, and vitamins. Proteins are one of three nutrients that provide calories (the others are fat and carbohydrates). Protein is important for our body to heal properly.
- ***Potassium*****:** may help to maintain healthy blood pressure. Milk products, especially yogurt and fluid milk, provide potassium.
- ***Magnesium***: is used in building bones and releasing energy from muscles.

Oils
Oils are fats that are liquid at room temperature, like the vegetable oils used in cooking. Do you know where oil comes from? Allow for answers. Oils come from many plants and fish. Some common oils are:

- canola oil
- corn oil
- cottonseed oil
- olive oil
- safflower oil
- soybean oil
- sunflower oil

Fat is an important part of a healthy diet. Oils and fats supply calories and essential fats and help your body absorb fat-soluble vitamins such as A, D, E and K. The type of fat we consume is just as important for health as the total amount of fat consumed. That's why it's important to choose healthier unsaturated fats. These are called Monounsaturated and Polyunsaturated Fats or our “essential fatty acids” and they can be found easily in nuts, vegetable oils and fish. Eating too much and the wrong kinds of fats, such as saturated and trans fats, may raise unhealthy (LDL) cholesterol and lower healthy (HDL) cholesterol. This imbalance can increase your risk of high blood pressure, hardening of the arteries (atherosclerosis), heart attack and stroke.[8]

E. Activity: Deciding Which Foods Are in Each Group

Time: 15 minutes

Set up
Refer to the handout: *Which Food Groups?* Divide the class into groups of three.

Instructions
Consider each of the following items and decide which of the six food groups it represents. Place your answer in the blank. Refer to the handouts: *Samples from the Six Food Groups (pages 1-3)*, for assistance.

Conduct the Activity
The list below is a key with the correct answers. Notice the last six items (Numbers 25-30) have multiple ingredients and represent several of the various food groups.

[8] https://www.heartandstroke.ca/

As the participants realize this and ask questions about it, complement them for recognizing this and ask them to list all the groups each item represents and why.

	Item	Food Group
1.	Oatmeal	*Grains*
2.	Whole Wheat Toast	*Grains*
3.	Ham	*Meats*
4.	Peas	*Vegetables*
5.	Eggs	*Meats*
6.	Noodles	*Grains*
7.	Chocolate Milk	*Milk*
8.	Tomatoes	*Vegetables*
9.	Onions	*Vegetables*
10.	Beets	*Vegetables*
11.	Prunes	*Fruits*
12.	Carrots	*Vegetables*
13.	Almonds	*Beans & Nuts*
14.	Vegetable Oil	*Oils*
15.	Whole Wheat Pasta	*Grains*
16.	Buns / Rolls	*Grains*
17.	Navy Beans	*Beans& Nuts*
18.	Radishes	*Vegetables*
19.	Mussels	*Meats*
20.	Apples	*Fruits*
21.	Oysters	*Meats*
22.	Soy Beans	*Beans & Nuts*
23.	Cheddar Cheese	*Milk*
24.	Black Beans	*Beans & Nuts*
25.	Cheese, pepperoni and peppers pizza	
26.	Apple pie	
27.	Beef & Vegetable Soup	
28.	Chicken Salad Sandwich	
29.	Big Mac	
30.	Taco Supreme	

Process the Activity

Go through the list one item at a time and take turns with different groups naming the categories represented by the items. Correct and explain incorrect answers. Explore the groups' answers for the last six items. The following is one example for item 25, Pizza with cheese, pepperoni and peppers.

Item	Food Group
Cheese	*Milk*
Pepperoni	*Meats*
Peppers	*Vegetables*
Tomato Sauce	*Vegetables*
Dough/ Crust	*Grains*

Ask for examples of other items that contain ingredients representing more than one food group.

Summarize
Summarize the activity by recognizing good work and explaining that it is important to understand the various food groups in order to develop and maintain a proper nutrition plan.

F. Lecture: Portion Size, Exercise & Your Nutrition Plan

Time: 15 minutes
Now that we know what the food pyramid looks like and the foods that go into the pyramid, we need to keep in mind that nutrition needs differ for each person. Each person's nutrition needs can be decided according to:

- Age
- Gender and
- Exercise Level.

But before we look at these variables to determine a nutrition plan, it is important to first understand portion sizes.

Portion Sizes

> ***Trainer Note****: Prior to this lesson, prepare a set of visual aids similar to those listed on the handout:* Visual Portion Sizes *and* Food Portion Size Chart *to show appropriate portion sizes of different foods. It would be helpful to place them on a plate or piece of paper cut into the size of a normal plate.*

Refer to Handouts: *Visual Portion Sizes* and *Food Portion Size Chart*.
Using the handouts and the visual aid examples you have prepared, briefly review portion sizes of various food items. Solicit responses from the participants to the following or similar questions:

- Are these portions larger or smaller than you normally eat?
- Would you find it difficult to adjust to eating portions of this size?

Accept answers as given and proceed with Lecture.

Exercise
Exercise is an important part of your overall health. We need exercise to burn calories, keep in shape and ensure our muscles, bones, heart, blood and other internal organs get the benefits from exercise. Did you know that raking leaves and running are good for your heart? It is true. It helps your heart pump faster, which increases the blood flow to the rest of your body. Exercise allows you to burn off calories from the food you eat.
Refer to Handout: *Exercise & Calories Chart*. Briefly review with the youth how exercise is related to using calories.
You actually need to eat more, the more exercise you get. Conversely, if you get little exercise, you need to eat less. It is important to consider how much exercise you get daily to figure out how much food is healthy for you to eat. This is part of your overall nutrition plan.

Your Nutrition Plan
Refer to Handout: *Choosing Your Nutrition Plan*.
Each of you is unique, and therefore each has nutrition plan unique to your individual lifestyle. Each of you can use the charts on this handout to create a nutrition plan that is best suited to you based on your Age, Gender and Level of Exercise.

> ***Trainer Note****: Prior to this lesson, print several copies or make posters of the following handouts: Food Plate, Food Energy Value, Exercise & Calories Chart. The youth will need to create a Meal Plan for one day. There are also many Meal Plan Generators available online that provide a sample menu and that you can have youth look at afterwards if they have access to Internet.*

Ask the youth to create a personal nutrition plan for one day considering the proportions for each food group presented on the Food Plate. Later they can use the same strategy to adjust their eating habits (to the extent possible, especially if participants live in a residential facility). Remind them that these plans are based on their age, gender and amount of exercise. Of these three things, the one thing that they can change is the amount of exercise they engage in.

G. Action Plan & Closing

Time: 5 minutes

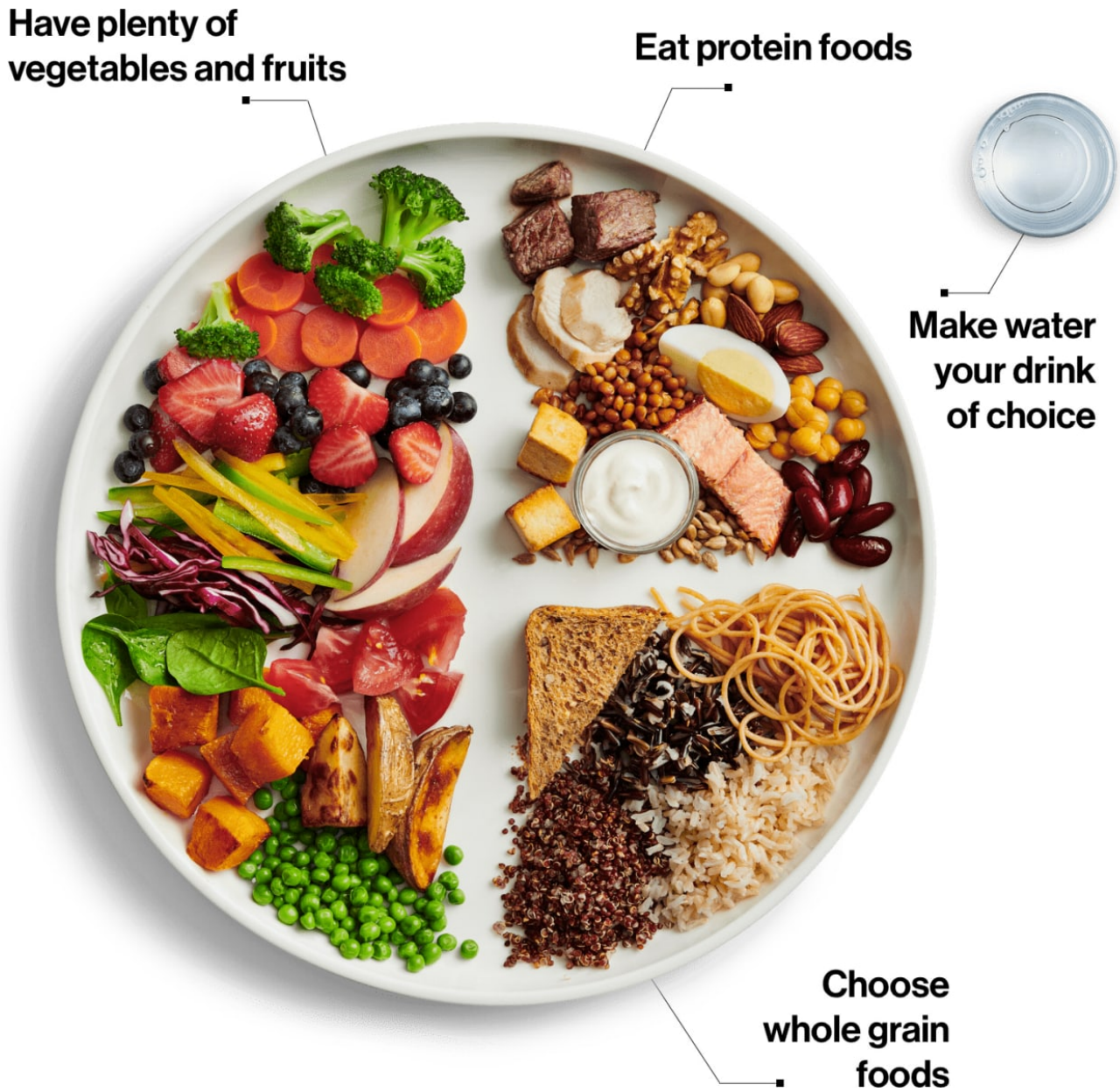
Action Plan Instructions

Review all of the handouts provided to make sure you understand the information. Make note of any questions that bring them to class next week.
Refer to *Action Plan: Health & Hygiene – Eat To Live, Don't Live to Eat.*
During the next week choose 3 different days to keep track of the food items that you eat for each meal that day. Sort them according to which food groups they belong.
During the same three days, keep track of the exercise you get. Use the tables provided to keep your notes.
Return next week with your completed Action Plan and any questions you have about the handouts.

Closing

Thank the participants for coming and challenge them to consciously begin to eat healthier and exercise more this week.

FOOD PLATE



SAMPLES FROM THE FOOD GROUPS
(PAGE #1)

GRAIN PRODUCTS
Some commonly eaten grain products are:

Whole grains:	**Refined grains**:
brown rice buckwheat bulgur (cracked wheat) oatmeal popcorn whole grain barley whole grain cornmeal whole rye whole wheat bread whole wheat crackers whole wheat pasta whole wheat sandwich buns and rolls wild rice *Less common whole grains:* amaranth millet quinoa sorghum triticale	cornbread couscous grits noodles Pasta *Ready-to-eat breakfast cereals* corn flakes wheat flakes white bread white sandwich buns and rolls white rice

FRUITS
Fruits may be canned, fresh, frozen and dried. Some of the most common fruits are:

Apples Apricots Avocado Bananas *Berries:* strawberries blueberries raspberries cherries Grapefruit Grapes Lemons Limes *Melons:* cantaloupe honeydew watermelon	Oranges Peaches Pears Plums Prunes Raisins **100% Fruit juice** orange apple grape grapefruit

SAMPLES FROM THE SIX GROUPS
(PAGE #2)

VEGETABLES
Samples of some vegetables are:

Dark green vegetables
broccoli
collard greens
dark green leafy lettuce
mustard greens
romaine lettuce
spinach
turnip greens

Orange vegetables
acorn squash
butternut squash
carrots
hubbard squash
pumpkin
sweet potatoes

Dry beans and peas
black beans
garbanzo beans (chickpeas)
kidney beans
lentils
lima beans (mature)
navy beans
pinto beans
soy beans
split peas
white beans

Starchy vegetables
corn
green peas
lima beans (green)
potatoes

Other vegetables
artichokes
asparagus
bean sprouts
beets
Brussels sprouts
cabbage
cauliflower
celery
cucumbers
green beans
green or red peppers
iceberg (head) lettuce
mushrooms
onions
parsnips
tomatoes
tomato juice
vegetable juice
turnips
wax beans
zucchini

MILK, YOGURT & CHEESE
Some commonly eaten choices in the milk, yogurt, and cheese group are:

Milk
All fluid milk:
- fat-free (skim)
- low fat (1%)
- reduced fat (2%)
- whole milk

flavored milks:
- chocolate
- strawberry

lactose reduced milks
lactose free milks

Milk-based desserts
Puddings made with milk
ice milk
frozen yogurt
ice cream

Cheese
Hard natural cheeses:
- cheddar
- mozzarella
- Swiss
- parmesan

soft cheeses:
- ricotta
- cottage cheese

processed cheeses

Yogurt
All yogurt
Fat-free
low fat
reduced fat
whole milk yogurt

SAMPLES FROM THE FOOD GROUPS
(PAGE #3)

MEATS
Some commonly eaten choices in the Meat group are:

Meats	**Fish**	octopus
Lean cuts of: beef ham lamb pork veal *Game meats:* Bison(buffalo) rabbit venison(deer meat) *Lean ground meats:* beef pork lamb *Lean luncheon meats* *Organ meats:* liver giblets	*Finfish such as:* catfish cod haddock halibut herring mackerel pollock porgy salmon sea bass swordfish trout tuna *Shellfish such as:* clams crab crayfish lobster mussels	oysters scallops squid (calamari) shrimp *Canned fish such as:* anchovies clams tuna sardines **Poultry** chicken duck goose turkey ground chicken and turkey **Eggs** chicken eggs duck eggs

OILS Oils are fats that are liquid at room temperature. Some common oils are:	
canola oil corn oil cottonseed oil olive oil safflower oil soybean oil sunflower oil	A number of foods are naturally high in oils, like: nuts olives some fish avocados

BEANS & NUTS Some commonly eaten choices in the Meat and Beans group are:		
Dry beans and peas: black beans black-eyed peas chickpeas (garbanzo beans) falafel kidney beans lentils lima beans (mature) navy beans pinto beans	soy beans split peas white beans *bean burgers:* garden burgers veggie burgers **Seeds** pumpkin seeds sesame seeds sunflower seeds	**Nuts** almonds cashews hazelnuts (filberts) mixed nuts peanuts peanut butter pecans pistachios walnuts

WHICH FOOD GROUP?

Consider each of the following items and decide which of the six food groups it represents. Place your answer in the blank.

FOOD GROUPS: GRAINS, FRUITS, VEGETABLES, MILK, MEATS, BEANS & NUTS, OILS

1. Oatmeal _____
2. Whole Wheat Toast _____
3. Ham _____
4. Peas _____
5. Eggs _____
6. Noodles _____
7. Chocolate Milk _____
8. Tomatoes _____
9. Onions _____
10. Beets _____
11. Prunes _____
12. Carrots _____
13. Almonds _____
14. Vegetable Oil _____
15. Whole Wheat Pasta _____
16. Buns / Rolls _____
17. Navy Beans _____
18. Radishes _____

19. Mussels _____
20. Apples _____
21. Oysters _____
22. Soy Beans _____
23. Cheddar Cheese _____
24. Black Beans _____
25. Pepperoni, peppers and cheese pizza _____
26. Apple pie _____
27. Beef & Vegetable Soup _____
28. Chicken Salad Sandwich _____
29. Big Mac _____
30. Taco Supreme _____

VISUAL PORTION SIZES

The Look of Normal Portion

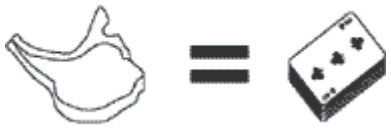
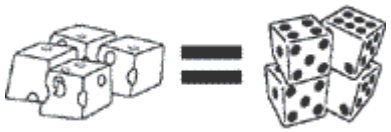
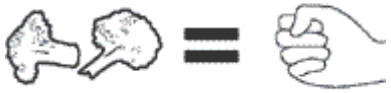
- 1 oz. (28 g) meat: size of a matchbox
- 3 oz. (85 g) meat: size of a deck of cards or bar of soap—the recommended portion for a meal
- 8 oz. (224 g) meat: size of a thin paperback book
- 3 oz. (85 g) fish: size of a checkbook
- 1 oz. (28 g) cheese: size of 4 dice
- Medium potato (170 g): size of a computer mouse
- 2 Tbs. (30 g) peanut butter: size of a ping pong ball
- 1 cup (200 g) pasta: size of a tennis ball
- Average bagel (80 g): size of a hockey puck.
- Medium apple or orange (100 g): the size of a tennis ball
- 1 cup (80 g) chopped raw vegetables or fruit: baseball size
- 1/4 cup (40 g) dried fruit (raisins, apricots, mango): a small handful
- 1 cup (75 g) of lettuce: four leaves
- 1/2 cup (100 g) of canned legumes (beans and peas)
- 10 (100 g) baby carrots

Common Items for Comparison

- **Woman's fist or baseball –** a serving of vegetables or fruit is about the size of your fist
- **A rounded handful –** about one half cup cooked or raw veggies or cut fruit, a piece of fruit, or ½ cup of cooked rice or pasta – this is a good measure for a snack serving, such as chips or pretzels
- **Deck of cards –** a serving of meat, fish or poultry or the palm of your hand (don't count your fingers!) – for example, one chicken breast, ¼ pound (110 g) hamburger patty or a medium pork chop
- **Golf ball or large egg –** one quarter cup of dried fruit or nuts
- **Tennis ball –** about one half cup of ice cream
- **Computer mouse –** about the size of a small baked potato
- **Compact disc –** about the size of one serving of pancake or small waffle
- **Thumb tip –** about one teaspoon of peanut butter
- **Six dice –** a serving of cheese
- Check book – a serving of fish (approximately 3 oz.)

FOOD PORTION SIZE CHART

Portion sizes are important for staying a healthy weight.
When a food scale or measuring cups aren't handy, you can still estimate your portions of by using this chart.

	Three ounces (85 g) of meat is about the size and thickness of a deck of playing cards or an audiotape cassette.
	A medium apple or peach (100 g) is about the size of a tennis ball.
	One ounce (28 g) of cheese is about the size of four stacked dice.
	One-half cup (75 g) of ice cream is about the size of a racquetball or tennis ball.
	One cup (250 g) of mashed potatoes or broccoli is about the size of your fist.
	One teaspoon (5 g) of butter or peanut butter is about the size of the tip of your thumb.

FOOD ENERGY VALUE

Breads & Cereals	per 100 grams	Portion size
Bread white (thick slice)	240 calories	96 calories (1 slice 40g)
Pasta (normal boiled)	110 calories	330 calories (300g)
Potatoes (boiled)	70 calories	210 calories (300g)
Potatoes (baked)	140 calories	420 calories (300g)
Rice (boiled)	140 calories	420 calories (300g)
Milk & Dairy produce	**per 100 grams**	**Portion size**
Cheese average	440 calories	110 calories (25g)
Milk whole	70 calories	175 calories (250ml)
Fats & Sugars	**per 100 grams**	**Portion size**
Pure fat	900 calories	9 calories (1 gram)
Butter	750 calories	112 calories
Chocolate	500 calories	200 calories
Sugar white	400 calories	20 calories (1 teaspoon)
Fruits & Vegetables	**per 100 grams**	**Each**
Apple	44 calories	44 calories
Banana	65 calories	107 calories
Cabbage	20 calories	
Carrot	25 calories	
Cherry	50 calories	2.4 calories
Cucumber	10 calories	
Grapes	62 calories	2.4 calories
Onion (boiled)	18 calories	
Onion (fried)	155 calories	
Orange	30 calories	35 calories
Peach	30 calories	35 calories
Pear	38 calories	45 calories
Strawberries	30 calories	2.7 calories
Tomato	20 calories	
Meats & Fish	**per 100 grams**	**Portion size**
Eggs (1 average size)	150 calories	90 calories
Eggs fried	180 calories	120 calories
Beef (roast)	280 calories	
Chicken	200 calories	
Ham	240 calories	
Pork	290 calories	
Sardines tinned in oil	220 calories	
Sausage pork fried	320 calories	

EXERCISE & CALORIES CHART

Approximate calories used by an average person

Moderate physical activities:	In 1 hour	In 30 minutes
Hiking	370	185
Light gardening/yard work	330	165
Dancing	330	165
Golf (walking and carrying clubs)	330	165
Bicycling (less than 16 km per hour)	290	145
Walking (6 km per hour)	280	140
Weight training (light workout)	220	110
Stretching	180	90

Vigorous physical activities:	In 1 hour	In 30 minutes
Running/jogging (8 km per hour)	590	295
Bicycling (more than 16 km per hour)	590	295
Swimming (slow freestyle laps)	510	255
Aerobics	480	240
Walking (7 km per hour)	460	230
Heavy yard work (chopping wood)	440	220
Weight lifting (vigorous effort)	440	220
Basketball (vigorous)	440	220

CHOOSING YOUR NUTRITION PLAN

Males

Amount of *vigorous* exercise *in addition* to your normal daily routine (jogging, biking, yardwork, sports, etc.)			
Your age	< 30 Minutes	30-60 Minutes	> 60 Minutes
12	1800 Calories Plan	2200 Calories Plan	2400 Calories Plan
13	2000 Calories Plan	2200 Calories Plan	2600 Calories Plan
14	2000 Calories Plan	2400 Calories Plan	2800 Calories Plan
15	2200 Calories Plan	2600 Calories Plan	3000 Calories Plan
16	2800 Calories Plan	2800 Calories Plan	3200 Calories Plan
17	2400 Calories Plan	2800 Calories Plan	3200 Calories Plan
18	2400 Calories Plan	2800 Calories Plan	3200 Calories Plan

Females

Amount of *vigorous* exercise *in addition* to your normal daily routine (jogging, biking, yardwork, sports, etc.)			
Your age	< 30 Minutes	30-60 Minutes	> 60 Minutes
12	1600 Calories Plan	2000 Calories Plan	2200 Calories Plan
13	1600 Calories Plan	2000 Calories Plan	2200 Calories Land
14	1800 Calories Plan	2000 Calories Plan	2400 Calories Plan
15	1800 Calories Plan	2000 Calories Plan	2400 Calories Plan
16	1800 Calories Plan	2000 Calories Plan	2400 Calories Plan
17	1800 Calories Plan	2000 Calories Plan	2400 Calories Plan
18	1800 Calories Plan	2000 Calories Plan	2400 Calories Plan

EAT TO LIVE, DON'T LIVE TO EAT (NUTRITION)

ACTION PLAN

During the next week choose 3 different days to keep track of the food items that you eat for each meal that day. Sort them according to which food groups they belong. During the same three days, keep track of the exercise you get. Use the tables below to keep your notes.

DAY 1	Breakfast	Lunch	Dinner
Grains			
Fruits			
Vegetables			
Milk Products			
Meat & Beans			
Oils			
Exercise: list activities and duration of each			

DAY 2	Breakfast	Lunch	Dinner
Grains			
Fruits			
Vegetables			
Milk Products			
Meat & Beans			
Oils			
Exercise: list activities and duration of each			

DAY 3	Breakfast	Lunch	Dinner
Grains			
Fruits			
Vegetables			
Milk Products			
Meat & Beans			
Oils			
Exercise: list activities and duration of each			

TRAINER NOTES

LESSON 2
PERSONAL HYGIENE

Total Time: 1 ½ hour, 90 minutes
Special Materials Needed for This Lesson
Small Prizes

Competencies for Health & Hygiene Module
Summary of competencies for Module 4: For participants to know and understand the importance of caring for their bodies and living a healthy lifestyle.

- Participants will be aware that God made their body to be perfect and healthy.
- Participants will know and understand what makes a healthy and strong body.
- Participants will know how to clean and care for their body and be able to identify different strategies in keeping their body clean and healthy.
- Participants will demonstrate commitment to good hygiene habits.
- Participants will understand the importance of exercise in maintaining their health
- Participants will understand the food groups of the USDA Food Pyramid and be able to identify food items for each group.
- Participants will understand the importance of eating a balanced diet
- Participants will understand nutrition plans are based on age, gender and activity level and be able to choose and apply an appropriate nutrition plan for themselves.
- Participants will know the definitions of habits, good and bad, and can identify the good and bad habits in their personal lives
- Participants will know how habits are formed, what they are linked to and how habits are broken
- Participants will be able to make a plan to break a bad habit or start a good habit
- Participants can identify how the media works to encourage bad habits
- Participants will know and understand how to apply basic First Aid techniques for strains and sprains; burns; cuts, abrasions and punctures; choking victims; unconscious persons; and nosebleeds.

A. Welcome & Introduction
Time: 5 minutes

Welcome
Greet the participants and review the Action Plan for the last lesson.

Ask if there are any questions. Lead a brief discussion about what they did and how it worked by asking the following or similar questions.

- Was it hard to follow the Action Plan?
- Was it easy?
- What did you learn from following the Action Plan?

If some of the participants did not complete it, encourage them to try again. Remind them that each day is a new beginning. Each day they have an opportunity to start or continue healthy practices.

Introduction

Today, we will talk about skin, hair, nails, teeth and gender specific hygiene. Personal hygiene is an important habit to develop while you are young. How you take care of your body now will affect your overall health for the rest of your life. Start taking care of your skin, hair, nails and teeth now and you will have fewer problems as you grow older. When you look at the older men and women around you, you may notice that some seem healthier than others. Many of the healthier people started practicing good health habits when they were young.

The purpose of this lesson is help you have healthy bodies and to look your best. Doing this will also help you to be a more confident person.

B. Lecture: Body Care and Perspiration

Time: 10 minutes

First, let's thank God for our nose. The nose is a good helper to each of us and I'm wondering if it might not have already saved your life? Has anyone here smelled something and you immediately knew you were in danger? What was that?

There are also good smells – those things we really like to smell. We like the smell of sweet rolls or the smell of our favorite flower, etc. What do you like smelling?

Our body often produces good smells but sometimes bad smells. Some the bad ones can't be controlled while others can and should be taken care of. Our task is not to mask bad smells but to deal with their cause.

• What are some parts of our body that sometimes might not smell good? *(The Trainer can write them on the board).*

Why do we sweat? It might be interesting for you to know why – especially considering it causes bad odors too. Sweating is the action our body takes to cool down when it feels overheated. For example: when water evaporates off our skin, the surface of our skin feels cool. Have you noticed that when you come out from the sea or lake and your skin is still wet you often feel cold? When you are too hot our smart body does the same thing – water (called sweat) comes out of the skin, and then evaporates into the air, which cools you down. The sweat itself usually has no smell.

What makes it smelly? In most cases – bacteria.

It might sound strange but we need bacteria! The health of the entire planet depends on the activities of bacteria. They live everywhere including outside and inside our bodies and play an important role in our well being. Normally they outnumber our body cells by ten to one. It's not the presence of bacteria that causes us trouble; it's when they overreach their normal balanced number or when we get a type of bacteria that our body doesn't know how to handle that the trouble begins.

Thus there is bacteria that inhabit your skin. They live on dead skin cells and oil that comes out from your skin. They especially love dark, damp places like under your sweaty arm or in your sweaty shoes and that is when they start getting out of control. Give them the right conditions and they develop colony after colony and start getting rid of wastes in form of organic acid. That acid gives the smell.

What should we do in order not to sweat? Nothing.

What can we do not to smell bad? To control the bacteria quantities.

C. Activity: What can I do? (15 minutes)

Time: 15 minutes

Divide the group into two (or more if you have a big group) teams. The task within each team is to write down two right, two wrong and two funny solutions to our problem. Give them 4 minutes to discuss. You can give a prize for the funniest or most extravagant suggestions. Later read yours and ask the youth to determine right from wrong. Right answers are marked with a comment.

Trainer's Suggestions:

- You can move to the North Pole
- You can shower every day or after you sweat a lot (True. It will help to kill the smell and some bacteria.)
- You can use antibacterial soap all the time (False. Using the antibacterial soap all the time will weaken the body's ability to resist infections. Antibacterial soap should be used in cases of serious dirtying.)
- You can wash your cloth regularly and when possible shoes (like gym shoes and slippers) to kill already living there bacteria (True. But make sure you dry them well.)
- You can try not to wear the same pair of shoes all the time to let them air out (True. It's good to have two pairs of shoes for each season and alternate them.)
- You can put your clothes or shoes out on the sun when it's impossible to have them washed (True. Sun has an ability to kill some bacteria.)
- Synthetic materials are not breathable so you can wear polyester clothes and plastic shoes to suffocate bacteria (It's a joke. But many synthetic materials indeed hinder evaporation and are not recommended for casual wear during summer months. Yet there are some high-quality synthetic fabrics that were specifically developed for sports and believed to have a moisture wicking effect.)
- You can wear clothes and shoes from natural material which will allow the skin to breath. (True. During module on Homemaking we will learn what natural fabrics are there)
- You can apply antiperspirant/deodorant under your arms

Antiperspirant:
- works by blocking the pores on the outer layer of your skin, reducing the amount of sweat allowed to the surface
- should be applied only on a clean body
- might be harmful for people with certain health problems

D. Lecture: Skin Care

Time: 10 minutes

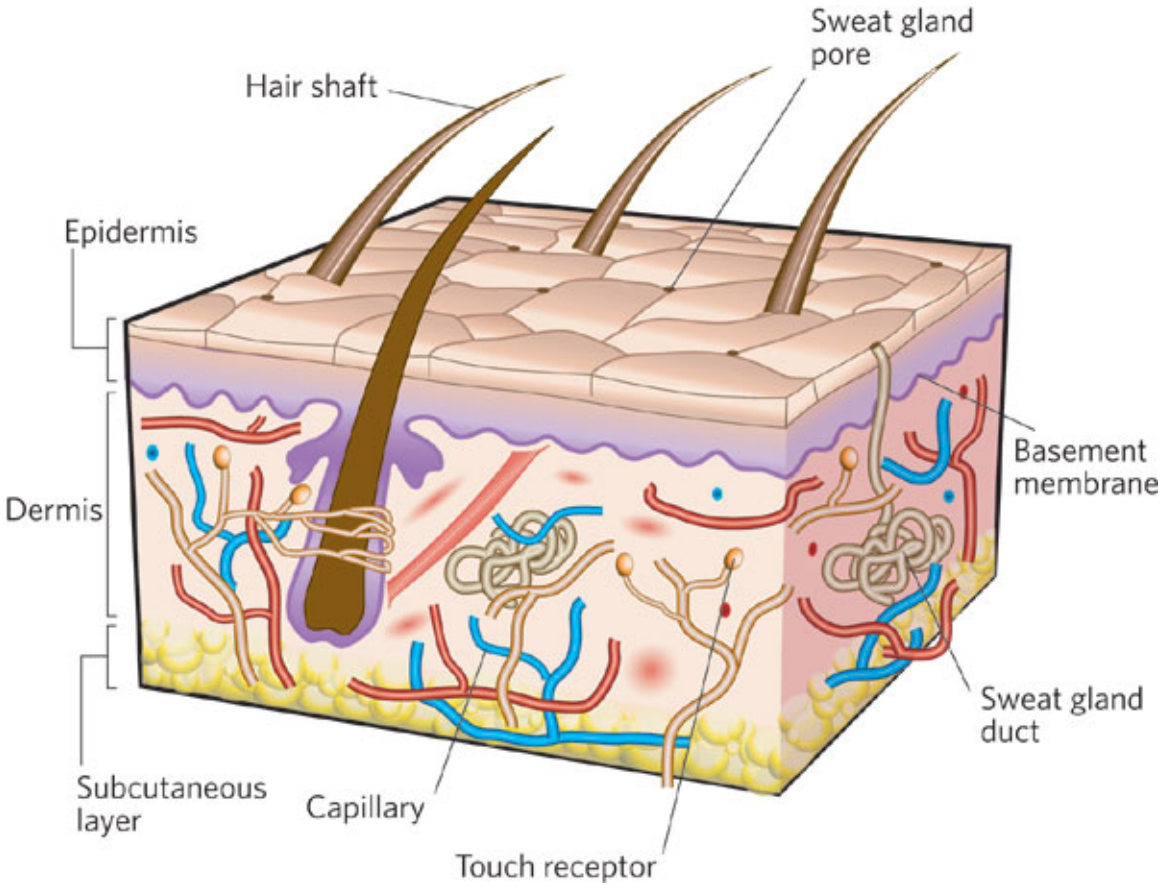
One of the most common skin problems among youth is acne. I hope that it will give you comfort to know that you are not alone if you have this problem. 80% of all young people are affected by it. Many adults also deal with the problem of acne. When you have a pimple, what do you usually do? (Ask for participants to answer aloud or just to think for themselves what they would do).

To fight acne, you need to understand the body organ it involves.

Question: What do you think is our body's largest organ?

Answer: **SKIN.** Your skin weighs about 4.5 kg or almost 10 pounds and measures 2 sq m in area or approximately 21 1/2 square feet.

Skin protects our body from harm and keeps body fluids inside. It takes a lot of abuse and has a remarkable ability to repair and renew itself. Your body is always losing the top layer of your skin and growing a new layer to replace it.
Refer to Handout: *Two Layers of Skin*.



Two Layers of Skin:
The **epidermis** is very thin. Its bottom layer is always making new skin cells. The outside layer consists of dead cells of the skin and constantly drops off. Injuries of the epidermis are easily healed. However, bad nutrition and poor skin care habits affect the ability of the skin to renew itself.
The **dermis** is full of nerves and blood vessels. The dermis gives your skin its toughness and that elastic, smooth look. A scrape only bleeds if it's deep enough to go through the epidermis and into the dermis. Injuries of dermis are usually irreversible and leave scars. That is why it is important to avoid squeezing pimples.
Skin Types
There are 4 main skin types: normal, oily, dry and combination. Your skin type is determined by how active your oil gland is. Most young people, under the age of 20, have more oily skin. They often are affected by some form of acne.
How acne works
The oil glands produce oil to lubricate our skin and to prevent dryness and irritation. If a hair follicle becomes plugged with oil and dead skin cells, acne results.
Acne comes in different forms:

- mild acne – whiteheads which are oil covered by skin, or blackheads which are uncovered oil. If the oil being produced causes a plug that isn't removed, it will grow in diameter.

- moderately severe acne – red inflamed bumps (papules); as the immune system starts fighting the infection some of the white blood cells die creating a yellow center (pustules).
- severe acne – painful, pus-filled cysts or lumps (nodules) under the skin.

There are three actions we can take to fight acne:

1. Don't let pores get plugged up
2. Control the oil
3. Avoid spreading the bacteria

E. Skin Care Activity

Time: 10 minutes

Some of you already do many of the things for proper skin care without even knowing it. Here is a quiz to find out how well you are doing with skin care.
Refer to Handout: *Skin Care Quiz.* Allow the participants a few minutes to mark the activity they perform in each of three skin care areas. When they are done, have them count the number of activities they have marked. Read the following scale to them:

- Performing 14-18 of these activities means you are doing a great job with your skin care.
- Performing 10-14 of these activities means you are doing well, but it could improve your skin care.
- Performing fewer than 10 of these activities means you need to work harder on your skin care.

Ask and answer the questions the participants might have. When you are finished or if there are no questions, go to the next subject.

F. Activity: Hair and Nail Care

Time: 10 minutes

Set-up

Divide the participants into two or more groups. Read each of the statements from the following Hair and Nail Care Quiz. After every statement, ask each group to discuss among themselves if they think the statement is true or false. Have them make note of their answers on a piece of paper. Then, one group member reports the group decision. If the group selects the correct answer they get a point. You can keep track of points on the board or on a piece of paper.

> ***Trainer Note****: You can give a small prize to the team with the most correct answers. If there is a tie, give a prize to everyone. Prize could be a sticker or something like an emery board.*

Hair and Nail Care Quiz:

1. You should wash your hair only once a week.

False. The hair should be washed when it gets dirty. If it needs it often, use shampoos that are designed for frequent use.

2. If you do not have thick hair, the right shampoo can change that.

False. Shampoo cannot change the thickness of your hair. The amount of hair you have depends on two things:

- some health conditions – poor nutrition can be a major factor in the health problem. Practicing good nutrition may help.
- your genes – good nutrition and special care (like masks and balms) make each hair healthier. You can use special hair products that make the hair look thicker. Also, some hair styles help your hair look thicker.

3. Everyday hair loss is normal.

True. It's normal to lose about 60-80 hairs a day. When this number reaches more, it points to some health problems or bad diet. Some people, especially men, may experience excessive hair loss. This is probably due to heredity/genes.

4. If your hair gets static, use an anti-static like the kind you use on your clothes.

False. Don't use anything that's not designed for hair.

5. Putting conditioner in your hair will help to cool it down on a hot day.

False. Conditioner is used after shampoo and protects your hair. It helps to take static away and also helps untangle the hair during brushing.

6. Dandruff is forever.

Both true and false. Doctors say that dandruff is a disease that can't be cured. However, it can be somewhat controlled. Experiment with different shampoos and find the one that works for you. If possible, use shampoo that is made to control dandruff.

7. Hair coloring damages your hair.

True. Coloring is a chemical procedure and hurts the hair. If you do want to color your hair, it is better to use a professional to assist you. He/she will help you to minimize the damage. The best choice is to leave your hair the natural color.

8. It demonstrates good manners to polish your nails.

False. It is important to keep your nails clean. Nail polish can only make your nails more attractive if they are clean and in good condition.

9. You should never bite your nails.

True. It is a bad habit to bite your nails. Your hands pick up a lot of bacteria from things you touch. When you bite your nails, you are putting the bacteria in your mouth. It can cause problems such as sickness and internal parasites.

10. File your nails to keep them smooth.

True. It is a good practice to file your nails if they are rough or too long. Use an emery board and start from the outside edge of your nail, filing towards the middle. Do that on each side.

Summarize Game

Ask one person from each group to come forward and stand side-by-side. Instruct each person that can talk on either skin care or hair/nail care or both. They will each talk at the same time. The rest of the group will listen. The object of the game is to keep talking on the subject without stopping. It does not matter what they say, as long as it deals with the topic. If one of the people stops (even for a second or two), the game is over. The winning person gets a point for his/her team. This activity can be repeated with different group members.

G. Lecture: Dental Care

Time: 10 minutes

What do you notice when you see someone smile? (Allow for answers). Sometimes we try to smile with our mouths closed because we don't like the way our teeth look. There are a few things you can do to have healthy and clean teeth.

Nutrition

Just as good nutrition is important for your skin, hair and nails, it is also important for your teeth. Eating foods that are high in sugar or that stick to your teeth can cause cavities. If cavities are not treated by a dentist, the teeth will decay and be discolored. One way to improve your dental health is to limit the amount of high sugar foods that you eat.

Brushing

There is no better way to prevent bad teeth than brushing teeth. It's a basic oral hygiene procedure. Problems develop when people become lazy or use improper teeth brushing techniques. The question of how to brush your teeth is an important one to answer if you don't know. Everything from bad breath to stained teeth can be prevented if you take the time to do it right.

There are four important considerations when it comes to brushing your teeth. These are:

- How often.
- Your toothbrush.
- Your toothpaste.
- Your brushing technique.

How often? Brushing teeth helps to remove plaque and food from the teeth and between the teeth. It also prevents the risk of tooth decay and gum disease. Most dentists recommend that you brush at least twice per day, but preferably three times per day. That means after you wake up, have lunch, and have dinner. Some people save the last brush till they are ready for sleep, and that's okay too. The recommended duration of teeth brushing is two to three minutes.

Your toothbrush. The toothbrush you use is just as important as your brushing technique. Ideally you should use a soft toothbrush that is not worn or dirty. That means you'll have to replace it every 3 months. A toothbrush is not meant to be shared as this could introduce germs.

Your toothpaste. The toothpaste you use should have fluoride. Children should only need a small pea-sized bead of toothpaste, while with adults should coat the entire length of the brush with toothpaste. Some toothpastes come with tartar and gingivitis fighting medicines. These are better than the plain type of toothpaste.

Brushing technique. The ideal manual brushing technique should focus on brushing along the gum line. This is the point where your teeth meet

the gums, and is the breeding ground for tartar and bacteria. Some dentists recommend a circular brushing motion, while others recommend a horizontal, while still others recommend a vertical stroke starting from the gum. No matter which technique you choose to use, make sure you brush thoroughly. Key areas that many people miss are the inner surfaces of the front teeth. These can be brushed with the tip of the toothbrush. Make sure you brush the chewing surfaces of your molars to clear out any impacted food. An optional brush along your tongue surface can help remove bacteria that cause bad breath.

Dentist: Another way to improve dental health is to go to the dentist as regularly as possible. If possible, try to go every 6 or 12 months.

H(a). Personal/Private Care – Boys

Time: 20 minutes

> ***Trainer Note****: For the following discussions, the class should be divided with the girls in one group and the boys in another group. A male teacher should teach the boys' part to the boys. A female teacher should teach the girls' part to the girls.*

General Cleanliness

Your genitals are your private parts. They are designed to perform two functions. They are a channel through which the body removes its wastes and they are a tool for reproduction and sexual satisfaction. Both of these are important functions. Body wastes involve bacteria. Bacteria colonies that develop from poor intimate hygiene produce a specific odor. To avoid bacteria build up that can cause odor or other problems, do the following:

- even if you don’t have a chance to take a shower everyday, wash your penis and anus daily
- when washing your penis, pull the foreskin up in order to wash the penis head
- pull your foreskin up also when you go to the toilet; then wipe it with a piece of toilet paper
- wash your penis before and after sexual intercourse
- change your underwear regularly

Injuries

We all have probably seen the following in a movie: some guy gets hit right in the privates. Yow! As a boy, you probably already know your penis and scrotum are sensitive. Why? More importantly, what do you do if you're having pain or another problem in that area of your body?

The bones of your rib cage protect your heart and lungs. Muscles protect other internal organs, like your liver and kidneys. However, there's no protection for a boy's penis or scrotum. This area has a lot of nerve endings – which make it extra sensitive – so if a soccer ball accidentally whams into a boy in that spot, it really

hurts. Therefore, this area needs special care. If available, a boy should wear a special athletic support/protector, commonly known as a cup, when playing sports. Unfortunately, there are lots of ways for a boy to hurt his penis or scrotum. It can happen while the boy is riding a bike or playing sports. It can also happen if someone bumps or kicks a boy there.
The good news is that these injuries are not usually serious, though a boy will feel pain and even could be nauseated for a while. The testicles are loosely attached to the body and are made of a spongy material, so they're able to absorb most collisions without permanent damage. Minor injuries don't usually cause long-term problems. If it's a minor injury, the pain should slowly go away in less than an hour. Meanwhile, you could apply some ice and take pain relievers. It also helps to lie down and take it easy for a while.
Sometimes, the injury might be more serious. Make sure you see a doctor if:

- The pain is really bad
- The pain doesn't go away in an hour
- The scrotum is bruised, swollen (puffy), or punctured (has a hole in it)
- If the nausea and vomiting continues
- If you get a fever

H(b). Personal/Private Care – Girls

Time: 20 minutes

> ***Trainer Note****: For the following discussions, the class should be divided with the girls in one group and the boys in another group. A male teacher should teach the boys' part to the boys. A female teacher should teach the girls' part to the girls.*

General Cleanliness
Your genitals are made up of three important organs, each with a totally different task.

- Vagina and genitalia – sexual purposes including menstrual period
- Urethra – a vessel through which urine passes
- Anus – a bowel movement channel

Body wastes involve bacteria. Bacteria colonies that develop from poor intimate hygiene produce an odor. To avoid bacteria build up that can cause odor or other problems, do the following:

- even if you don't have a chance to take a shower everyday, wash your genitalia and anus daily
- wash your genitals before and after sexual intercourse
- change your underwear regularly
- use toilet paper when you go to the toilet – clean your anus well, wiping from front to back away from genitalia

Menstrual period
What do you think when you hear this word? _____
What did you think before you experienced your first one?
_____

What kind of feeling did you have at your first menstrual period?

_____

Even though the menstrual period causes us some discomfort, it’s an important bodily function.

What’s going on

During the menstrual cycle, an egg is released from one of the ovaries and begins a trip down one of the fallopian tubes to the uterus, also called the womb.

Before the egg leaves the ovary, the uterus builds up its inner lining with extra blood and tissue. If the egg gets to the uterus and is fertilized by a sperm cell, it may plant itself in that thick, nourishing lining and grow into a baby. The baby will use that extra blood and tissue to stay healthy and protected as it develops.

Most of the time, the egg doesn't get fertilized and ends up passing through. When the egg doesn't get fertilized, or if the fertilized egg doesn't become planted in the lining, the uterus no longer needs the extra blood and tissue, so the blood leaves the body through the vagina. Then, the body begins building a new lining for a new egg. A period usually lasts from 5 to 7 days. The lining of the uterus then begins to build up again, and about 2 weeks after the last period a new egg is released as the cycle (usually 28 days) repeats itself.

Hygiene during period

You can be thankful for living in the age you do. Menstrual periods caused much more trouble to ladies a couple decades ago before hygiene pads and tampons were invented. Today there are a variety of products to ease the critical days. You can try different ones to choose the one right for you.

When menstrual blood reacts with oxygen, bacteria starts decaying. This causes an odor. To make the odor less noticeable, wash more often during these days and change hygiene pads or tampons every 4-6 hours.

Tampons are a useful product for some women. However, tampons must be changed regularly or serious health problems can occur. It is easy to forget that you are wearing a tampon, especially at the end of the period. Within a couple of hours, the blood starts decaying. Leaving this blood inside your body might lead to serious consequences. Never leave tampons for more than 4-6 hours.

Menstrual symptoms

Cramps, food craving, mood swing, bloating, tender breasts.

Pain reliever alternatives

Get regular exercise, put a heating pad on your lower abdomen, rest, avoid food with a lot of caffeine, sugar or salt.

Discharge

In between periods, the female body produces a vaginal discharge. This is normal and its purpose is to keep the vagina healthy.

Normal vaginal fluids vary in texture from thin and slightly sticky to thick and gooey. They vary in color from clear to white or off-white. The amount of discharge can also vary depending upon a girl's menstrual cycle. For example, fluids tend to be a bit heavier around the time a girl ovulates, which is when an egg is released from the ovary and moves into the fallopian tube.

Normal discharge should have a slight odor, but should never cause itching or burning. Symptoms like itching, a strong odor, or a change in color (such as brown, gray, or green) indicate that a girl may have a vaginal infection and needs to see a doctor.

Sometimes a normal vaginal discharge can irritate the skin. You can prevent skin irritation in the vaginal area, especially when it's hot and humid outside, by wearing

cotton underwear and avoiding clothes like tight jeans and pantyhose that don't let your skin breathe. And again, it is important to keep your body clean by bathing on a regular basis.

G. Action Plan and Closing

Time: 5 minutes

> ***Trainer Note****: Both groups, males and females, are brought back together at this time.*

Action Plan

Each day of the coming week, I would like you to do at least one hygiene action for each of the areas we discussed. During the week, write down one thing each day that you did to improve that area. Examples: Skin – patted skin dry when I washed my face. Hair – washed my hair. Nails – cleaned nails when washing my hands. Dental – brushed teeth twice.

Closing

Today, we discussed many areas of personal hygiene. We talked about skin care, hair and nail care, dental care and gender specific care.

Refer to Handouts: *Skin Care Information* and *Natural Remedies You Can Make*. These handouts are for your information and use. They provide information that you can use for your personal skin care as it is needed.

Do you have any questions about the material we discussed today? (Allow for questions.) You have probably noticed that good health results when we practice both good nutrition and cleanliness.

TWO LAYERS OF SKIN

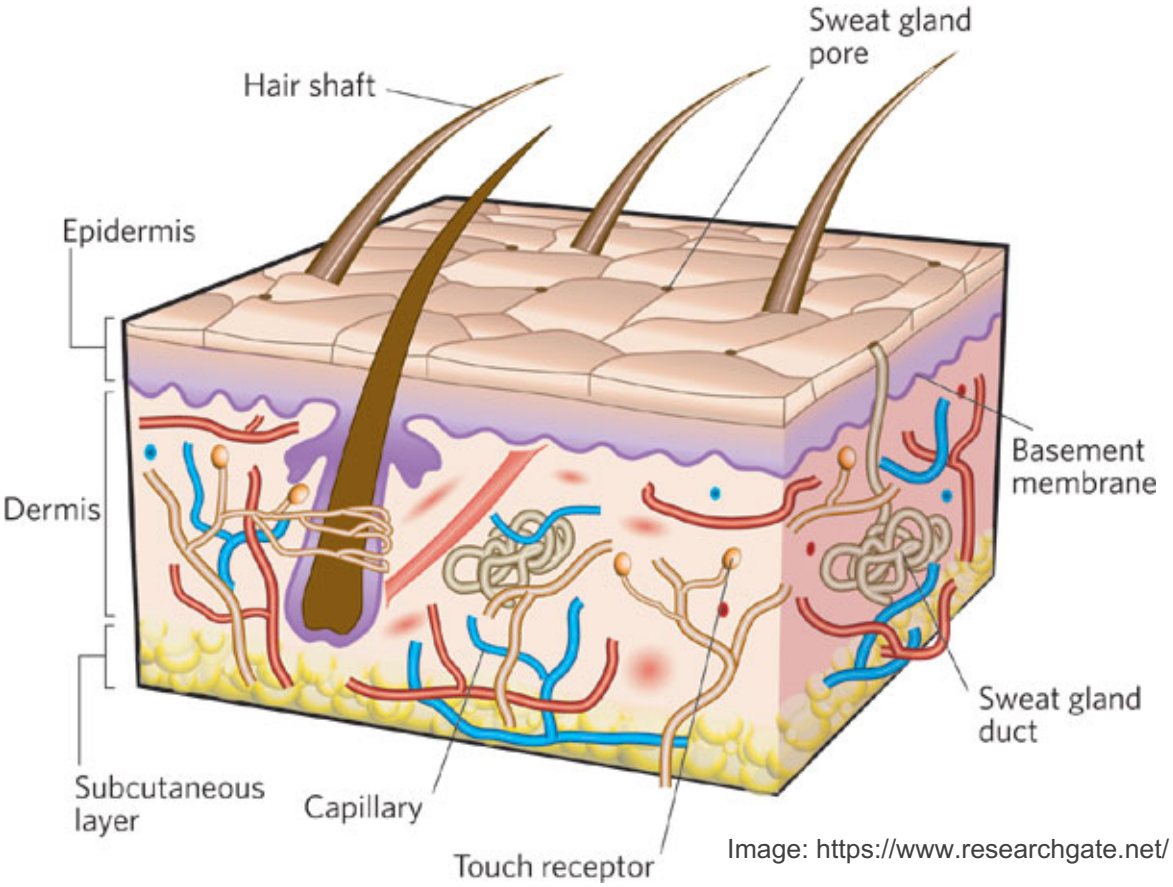


Image: https://www.researchgate.net/

Two Layers of Skin

The **epidermis** is very thin. Its bottom layer is always making new skin cells. The outside layer consists of dead cells of the skin and constantly drops off. Injuries of the epidermis are easily healed. However, bad nutrition and poor skin care habits affect the ability of the skin to renew itself.

The **dermis** is full of nerves and blood vessels. The dermis gives your skin its toughness and that elastic, smooth look. A scrape only bleeds if it's deep enough to go through the epidermis and into the dermis. Injuries of dermis are usually irreversible and leave scars. That is why it is important to avoid squeezing pimples.

SKIN CARE QUIZ

1. In order to keep pores from getting plugged up:

__ I remove oil and dead skin buildup by washing my face twice a day with warm water.
__ I use only a mild soap, cleanser or tonic for washing my face.
__ I remove all my make-up everyday *(get two points if you don't wear make up at all).*
__ I always rinse my face with water after I've been exercising.
__ I wash my face after I sweat a lot.
__ I make sure my hair gel or hair spray doesn't get on my face and clog my pores *(get two points if you don't use any).*

2. In order to control the oil:

__ I use only oil-free make-up, creams, lotions (if you have oily skin) or light moisturizing creams (if you have normal or dry skin).
__ To avoid skin irritations, I use alcohol-free products.
__ I use products containing benzoyl peroxide (antibacterial preparation).
__ I always read directions carefully before I use any products.
__ If I have a choice between vegetables/fruit or a piece of cake, I choose the vegetables/fruit.

3. In order to avoid spreading bacteria:

__I never pinch pimples since some of the infection can be pushed deeper into the skin and leave a scar.
__I don't scrub my face, but wash it gently with my fingers.
__When I use scrubs and face peels, I don't use them on areas inflamed by acne.
__I never touch my face without a reason.
__I don't allow other people to touch my face and share their bacteria.
__When I dry my face, I pat it dry with a towel.
__I keep my long hair away from my face *(if you have short hair you can get two points).*

14-or more points = you are doing a great job
10-13 points = you are doing well, but could improve
less than 10 points = you need to work harder on your skin care

SKIN CARE INFORMATION

Cleaning the Skin

- Removes Dead Cell from the Skin
- Removes dust and dirt that chokes the pores on the skin. If the dust is allowed to accumulate, it can block the pores, which lead to pimples.
- Makes skin shine or glow

Soap and Natural Cleaners

- Skin soaps should have a PH level of 5, most are over that and will dry the skin out. If possible, find a lower PH soap to use.
- Good skin cleansers can be made from natural products. For example, products that contain vegetable oils, such as coconut oil, and water.
- Effective skin cleansers can contain a number of different vegetable oils, including coconut, sesame, or palm oils.
- Seaweed is also a good product to use for skin care. The high mineral content of seaweed stimulates circulation, helps eliminate toxins imbedded in the skin, and leaves the skin feeling smooth. Seaweeds can also strengthen the immunity and healing functions of the skin by providing the needed minerals.

SKIN CARE INFORMATION

Facial Scrubs

- Facial scrubs help clean the surface of the skin by removing the dead skins and the dirt mechanically. Use scrubs with mild abrasives, like fine base of oatmeal or ground-up almonds. Some products may contain, however, coarser materials such as silica or fine sand or the shells of almonds, apricots, or walnuts.
- Since women spend considerably more amount of money and time on makeup and skin care, we would expect that their skin will be smoother and blemish free compared to that of men. However, studies have found exactly the opposite. These studies have found that men have fewer blemishes and smoother skin than women on the face. Experts suggest that men are exfoliating their faces every day by shaving. The razor removes the top layer of dead cells every day. This allows the skin to breathe and eliminate waste much easier. This may explain why men's facial skin is much smoother than women's. Women can accomplish the same by using a mild abrasive scrub on their faces, every other day.

Proper Way to Wash Your Face

- Moisten your face with water. Work up a lather by rubbing the skin cleanser between wet palms. Using your fingertips, massage the lather into your face and throat.
- Rinse thoroughly with a washcloth or with splashes of water. Take three times as much time for rinsing as compared to what you took for lathering. The important thing is that you remove all of the cleanser.
- Blot dry with a soft towel; vigorous rubbing with coarse material aggravates and tugs at your skin.

NATURAL REMEDIES YOU CAN MAKE

Honey Cleanser – for any skin type

1 teaspoon honey
2 tablespoons warm milk
Blend together to make a thin lotion. Rub over the face and neck with the fingertips. Rinse off.

Olive Oil Cleanser – good for removing city grime

2 teaspoons olive oil
1 teaspoon honey
Mix together, apply to the face and neck with the fingertips. Wash off with a mild infusion of Chamomile. (An infusion is 30g of dried herbs to 500ml water).

Pimple Remedies

Take an orange calendula marigold petal and bruise it between the fingers and press it to the spot for two minutes. It will heal a pimple overnight.
Castor oil and honey can be dabbed morning and night onto a large, boil-like pimple to draw it to a head.

Cinnamon and honey scrub – can be used as a skin exfoliator

2 tablespoons honey
1 tablespoon cinnamon
Mix together and use twice a week as a face scrub by rubbing it over the face and neck. Avoid area around eyes. Rinse off with warm water. Be especially careful if you have sensitive and dry skin.

Stop using any remedies or skin care products if your skin becomes irritated.

PERSONAL HYGIENE AND CARE

ACTION PLAN

For the next week keep track of each time you do the following:

Personal Care Activity	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Brush Teeth							
Take a Shower/Bath							
Wash/Comb Hair							
Wash Face with soap and water							
Clean Nails							
Other Personal Care							

Each of these is important for your daily hygiene. By ensuring that you do each of these every day this week, you are well on your way to developing a lifetime habit of important personal hygiene.

TRAINER NOTES

LESSON 3
LIFE ISN'T A GAME
(BAD HABITS)

Total Time: 1.5 hour, 90 minutes
Special Materials Needed for This Lesson
Doughnuts or Cookies, Worksheets/Handout, Power Point/Posters, Chart Paper, Pens, Costs of Different Brands of Cigarettes, Picture of Sports and Alcohol Advertisement.

Competencies for Health & Hygiene Module
Summary of competencies for Module 4: For participants to know and understand the importance of caring for their bodies and living a healthy lifestyle.

- Participants will be aware that God made their body to be perfect and healthy.
- Participants will know and understand what makes a healthy and strong body.
- Participants will know how to clean and care for their body and be able to identify different strategies in keeping their body clean and healthy.
- Participants will demonstrate commitment to good hygiene habits.
- Participants will understand the importance of exercise in maintaining their health
- Participants will understand the food groups of the USDA Food Pyramid and be able to identify food items for each group.
- Participants will understand the importance of eating a balanced diet
- Participants will understand nutrition plans are based on age, gender and activity level and be able to choose and apply an appropriate nutrition plan for themselves.
- Participants will know the definitions of habits, good and bad, and can identify the good and bad habits in their personal lives
- Participants will know how habits are formed, what they are linked to and how habits are broken
- Participants will be able to make a plan to break a bad habit or start a good habit
- Participants can identify how the media works to encourage bad habits
- Participants will know and understand how to apply basic First Aid techniques for strains and sprains; burns; cuts, abrasions and punctures; choking victims; unconscious persons; and nosebleeds.

A. Introduction
Time: 15 minutes

> ***Trainer Note:*** *Many of the participants in your class will already have bad habits and they know it. Likely, they have also heard a lot about their harm. Be careful not to force your opinion on them. The best*

teaching/learning technique is to provide the information and allow them to think about it and reach their own conclusions. To make the subject more interesting it might help to use different funny illustrations to enhance your presentation.

Game

Props: doughnuts (or cookies) well covered with sugar powder.
Ask for three or four volunteers and give each a sugar-coated doughnut which they must eat without licking their lips. Anyone licking is out! Get the non-participating group members to judge.

Story

Ask the participants if they know anything about King Arthur and if so, what. The following is a story entitled King Arthur and the Short Knight.

King Arthur and the Short Knight

King Arthur and certain of his knights were making their yearly pilgrimage to Glastonbury. Passing through the Enchanted Forest they came in sight of a richly colored tent. Standing beside it, dressed all in bright armor, stood a tiny knight no more than two feet tall. As the party approached he stepped forward, barring the way.

"How now!" cried Arthur in mocking tone, "May no one pass this way without a fight?"

"That is so!" answered the knight in a bold but squeaky voice. "Are you ready?"

King Arthur and his men laughed heartily at this, and paying the knight no more attention than if he had been a sprig of bramble, rode past him and continued on their way.

The next year, at the same time and in the same place, the party came once more upon the tent and the knight, who appeared to have grown somewhat in stature, being now some four feet tall. As before he issued his challenge, and as before King Arthur refused to fight him and rode haughtily past.

The next year the small knight was the size of a strong youth, but still King Arthur would not fight him. But in the fourth year, when they reached the tent in the Enchanted Forest, the knight was nowhere to be seen. They had not gone ten yards further when their way was suddenly blocked by a knight of gigantic proportions who wielded a mighty two-handed sword.

"You must fight me now!" said he in a voice of thunder.

Arthur dismounted and with shield and sword King and knight sprang towards each other to do battle: a great crash rang through the forest as they met. Again and again they struck at one another, but at last the stronger knight began to gain the upper hand. Quite suddenly the knight drew back, and Arthur, thinking him to be exhausted, leapt towards him. With remarkable speed the Knight swung the great sword above his head and brought it down with all his might against the King's shield. Such power was in that blow that Arthur was sent reeling to the ground. Looking up he saw the knight standing over him in triumph, and felt the point of his huge sword against his throat.

"I do not ask for mercy," said Arthur, "for had I accepted your challenge earlier, as I should have done, I would not now find myself in this estate. But tell me one thing, strange knight: what is your name?"

"My name ...", said the giant with a little smile, "... is *Bad Habit*!"

Debrief

What can you learn from this story?

(Bad Habits begin small; bad habits can shape our future; it's best to fight them at the early stage…)

Large Group Discussion – Identifying habits
Is there such a thing as good habit?
Divide a board into two columns: "Good Habits" and "Bad Habits".

Good Habits	Bad Habits

Write the students' responses to the following questions on this board.

- What are some good habits?
- What are some bad habits?

In a large group discussion, look at each of the listed bad habits and sort them into one of the following categories:

- Anti-Social (picking your nose, burping…),
- Immoral (lying, swearing…) and
- Harmful (smoking, drinking too much…).

Ask which of the categories deal with Health and Hygiene.

B. Discussion: For Sale an Ability to Make Your Own Cloud – Smoking

Time: 20 minutes

Lecture
"Smoking is bad", health agencies continue to warn. We got used to hearing this message and don't pay attention to it anymore. But let's look at the topic from a different angle.
Imagine you are at the market and you want to buy something. There are two things you should consider before you make your purchase.

1. What are the benefits of having this product?
2. How much does it cost?

Only then can you decide if the benefits are worthy of the cost and whether you are willing to pay the price.
Now let's imagine we are buying the whole idea of cigarette smoking. Let's consider its benefits and the costs.
What are some benefits of smoking a cigarette? For example, ice-cream is tasty. Broccoli might not be tasty to some of you but it's good for you. What do people expect to get from cigarettes when they start the habit? Solicit answers from the participants and write them on the board. If they don't come up with any, suggest your own. It can be something funny like "a chance to make your own cloud."

Health: Smoking facts

I hope you like horror movies, because what I'm about to tell you is pretty scary. You won't hear this in commercials. We are going to remove the veil.

During smoking the smoker receives more than 400 chemical elements most of which are highly toxic (poisonous, causing serious harm or death) and at least 43 cause cancer development. Among them:

- Benzene (petrol additive) – a known carcinogen and is associated with leukemia.
- Formaldehyde (embalming fluid) – highly poisonous, used to preserve dead bodies; known to cause cancer, respiratory, skin and gastrointestinal problems.
- Acetone (nail polish remover) – used as a solvent.
- Tar – the killer; becomes sticky black substance when it is inhaled, smoke condenses and about 70% of the tar in the smoke is deposited in the smoker's lungs; this makes breathing harder, stains fingers and yellows teeth.
- Nicotine – a powerful and fast-acting poison (one of the most powerful known to man: a thimble full would kill a horse); also one of the most addictive substances known to man (produces withdrawal symptoms within 24 to 48 hours, which commonly include irritability, headaches, and anxiety, in addition to the strong desire to smoke), it is a well-proven fact that cigarette producers increase nicotine level to make people smoke more.
- Ammonia (toilet and window cleaner) – used to free nicotine from tobacco turning it into a gas.
- Carbon Monoxide (CO) – car exhaust fumes; poisonous gas; takes the place of oxygen in the blood.
- Arsenic – used as rat poison.
- Hydrogen Cyanide – a few milligrams can be rapidly fatal to humans; used as gas chamber poison.

These are just some of the many harmful ingredients in cigarettes that get into a smoker's body. Now you may wonder why, with all of these poisons, all smokers don't die immediately. This is because some of these poisons eventually leave the body. But many of them remain and accumulate over time until they reach levels which affect the smoker's health.

The following are some more interesting facts about smoking.

- Smoking speeds up the heart rate and may cause the heartbeat to become irregular. It also raises a person's blood pressure that can lead to heart attacks, strokes, other life-threatening conditions.
- 80-90% of people dying from lung cancer can blame their smoking habit for it! Many of the remaining 10-20% are secondhand smokers!
- One in two lifetime smokers will die from their habit, half of these deaths will occur in middle age.

Refer to Handout*: The Lungs of a Smoker.* Explain the following:
This dissection of human lung tissue shows light-colored cancerous tissue in the center of the photograph. At the bottom center lies the heart. While normal lung tissue is light this area is pink in color, the tissue surrounding the cancer is black and airless, the result of a tar like residue left by cigarette smoke.

Small Group Activity: Smoking – Pocket Costs
Now that we've looked at the physical costs, let's do the math on the amount of money people spend on smoking.

Instructions
Divide the class into groups of 5-6 people. Assign different brands of cigarettes to each group (in advance find out how much each package costs). Tell them the average smoker smokes about a package a day (some do a half, some – two or three). Ask each group to count how much a person smoking their assigned brand of cigarettes would spend in a year, in ten years and in thirty years.
Have each team report out.

Debrief

- Did the results surprise you?
- What better way could you spend this money in?
- Do you think this product is worth the costs?

C. Discussion: Return Me My Life – Alcohol Drinking and Drugs

Time: 30 minutes

Lecture: Alcohol Drinking
Alcohol drinking – Ethyl alcohol is present in beers, wines, whiskey, gin, rum, and other alcoholic beverages. Ethyl alcohol enters the stomach and intestines and is rapidly absorbed into the blood. With the blood it travels throughout the entire body, affecting nearly every tissue. Moderate and high doses of alcohol depress the functions of the central nervous system, including the brain, and dull body reflexes. When the rate at which alcohol accumulates in the body is faster than the rate at which the body eliminates it, it results in rising alcohol levels in the blood. 0.5% – is fatal.
Alcoholism – alcoholism is a chronic disease marked by a craving for alcohol; also known as constant alcohol intoxication (accumulating of alcohol toxins in blood).
3 stages of alcohol consuming:

- Experimental – to see what it's like, to be like others

- Craving – becomes a habit
- Chemical Dependence – body becomes a dependant

Large group discussion: Model of an alcohol addicted person
Draw a picture of a person on the board. This person will represent an alcohol or drug addicted person.
Ask the participants to recall the identity wheel we learned in first module and use it as the basis to give some common descriptions that are applied to alcoholics and drug addicts.
Examples:
Socially – unreliable, disrespectful, dangerous, burden to family or cause them embarrassment.
Emotionally – aggressive, violent, inattentive.
Mentally – unhappy, hurt by the disrespect of others.
Physically/Sexually (damage is irreversible) – liver (removes toxin from our body, and therefore gets first hit): at first develops hepatitis, then cirrhosis; heart diseases; brain damage; aesthetical – alcohol breaks down cell oil and the person looks much older than is; sexually uninterested; overdose – fatal.
Ask your group to consider a stereotypical alcoholic man; one who exhibits the negative characteristics just described. Lead a discussion about how this man became an alcoholic and how has it changed his life. You can use the following questions:

- Has he always been an alcoholic?
- Did he want a life like this?
- When this man was 18 years old do you think he knew he would become an alcoholic?
- What do you think some of his dreams might have been?
- Why do you think he is addicted now?
- How do you think he started?
- Do the problems disappear just because you don't feel them?

Lecture: Characteristics of the Three Stages of Alcohol Consumption
From our discussion, you can see that a person does not become an alcoholic immediately. The abuse of alcohol progresses through stages. The stages are: Experimental, Craving, and Chemical Dependency. Here is characteristics of each stage:
Experimental

- Desire to be like everyone else
- Individual drinks alcohol primarily as an accompaniment to social situations
- Experiment with different drinks to find favorites
- Drinking at this stage is not the central focus of a person's activities

Craving

- An individual resorts to drinking to feel drunk and relaxed
- An individual already has his favorite drink
- Desire to get relieved from some problems or hang-over
- Though drinking heavily, there are not yet signs of illness

- Activities that focus on drinking may take up increasingly larger amounts of time in the person's life
- As problem drinking progresses the alcoholic's intoxicated behavior may become disagreeable and antisocial

Chemical Dependence

- It doesn't matter what the person drinks, anything will do.
- Without realizing it, drinking and intoxication have become goals in themselves
- Alcohol becomes part of life (like breathing)
- Drinking becomes a technique for coping with problems many of which have been brought about by alcohol use
- An individual neglects his responsibilities to his family
- Seriously damaged relationships with the partners and children
- Productivity at work declines, often resulting in job loss
- A person deceives himself denying having a problem
- A person cannot control their drinking even when it becomes the underlying cause of serious harm

Small Group Activity: Determining the Stages of Alcohol Consumption
Refer to Handout: *The Stages of Alcohol Consumption*. Divide the participants into small groups. Have them examine the characteristics listed on the handout and decide which stage of Alcohol Consumption each represents. When they are finished, discuss each statement and why it is characteristic of the stage.

> ***Trainer Note****: This is the Answer Key for the handout.*
> *1-C, 2-C, 3-A, 4-A, 5-C, 6-C, 7-B, 8-B, 9-B, 10-A, 11-C, 12-B, 13-C, 14-A, 15-C, 16-B, 17-C, 18-B, 19-C.*

Debrief
Explain that the reason we studied the stages of alcoholism so that the youth that already consumes alcohol could determine for themselves how far they advanced. Explain that these stages lead one to another, and if the person got to stage two, he will eventually get to stage three unless he stops the progression. It's like getting on the moving train: unless you get off on the way you will get to the point of destination.

Drug Addiction
We won't discuss in details consequences of drug consumption because they are similar to alcohol consumption with a few differences you should be aware of:

- Permanent deteriorating effects happen hundreds of times faster.
- This addiction has different and more serious physical consequences.
- It becomes a never-ending chase for a higher dose (many drug addicts die from overdosing) as the first effects, that initially attracted the consumer, quickly wear off demanding bigger and bigger intakes.
- Since selling drugs is illegal in most countries, it involves interactions with criminal world and often leads to criminal activities.
- Drug addicts are at a very high-risk for hepatitis and HIV/AIDS.

- Drugs alter person's character and most people even after treatment or healing from physical addiction suffer from psychological addiction and often find it hard to live normal life.

D. Role play – The Art of Saying "No"

Time: 10 minutes

The best way to quit a bad habit is… never start it!
To do so you'll have to learn the art of saying "No". You can say it in such a way that will become easy for you, and eventually become a good habit.

Small Group Activity: Different Ways to Say, "No"

Use the same small groups that you used earlier. Assign each group one of the following topics: ALCOHOL, DRUGS, or SMOKING
Refer to handout: *The Art of Saying "No".*
First, ask the participants to come up with some arguments friends might use to get them to start smoking, drinking or taking drugs. Then have them develop different answers they might use to say, "No".

Role Plays

After they have several different answers, have some of the group members demonstrate their answers by role-playing them for the entire group.

E. Quitting a Bad Habit: Good and Bad Advice

Time: 10 minutes

The next best way to stop a bad habit is to fight it as soon as possible.
Refer to handout: *Quitting a Bad Habit: Good and Bad Advice*.
The participants should place a check mark next to each statement indicating whether it is good or bad advice. Allow five minutes for the handout to be completed. When they are finished ask them to call out their answers to each statement. Take time to discuss each statement that they do not understand.

> ***Trainer Note****: This is the Answer Key to the handout:*
> *1-Good, 2-Bad, 3-Good, 4-Good, 5-Bad, 6-Bad, 7-Good, 8-Good, 9-Good, 10-Bad, 11-Bad, 12-Good, 13-Bad, 14-Good, 15-Good, 16-Bad*
> ***Trainer Note****, This is a good time to mention God's grace in our attempts to get free. Examples: 2 Corinthians 12:9a – "But he said to me, 'My grace is sufficient for you, for my power is made perfect in weakness.'" , Psalm 51, and others.*

F. Advertisement: We Wish You All the Best (Optional)

Time: 10 minutes

Large Group Discussion

Ask the following questions to stimulate thoughts about advertising and its influence. You may want to write some of the responses on a flip chart or board so you can refer to them during the discussion.

- How many kinds of advertising can you name?
- What are some of your favorite commercials?
- Is a product good just because it is advertised?
- What is the purpose of commercials?

- What feelings are commercials designed to produce?

Display an advertisement of alcohol in association with a sport.

- What is the connection between alcohol and the sport?
- Do you become a sportsman by drinking beer?
- Do sportsmen themselves consume beer?
- Why don't they advertise something else?
- Cigarette and alcohol companies spent up to 70% of their profit on advertisement. Where do they get all that money?

How true do you think the following statements are?

- If you tell a big enough lie and tell it frequently enough, it will be believed.
- People will believe a big lie sooner than a small one.

These two statements are some the techniques of Adolph Hitler, which he used in his propaganda for Nazism. (If needed explain briefly who Adolph Hitler was and what he did to the Jewish people.)
Advertisements are a form of propaganda designed to make you believe certain things about products. Alcohol manufacturers want you to believe that drinking their beer will bring happiness, joy, friends into your life.
Another source says the following:

> *Who has woe? Who has sorrow? Who has strife? Who has complaints? Who has needless bruises? Who has bloodshot eyes? Those who linger over wine, who go to sample bowls of mixed wine. Do not gaze at wine when it is red, when it sparkles in the cup, when it goes down smoothly! In the end it bites like a snake and poisons like a viper. Your eyes will see strange sights and your mind imagine confusing things. You will be like one sleeping on the high seas, lying on top of the rigging. "They hit me," you will say, "but I'm not hurt! They beat me, but I don't feel it! When will I wake up so I can find another drink?"* ~ Proverbs 23:29-35 (NIV)

Explain that the above statements illustrate two different view points and ask them which one reflects the truth. Take answers from the group and then explain that the Bible is the truth and why.

G. Action Plan and Closing

Time: 5 minutes

Action Plan

Create an anti-advertisement for one of the bad habits discussed in this lesson. An anti-advertisement is an advertisement that discourages the use of a product. Be as creative as you would like to be. You may work individually, with a partner, or in groups of up to four members.

Closing

You can close with these final thoughts:
When we were born, we were given this body to enjoy food, different activities, and one another. Don't sacrifice your body to somebody's lie.
Consider the following quotation attributed to Ralph Waldo Emerson:

"Sow a thought and reap an action
Sow an action and reap a habit
Sow a habit and reap a character

Sow a character and reap your fate”

May all of your thoughts be pure and upright and lead each of you to good habits, good character and a meaningful fate.

THE LUNGS OF A SMOKER

THE STAGES OF ALCOHOL CONSUMPTION

The three stages of Alcohol Consumption are:
A. Experimenting **B. Craving** **C. Chemical Dependency**
Each of the statements below is a characteristic of one of the stages. Place the letter (A, B, or C) of the stage to which it belongs in the space before each statement. (Hint: there are 4 A's, 6 B's, and 9 C's).

1. ___ Drinking becomes a technique for coping with problems many of which have been brought about by alcohol use
2. ___ Productivity at work declines, often resulting in job loss
3. ___ Desire to be like everyone else
4. ___ Individual drinks alcohol primarily as an accompaniment to social situations
5. ___ Without realizing it, drinking and intoxication have become goals in themselves
6. ___ A person deceives himself denying having a problem
7. ___ An individual already has his favorite drink
8. ___ Desire to get relieved from some problems or hang-over
9. ___ Activities that focus on drinking may take up increasingly larger amounts of time in the person's life
10. ___ Experiment with different drinks to find favorites
11. ___ Seriously damaged relationships with their partners and children
12. ___ As problem drinking progresses the alcoholic's intoxicated behavior may become disagreeable and antisocial
13. ___ Alcohol becomes part of life (like breathing)
14. ___ Drinking at this stage is not the central focus of a person's activities
15. ___ An individual neglects his responsibilities to his family
16. ___ Drinking heavily, but still no signs of illness
17. ___ It doesn't matter what the person drinks, anything will do
18. ___ An individual resorts to drinking to feel drunk and relaxed
19. ___ A person cannot control their drinking even when it becomes the underlying cause of serious harm

THE ART OF SAYING "NO"

Use the left side of the page to write different ways people may try to convince you to start using cigarettes, alcohol or drugs.
Use the right side of the page to write different and creative ways you can use to say, "No."
Be prepared to demonstrate your responses in role plays.

Ways I might be asked to start using cigarettes, alcohol or drugs	Ways I can say "No"

QUITTING A BAD HABIT: GOOD AND BAD ADVICE

For each of the statements below, place a check mark indicating whether it is good advice or bad advice.

	GOOD	BAD	
1.	☐	☐	Talk to an adult that you trust about what you to do to get free
2.	☐	☐	Wait for next Monday to start
3.	☐	☐	Don't get discouraged if you slip back
4.	☐	☐	Failure doesn't mean you've accomplished nothing… it means you've learned something
5.	☐	☐	Take all the cigarettes, alcohol or drugs that you have right now and give it to somebody who can use it
6.	☐	☐	Failure means you should give up
7.	☐	☐	Failure means you must try harder
8.	☐	☐	Tell your friends that you are quitting. This will make you accountable.
9.	☐	☐	Avoid situations where you can be tempted of
10.	☐	☐	Find yourself a good excuse like "I can't help it"
11.	☐	☐	Spend more time with people who drink, smoke or take drugs
12.	☐	☐	Be realistic and start with small goals
13.	☐	☐	Ask a friend to break one of your fingers every time you fail.
14.	☐	☐	Keep yourself busy every time you think about practicing one of the bad habits
15.	☐	☐	Spend all your free money on something good – like broccoli ☺
16.	☐	☐	Keep one sample of your bad habit for memory

LIFE ISN'T A GAME (BAD HABITS)

ACTION PLAN

Create an anti-advertisement for one of the bad habits discussed in this lesson. An anti-advertisement is an advertisement that discourages the use of a product. Be as creative as you would like to be. You may work individually, with a partner, or in groups of up to four members.

Your anti-advertisement can be any of the following:

- A picture for a billboard
- A slogan for a product
- A song
- A skit for a commercial
- Or any another idea you may have.

Have fun with this and bring your ideas to share with the class next week.

"Sow a thought and reap an action.
Sow an action and reap a habit.
Sow a habit and reap a character.
Sow a character and reap your fate"
Ralph Waldo Emerson

TRAINER NOTES

LESSON 4
BASIC FIRST AID

Total Time: 1.5 hour, 90 minutes
Special Materials Needed for This Lesson
Long strips of cloth about 4 inches wide by 60 inches long, cloth and pieces of wood to make splints

> ***Trainer Note**: it is important that the participants understand this information is not intended as a substitute for professional medical advice or treatment.*
> *In addition to do this, the basic first aid information and techniques provided in this lesson should be thoroughly understood by the trainer in order to demonstrate proper techniques and answer questions. This information is readily available in libraries and online. One such web site is: www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex.*
> *It is also important to note that CPR is not covered in this lesson. Participants should be encouraged to take a CPR class whenever one is available.*

Competencies for Health & Hygiene Module
Summary of competencies for Module 4: For participants to know and understand the importance of caring for their bodies and living a healthy lifestyle.

- **Participants will be aware that God made their body to be perfect and healthy.**
- Participants will know and understand what makes a healthy and strong body.
- Participants will know how to clean and care for their body and be able to identify different strategies in keeping their body clean and healthy.
- Participants will demonstrate commitment to good hygiene habits.
- Participants will understand the importance of exercise in maintaining their health
- Participants will understand the food groups of the USDA Food Pyramid and be able to identify food items for each group.
- Participants will understand the importance of eating a balanced diet
- Participants will understand nutrition plans are based on age, gender and activity level and be able to choose and apply an appropriate nutrition plan for themselves.
- Participants will know the definitions of habits, good and bad, and can identify the good and bad habits in their personal lives
- Participants will know how habits are formed, what they are linked to and how habits are broken
- Participants will be able to make a plan to break a bad habit or start a good habit
- Participants can identify how the media works to encourage bad habits

- **Participants will know and understand how to apply basic First Aid techniques for strains and sprains; burns; cuts, abrasions and punctures; choking victims; unconscious persons; and nosebleeds.**

A. Welcome & Introduction

Time: 5 minutes

Welcome

The Action Plan for the previous lesson required the participants to devise an anti-advertisement for drinking, smoking or drug use. Depending on your class size, allow as many as possible to share their creative ideas.

Introduction

Our health topic today is basic first aid. We have discussed the importance of keeping our bodies clean and healthy. What do we do if we have a problem? It is important to be aware of how to treat a problem before we are injured. Topics of discussion will include the following:

- How to identify different types of strains/sprains, burns, cuts and abrasions and how to treat them;
- How to treat common illnesses such as colds and flu;
- Techniques for helping a person who is choking, and
- What to do for a nosebleed.

B. Lecture: Sprains and Strains

Time: 10 minutes

The most common areas you could strain or sprain are the following: ankle, wrist, thigh, back, neck and knee. It is important for you to know when to seek medical attention. Medical personnel generally classify sprains as first, second or third degree. First degree sprains are the most common. There is modest swelling, but no gross instability. Second degree sprains involve more swelling, more pain and generally longer time to recovery. Third degree sprains involve an almost unbearable pain with much swelling. With proper care, most sprains will heal themselves. Use the following guidelines to determine when to seek medical attention.

- You have severe pain and cannot put any weight on the injured joint.
- The area over the injured joint or next to it is very tender when you touch it.
- The injured area looks crooked or has lumps and bumps (other than swelling) that you do not see on the uninjured joint.
- You cannot move the injured joint.
- You cannot walk more than four steps without significant pain
- Your limb buckles or gives way when you try to use the joint.
- You have numbness in any part of the injured area.
- You see redness or red streaks spreading out from the injury.
- You injure an area that has been injured several times before.
- You have pain, swelling, or redness over a bony part of your foot.
- You are in doubt about the seriousness of the injury or how to care for it.

Caring for Strains and Sprains
There are four basic steps to caring for strains and sprains. These are: Rest, Applying Ice, Applying Compression and Elevation

- **Rest**
  The first 24-48 hours after the injury is considered a critical treatment period. During that time, the injured area should be allowed to rest. Gradually use the injured area as much as tolerated. Avoid any activities that cause excessive pain. You may need to wrap the area in a bandage, or use a splint, sling, or crutches to adequately rest the injured body part.
- **Applying Ice**
  An ice treatment is the most common first aid practice for a strain or sprain. For the first 48 hours after the injury, ice the sprain or strain 20 minutes at a time every 3-4 hours. Apply ice directly to the injury. Move the ice frequently, not allowing it to sit in one spot.
  Do NOT ice a sprain or strain for more than 20 minutes at a time!! You will not be helping heal the injury any faster, and you can cause damage to the tissues! Allow area to warm for at least 45 minutes or an hour before beginning the icing routine again.
- **Applying Compression**
  Use compression when elevating a sprain or strain in early treatment. Using a bandage, wrap the area overlapping the wrap by one-half of the width of the wrap. The wrap should be snug, but not cutting off circulation to the area. If your fingers or toes become cold, blue, or tingle, the bandage is too tight.

> ***Trainer Note****: The proper techniques for wrapping various body parts (ankle, knee, elbow) should be demonstrated.*

- **Elevate**
  Keep your sprain or strain as best possible--try to get it higher than your heart if possible. Elevate at night by placing pillows under your arm or leg.

Heat Treatment
Heat treatments should be used for chronic conditions, such as sore muscles, to help relax and loosen tissues, and to stimulate blood flow to the area. Use heat treatments on chronic conditions before participating in activities.
Do not use heat treatments after activities, and do not use heat after an acute injury. Heating tissues can be accomplished using a hot, wet towel. When using heat treatments, be very careful to use a moderate heat for a limited time (be careful of burns). Never leave hot towels on for extended periods or while sleeping.

C. Practice Activity: Strains and Sprains

Time: 15 minutes

Set up
You need several strips of cloth about 4 inches wide by 60 inches long for this exercise. Demonstrate to the participants to proper way to wrap an injured ankle, knee and then an elbow.

Conduct Activity
Divide the class into groups. Give each group a strip of cloth and have them practice wrapping. They can each choose which area (ankle, knee or elbow) to wrap. Circulate among the groups and assist where necessary to ensure proper techniques are being used. Complement good work and point out some as examples to others.

Debrief
Review the indicators of strains and sprains and the techniques used to treat them. Ask for and answer any questions.

D. Lecture: Burns

Time: 15 minutes
Burns can be caused by heat, hot liquids, strong chemicals, electricity and radiation. They are classified into first, second, third, and fourth degree burns, which are determined by the amount of body surface that has been burned, the burn degree, and their depth or thickness.
Refer to Handout: *How to Classify Burns*. The following are techniques to determine the classification of the burn.

1. Evaluate the color of the burned skin. If it's pink to red (like a sunburn), it's a first-degree burn. If it's entirely red, it's generally a second-degree burn. If the skin is white, brown, yellow or black, it's considered a third-degree burn. Finally, blackened skin ranks as a fourth-degree burn.
2. Check for swelling. First-degree burns cause only mild swelling, while second-degree burns produce moderate swelling. Third-degree burns cause severe swelling, and fourth-degree burns cause no swelling.
3. Assess level of pain. Both first-degree and second-degree burns cause pain. With third-degree and fourth-degree burns, pain is generally absent because nerve cells have been damaged.
4. Look for blisters. Second-degree burns produce them, while the other three classifications do not result in blistering.
5. Examine the burn for hard, leathery dead tissue that comes after a full-skin-thickness injury. This type of skin is present in third-degree and fourth-degree burns.
6. Understand that first-degree burns require three to five days to heal; second-degree burns take two to six weeks to heal; and third-degree and fourth-degree burns take many weeks to months to heal.
7. Realize that it may take three to five days before you can determine if a burn is second or third-degree.
8. With a first-degree burn, the epidermis (top layer of skin) is destroyed. A second-degree burn causes injury to the epidermis, the upper layers of the dermis (deeper portion of skin), and some injury to the deeper portions of the dermis. The dermis is totally destroyed in a third-degree burn, and in some cases, so is a lot of the underlying tissue, including portions of bone.
9. WARNING!! In the case of an extensive burn, cover the area with a clean, dry sheet or towel. Do not let the burn victim eat or drink anything on the way to the hospital.

Treatment of Burns
Refer to Handout: *Treatment of Burns*.

1. Never put butter or greasy ointments on a burn. They seal heat into the wound and may cause infection.
2. Seek medical attention if...
    - Victim is a child or elderly
    - Severe second-degree burn covers more than one body part
    - Severe second-degree burn is located on any sensitive area of the body (hands, face, feet, etc.)
    - Burn is third degree
    - Burn is caused by chemicals

First-Degree Burns

- Immediately submerge the affected part in cold water.
- Hold it under cold running water, or place cold, wet cloths on it until the pain decreases.
- Cover with a clean, dry gauze dressing for protection

Second-Degree Burns

- Immerse in cold water or have cold, wet cloths applied to it immediately.
- Gently blot area dry. Do not rub. Rubbing may break the blister, opening it to infection.
- Cover wound with dry, sterile bandage.
- If burn is located on arm or leg, keep limb elevated as much as possible.
- Second degree burns should heal within a few weeks.

Third-Degree Burns

- Do not remove any clothing near or at the site of the burn
- Do not apply cold water or medication to the burn.
- Place clean, dry cloths (i.e. strips of a clean sheet) over the damaged area.
- If burns are on arms or legs, keep the limbs elevated above the level of the heart.
- If victim has burns on face, check frequently to make sure he is not having difficulty breathing.
- Get victim to a hospital at once.

Chemical Burns

- Remove clothing on or near the burn area. Never pull clothing over the head with a chemical burn. You may need to cut the clothing.
- Wash the area thoroughly with low pressure water for at least 20 minutes.
- Apply a clean dressing to the area.
- Get medical attention as soon as possible.

Practice Activity: First Aid Burn Quiz
Refer to Handout: *First Aid Burn Quiz*.
The participants may take this quiz individually, in groups or the entire group may take this quiz together. Discuss any answers about which they are unclear.
Answer Key: 1-a; 2-c; 3-a; 4-a,b,c,d; 5-a; 6-c; 7-b; 8-a,c

E. Lecture: Cuts, Abrasions and Punctures

Time: 10 minutes

Can anyone tell me the difference between cuts, abrasions and punctures? (Allow for answers). The basic differences are:

- Cuts slice the skin open.
- Abrasions or scrapes only affect the top part of the skin. They usually hurt more than cuts, but they heal more quickly.
- Punctures are deep stabs in the skin.
- Cleanse area thoroughly with soap and warm water, carefully washing away any dirt.
- Apply direct pressure to wound until bleeding stops.
- Put sterile bandage or clean dry cloth on wound.
- If a cut is deep, get to a doctor as quickly as possible.

If the cut has the following characteristics, it may be infected. For minor infections, use antibiotic creams (if available) and keeping the area clean.

- swelling
- redness
- pain
- fever
- presence of pus

If the infection continues of if you see red streaks coming from the area, seek medical attention.

F. Lecture: Choking

Time: 15 minutes

Conscious Person

If someone is holding his throat with both hands, he is probably choking. If the person can cough or talk, encourage them to continuing trying to cough up the object. If the person cannot talk or cough, you need to clear the obstructed airway. To do this, you must perform a technique called the Heimlich maneuver. It is also known as abdominal thrusts.

Refer to Handout: *The Heimlich Maneuver* for an illustration of this technique. Understand these directions are for people who are normal sized adults. The technique differs for small children and for obese adults.

- Stand behind the conscious choking person, wrapping your arms around their waist.
- With one hand, make a fist. Place the thumb side of the fist against the victim's abdomen just above the bellybutton. Be sure your hand is far below the tip of the breastbone.
- Put your other hand over the fist and give quick upward thrusts into the victim's abdomen.
- Continue giving thrusts until the object blocking the airway is dislodged and the victim begins to breathe, or until the victim becomes unconscious.

Ask for a volunteer to pretend to be the choking victim. Demonstrate the Heimlich Technique for the class. Show the technique but do it gently to avoid injury to the volunteer.

Unconscious Person

If a person is unconscious, first try mouth-to-mouth resuscitation. To do this:

- Open their mouth to make sure there isn't anything in the mouth. If there is something in the mouth, attempt to remove the obstruction by sweeping it out of the victim's mouth with your finger. This is called a finger sweep. Always use a hooking action, being careful not to lodge the object in further.
- Tilt their head back to lift the chin and open the airway. You can put one arm under their neck to keep it tilted.
- Pinch their nostrils closed with your fingers.
- Place your mouth over theirs to make a seal.
- Breathe slowly, watching to see the chest rise. Pause in between each breath to let the air flow out. If the victim's chest does not rise and fall, re-tilt the head and try again. If the air still does not go in, the victim has an obstructed airway, and you must try abdominal thrusts.

If the breaths do not go in, do the following to the unconscious victim:

- Straddle one or both of the victim's thighs.
- Place the heel of one hand on the victim's abdomen, just above the bellybutton yet far below the tip of the breastbone.
- Place your other hand on top of the first, interlacing your fingers, and give **5** quick upward thrusts.
- Then do a finger sweep and give **2** slow breaths.
- If air still will not go in, continue giving **5** abdominal thrusts, a finger sweep and **2** slow breaths.
- Continue giving thrusts until the object is dislodged, air goes into the victim, or trained medical personnel takes over.

If the victim is not breathing but has a pulse, you must perform mouth-to-mouth resuscitation. If the victim is not breathing and does not have a pulse, Cardiopulmonary Resuscitation (CPR) is needed. This must be done by a trained person.

Once again, ask for a volunteer. Ask the victim to pretend to be unconscious. Demonstrate the maneuver. Pretend to do the finger sweeps and the rescue breathing. DO NOT actually place your mouth on volunteer. If preferred, you can use a large stuffed animal as the victim.

G. Practice Activity: Mouth-to-Mouth Resuscitation

Time: 10 minutes

Divide the class into pairs. They will practice the technique for a conscious person. Preferably, boys pair up with boys and girls pair up with girls. Have one be the victim and the other be the rescuer. Have the rescuer GENTLY practice the technique on the victim. Ask them to change roles, letting the other practice the technique.

H. Lecture: Nosebleeds

Time: 5 minutes

Causes

Nosebleeds are fairly common. Some of the causes include the following:

- Colds or sinus infections

- Nose injury
- Strenuous activity
- High blood pressure
- Exposure to high altitudes
- Blowing your nose too hard

What to Do If You Get a Nosebleed

- Sit down
- Lean slightly forward to prevent blood from running into your throat
- Place a cold, wet cloth on your nose to constrict the blood vessels in your nose and stop the bleeding
- If blood is coming from only one nostril, press firmly at the top of that nostril
- If both nostrils are bleeding, pinch your nostrils together for at least 10 minutes
- If bleeding continues, apply pressure for another 10 minutes
- If the bleeding is the result of direct injury to the nose, only gentle pressure should be applied
- If heavy bleeding persists or if nosebleeds recur frequently, consult a physician

I. Action Plan and Closing

Time: 5 minutes

Action Plan

Instruct the participants to describe how they would respond to each of the scenarios described in the Action Plan. Ask them to bring this with them when they return next week.

Closing

You will have many times in your lives where you will need to know how to use basic First Aid techniques. By studying the information you have learned, you will remember what to do when the situation comes up. You will also know when you should seek medical attention and when to treat the problem yourself. However, you should always practice safety and try to avoid problems. Some simple ways to avoid injuries are:

- When lifting heavy objects, stoop to pick them up to avoid back and shoulder strain.
- Be careful when cooking and when you are around fire.
- Wash your hands frequently to avoid picking up germs.
- Be careful when handling sharp objects.

HOW TO CLASSIFY BURNS

1. Evaluate the color of the burned skin. If it's pink to red (like a sunburn), it's a first-degree burn. If it's entirely red, it's generally a second-degree burn. If the skin is white, brown, yellow or black, it's considered a third-degree burn. Finally, blackened skin ranks as a fourth-degree burn.

2. Check for swelling. First-degree burns cause only mild swelling, while second-degree burns produce moderate swelling. Third-degree burns cause severe swelling, and fourth-degree burns cause no swelling.

3. Assess level of pain. Both first-degree and second-degree burns cause pain. With third-degree and fourth-degree burns, pain is generally absent because nerve cells have been damaged.

4. Look for blisters. Second-degree burns produce them, while the other three classifications do not result in blistering.

5. Examine the burn for hard, leathery dead tissue that comes after a full-skin-thickness injury. This type of skin is present in third-degree and fourth-degree burns.

6. Understand that first-degree burns require three to five days to heal; second-degree burns take two to six weeks to heal; and third-degree and fourth-degree burns take many weeks to months to heal.

7. Realize that it may take three to five days before you can determine if a burn is second or third-degree.

8. With a first-degree burn, the epidermis (top layer of skin) is destroyed. A second-degree burn causes injury to the epidermis, the upper layers of the dermis (deeper portion of skin), and some injury to the deeper portions of the dermis. The dermis is totally destroyed in a third-degree burn, and in some cases, so is a lot of the underlying tissue, including portions of bone.

9. WARNING!! In the case of an extensive burn, cover the area with a clean, dry sheet or towel. Do not let the burn victim eat or drink anything on the way to the hospital.

TREATMENT OF BURNS

Never put butter or greasy ointments on a burn. They seal heat into the wound and may cause infection.

Seek medical attention if...

- Victim is a child or elderly
- Severe second-degree burn covers more than one body part
- Severe second-degree burn is located on any sensitive area of the body (hands, face, feet, etc.)
- Burn is third degree
- Burn is caused by chemicals

First-Degree Burns

- Immediately submerge the affected part in cold water.
- Hold it under cold running water, or place cold, wet cloths on it until the pain decreases.
- Cover with a clean, dry gauze dressing for protection

Second-Degree Burns

- Immerse in cold water or have cold, wet cloths applied to it immediately.
- Gently blot area dry. Do not rub. Rubbing may break the blister, opening it to infection.
- Cover wound with dry, sterile bandage.
- If burn is located on arm or leg, keep limb elevated as much as possible.
- Second degree burns should heal within a few weeks.

Third-Degree Burns

- Do not remove any clothing near or at the site of the burn
- Do not apply cold water or medication to the burn.
- Place clean, dry cloths (i.e. strips of a clean sheet) over the damaged area.
- If burns are on arms or legs, keep the limbs elevated above the level of the heart.
- If victim has burns on face, check frequently to make sure he is not having difficulty breathing.
- Get victim to a hospital at once.

Chemical Burns

- Remove clothing on or near the burn area. Never pull clothing over the head with a chemical burn. You may need to cut the clothing.
- Wash the area thoroughly with low pressure water for at least 20 minutes.
- Apply a clean dressing to the area.
- Get medical attention as soon as possible.

FIRST AID BURN QUIZ

Choose the correct answers.

1. Which of the following characteristics indicate a first-degree burn?

a) Skin is pink.
b) Skin is white, yellow, brown or black.
c) Skin is slightly blistered.

2. Which treatment should be used for second-degree burns?

a) Rub briskly to remove the blister.
b) Cover skin with butter.
c) Immerse immediately in cold water.

3. You should seek immediate medical attention if which of the following is true?

a) Burn is caused by a chemical.
b) Skin has blisters.
c) Skin stays red for longer than one day.

4. Which of the following are ways to determine whether a burn is first, second or third-degree? Choose all that apply.

a) Evaluate the color of the burned skin.
b) Check for swelling.
c) Assess level of pain.
d) Look for blisters.

5. On the average, how long does it take for a first-degree burn to heal?

a) Three to five days.
b) Two to six weeks.
c) Many weeks or months.

6. On the average, how long does it take for a third-degree burn to heal?

a) Three to five days.
b) Two to six weeks.
c) Many weeks or months.

7. On the average, how long does it take for a second-degree burn to heal?

a) Three to five days.
b) Two to six weeks.
c) Many weeks or months.

8. If someone has a third-degree burn, you should do the following. Choose all that apply.

a) Cover with a clean dry cloth.
b) Apply cold water or medication to burn.
c) Do not allow victim to eat or drink anything.

THE HEIMLICH MANEUVER

To aid choking victim, follow these steps:

- Stand behind the conscious choking person, wrapping your arms around their waist.
- With one hand, make a fist. Place the thumb side of the fist against the victim's abdomen just above the bellybutton. Be sure your hand is far below the tip of the breastbone.
- Put your other hand over the fist and give quick upward thrusts into the victim's abdomen.
- Continue giving thrusts until the object blocking the airway is dislodged and the victim begins to breathe, or until the victim becomes unconscious.

BASIC FIRST AID

ACTION PLAN

Describe what you would do to apply basic first aid in each of the following scenarios.

While walking in the woods, you twist your ankle when you accidentally step on a fallen branch. Although it hurts, you are able to walk home. When you arrive home it is slightly swollen. What do you do?

_____
_____
_____
_____

While working in the kitchen you place your hand on a very hot pan. What would you do?

_____
_____
_____
_____

While eating lunch with a friend, he suddenly begins choking. He puts his hands to his throat and cannot breathe. What do you do?

_____
_____
_____
_____

You are playing ball with your friends. One of the players tries to catch the ball but gets hit in the nose. His nose begins to bleed. What do you do?

_____
_____
_____
_____

While swimming you see a man in the water with their face down. He is not moving. You and your friend pull him out of the water and realize he not breathing What do you do?

_____
_____
_____
_____

You are helping a friend carry a very large piece of glass for a window. Your friend trips and you both dropped the glass. The glass breaks and a piece of it makes a large cut on your friend's leg. It is very deep and is bleeding a lot. What do you do?

_____
_____
_____
_____

Bring this paper back next week and have a wonderful week!

TRAINER NOTES