

LESSON PLAN COMPILATION FOR GNM FIRST YEAR COURSE

Vol I : Community Health Nursing

PART II

➤ Environmental Hygiene

(Continued from Part I)

➤ Health Education & Communication Skills

➤ Nutrition

2016

DRAFT MESSAGE

HM

मुझे यह जानकर अत्यधिक प्रसन्नता हो रही है कि प्री सर्विस नर्सिंग एजुकेशन कार्यक्रम के अंतर्गत एएनएम तथा जीएनएम प्रथम वर्ष पाठ्यक्रमों के लेसन प्लान तैयार किए जा चुके हैं। मुझे लगता है कि प्री सर्विस नर्सिंग एजुकेशन की प्रणालियों के सशक्तीकरण की दिशा में यह एक महत्वपूर्ण कदम है। लेसन प्लान फ़ैकल्टी को योजनाबद्ध तरीके से सभी बिंदुओं को सम्मिलित करते हुए अपना अध्यापन करने में सहायक होगा।

इस कार्य को पूरा करने में हमारे संस्थानों को फ़ैकल्टी की मेहनत एवं जपाइगो का तकनीकी सहयोग सराहनीय रहा है। साथ ही मैं एनएचएम को इस पहल को अपने सतत प्रयासों से इतने कम समय में परिकल्पित कर चरितार्थ करने पर बधाई देता हूँ।

मैं उम्मीद करता हूँ कि लेसन प्लान फ़ैकल्टी को व्यवस्थित रूप से अपना पाठ्यक्रम पूरा करने में सहायक होंगे।

DRAFT MESSAGE

PHS

राज्य सरकार प्री सर्विस नर्सिंग एजुकेशन को सुदृढ़ करने के लिए अनके प्रयास कर रही है। शिक्षण प्रणालियों को व्यवस्थित एवं सशक्त करना अनिवार्य है। अब सभी एएनएम तथा जीएनएम स्कूलों में प्रभावी शिक्षण हेतु कम्प्यूटर एवं प्रोजेक्टर की व्यवस्था उपलब्ध करा दी गई है। अब हमें शिक्षण प्रणाली पर ध्यान केन्द्रित करना होगा, जिससे छात्रों को प्रभावी रूप से ज्ञानार्जन प्राप्त हो सके।

पाठ्यक्रम के अनुसार चिंहित सभी विषयवस्तुओं के लेसन प्लान व्यवस्थित रूप से तैयार करना इस दिशा में एक महत्वपूर्ण उपलब्धि है।

मैं इस पहल के लिए एनएचएम, जपाइगो तथा हमारे एएनएम तथा जीएनएम स्कूलों की समस्त फैकल्टी को बधाई देती हूँ।

मुझे विश्वास है कि हमारी सभी फैकल्टी लेसन प्लान का नियमित उपयोग कर शिक्षण को व्यवहारिक और प्रभावी बना सकेंगे।

Index

Course : GNM First Year

Subject: Community Health Nursing

PART II - Pages 474 to 912

S No	Unit	Topic Number	Topic Name
Environmental Hygiene (...continued from Part I)			
76	Unit –II	76	Solar energy
77	Unit –II	77	Noise – sources of noise and community noise levels
78	Unit –II	78	Effect of noise pollution
79	Unit –II	79	Environmental factors contributing to health
80	Unit –II	80	Arthropods- introduction , mosquitoes, house fly, sand fly, and human louse
81	Unit –II	81	Introduction – Rat, Fleas, Rodents, Ticks etc
82	Unit –II	82	Control measures
83	Unit –III	83	National level
84	Unit –III	84	State & local level
85	Unit –III	85	Governments
86	Unit –III	86	Voluntary & social agencies
87	Unit –III	87	Legislations and acts regulating the environmental hygiene

S No	Unit	Topic Number	Topic Name
Health Education & Communication skills			
88	1	88	Definition, process
89	1	89	Purposes
90	1	90	Principles and types
91	1	91	Importance of communication
92	1	92	Barriers in communication
93	1	93	Establishment of successful communication
94	1	94	Observing skill
95	1	95	Listening skill
96	2	96	Concept, definition and aims
97	2	97	Objectives, Principles
98	2	98	Process of Health Education
100	2	100	Level, methods & scope
101	2	101	Nurses role
102	3	102	Definition & purpose of counselling
103	3	103	Scope & principles of counselling
104	3	104	Types of counselling
105	3	105	Steps of counselling
106	3	106	Techniques of counselling
107	3	107	Qualities of good counsellor
108	3	108	Different between health education & counseling
109	3	109	Role of nurse
110	4	110	Introduction & Purpose of AV Aids
111	4	111	Types of AV Aids
112	4	112	Types of media
113	4	113	Selection process
114	4	114	Preparation AV Aids
115	4	115	Uses of AV Aids
116	4	116	Graphic aids
117	4	117	Printed aids
118	4	118	Three dimensional aids

S No	Unit	Topic Number	Topic Name
119	4	119	Projected aids
120	4	120	Advantages of AV Aids
121	4	121	Limitations of different media
122	4	122	Preparation of health education plan
Community Health Nursing Nutrition			
123	1	123	Meaning, habit, factor, & changing process
124	1	124	Relation of nutrition to health
125	2	125	Classification by origin, chemical. predominant
126	2	126	Classification by predominant, nutritive value
127	3	127	Energy
128	3	128	Balanced diet
129	3	129	Disease & dis order caused by imbalance nutrient
130	3	130	Food allergy & food intolerance
131	4	131	Principles of cooking, methods
132	4	132	Food storage & food adulteration & act
133	5	133	Diet modification
134	5	134	Special diet
135	5	135	Factor affecting
136	5	136	Health education on nutrition need
137	6	137	Nutritional problems & program in India
138	6	138	Community food supply & hygiene
139	6	139	National & international food agencies
140	6	140	Classification by nutritive value
141	7	141	Beverage
142	7	142	Egg preparation
143	7	143	Light diet
144	7	144	Low cost high nutrition diet

List of Abbreviations and Expansions

ADR	Adverse Drug Reaction
AV	Audio Visual
CHN	Community Health Nurse
COPD	Chronic Obstructive Pulmonary Disease
DDC	Drug Distribution Centre
DOTS	Directly Observed Treatment Short course
FTD	Fever Treatment Depot
G6PD	Glucose 6 Phosphate Dehydrogenase
GNM	General Nursing and Midwifery
ICN	International Council of Nurses
IM	Intra Muscular
IMR	Infant Mortality Rate
IQ	Intelligence Quotient
IRS	Insecticide Residual Spray
IV	Intravenous
L	Listener
MDGs	Millennium Development Goals Maternal
MMR	Mortality Ratio
NSAID	Non-Steroidal Anti-inflammatory Drugs
OHP	Overhead Projector
OTC	Over The Counter
PPT	PowerPoint
Q	Question
S	Student
SC	Subcutaneous
T	Teacher
UNICEF	United Nations Children's Fund
WHO	World Health Organization

LESSON PLAN

Subject	Community health nursing I
Unit	Environmental factors contributing to health
Topic	Solar energy
Group	GNM 1 st year students
Place	The class room/ demonstration room
Date & time	60 minutes
Teaching method	Lecture cum demonstration
AV aids / instructional aids	White board, board marker, computer and projector
Student Pre requisite	Students know about the sun, energy and lighting.
General Objective	At the end of the session the <u>students will</u> be able to know the solar energy.
Specific objective	At the end of the class the student will be able to: <ul style="list-style-type: none">• Define and understand the meaning of solar energy.• Explain types of solar energy.• Describe the importance of solar energy.• Explain possibility of solar energy in India.
Introduction 5 minute	Solar energy: The radiant energy emitted by the sun is called solar energy. <ul style="list-style-type: none">• Also mention the objective of session

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 min	To define the solar energy	<p>Definition:</p> <p>The radiant energy emitted by the sun is called solar energy.</p> <p>Solar energy is considered a major source of the vast amount of energy.</p> <p>It originating with the thermonuclear fusion reaction occurring in the sun. It represent the entire electromagnetic radiation, visible light, infrared, ultraviolet, X ray and radio waves.</p> <p>It is the ultimate renewable source of energy.</p>	<p>T: define the solar energy</p> <p>S: listen and takes notes</p>	What is solar energy ?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
2	20 min	To Explain the type of solar energy	<p>Types :-</p> <p>It is mainly of to types-</p> <ul style="list-style-type: none"> • Solar thermal energy • Solar photovoltaic energy <p>Solar thermal energy- when the sun heat is used as in thermal energy from ie. Sunlight being used by plants and trees eg. Green house, solar cooker, solar pond, solar conditioner heating of water etc.</p> <p>Solar photovoltaic energy- it is formed by photovoltaic plate. This plate convert solar energy into electric energy eg. Solar battery, solar bus, ship, solar pump set, solar freeze, solar lantern etc.</p>	<p>T: explained with the help of chart</p> <p>S: listen and takes notes</p>	What are the types of solar energy ?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3	20 min	To describe the importance of solar energy	<p>Importance :-</p> <ul style="list-style-type: none"> ➤ It is renewable source of energy ➤ It is ecofriendly source of energy ➤ It is useful in agricultural field such as solar dryer, solar cooker, solar pv sprayer etc. ➤ No harmful effect on health ➤ Solar chulha is useful for cooking there by decreasing the chance of respiratory diseases in women. ➤ It help to achieve carbon credit 	<p>T: Describe importance of solar energy</p> <p>S: listen and takes notes</p>	What are the importance of solar energy ?
4	5 min	To explain the possibility of solar energy in India	<p>Possibility:-</p> <ul style="list-style-type: none"> ➤ Around 300 days in a year sun shines in clear sky over India. ➤ It is a ecofriendly source so there is no objection from environmental ministry. 	<p>T: Explained about possibility of solar energy in India</p> <p>S: listen and takes notes</p>	What are the possibility of solar energy in India ?

SUMMARY: 10 min

- ✓ Explain the meaning of solar energy
- ✓ Enumerate the types of solar energy
- ✓ Explain the importance of solar energy
- ✓ Explain the possibility of solar energy in India

Evaluation: 50 marks test will held when the unit is complete than be.

ASSIGNMENT: Explain the types of the solar energy.

BIBLIOGRAPHY:

- 1 K Park : Community Health Nursing
- 2 K Swarnkar : Community Health Nursing I
- 3 K Park : Park"s Textbook of Preventive and Social Medicine
- 4 KK Gulani : Community Health Nursing I

LESSON PLAN

Subject	Community Health Nursing I
Unit	Environmental factors contributing to health
Topic	Noise – sources of noise and community noise levels
Group	GNM 1 st year students
Place	Class room/ demonstration room
Time duration	1 hours
Teaching method	Lecture cum demonstration
AV aids / instructional aids	White board, board marker, charts
Student Pre requisite	The student have some knowledge regarding noise and its pollution.
General Objective	At ^{the} end of the session the student will be able to gain the knowledge regarding noise and its pollution.
Specific objective	At the end of the class the student will be able to- <ul style="list-style-type: none">• Define the noise pollution• Describe the type of noise pollution.• Enlist out the sources of noise pollution.• Demonstrate the sources of noise pollution

Review of previous class :- Student have some knowledge regarding noise and noise pollution

Introduction (5 min):- An unpleasant sound that hurts us is called noise. Loud , confused, or senseless shouting, audible range of human ear- 20-2000 Hz.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 min	Define noise	<p>It is an unpleasant sound in our environment. It is hazardous pollution in present time.</p> <p>Sharp sounds generate stress but it is difficult to define noise e.g. Train sound, pop music, bus horn.</p> <p>Noise is more than audible then man, animals, dogs and bats.</p>	<p>T: Define noise by black board.</p> <p>S: listen and takes notes</p>	Q. Define noise?
2	25 min	Describe the type of noise	<p>There are many types of noise in our environment.</p> <ol style="list-style-type: none"> 1. Musical sound <ol style="list-style-type: none"> a. Pop music b. Loud sound of marriage band c. Religious musical sounds d. Cultural program sound 	<p>T: Describe the type of noise with the help of chart</p> <p>S: listen and takes notes</p>	Q. List the types of noises?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>e. Cinema advertising noise</p> <p>2. Noise - is irregular and non-periodic</p> <p>a. Vibration</p> <p>b. Noise of overcrowded community</p> <p>c. High frequency volume noise</p> <p>3. Noise pollution</p> <p>According to dB measuring , noise intensity is measured in decibel unit. Each 10 dB increase is measured by logarithmic scale.</p> <p>Low noise- less than 35 dB</p> <p>Medium – 35 to 45 dB</p> <p>High – more than 80 dB</p> <p>Very high noise – 160 db may cause deafness</p>		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3	30 min	enlist sources of noise pollution	<p>There are many sources in our environment is polluted by noise. They are depend on place and condition are following-</p> <ol style="list-style-type: none"> 1. Domestic sites- <ol style="list-style-type: none"> a. Electronic audio video playing devices b. TV, radio and transmitter c. Mixers and grinders d. Cooler and ac e. Gas cutters f. Struggle in family and community 2. Road side sources- 100 dB noise <ol style="list-style-type: none"> a. Bike engine b. Stereo system c. Noise of heavy vehicles and trains d. Truck accidents and type blasting 3. Political sources- noise produced by 	<p>T: enlist sources of noise pollution with help of chart</p> <p>S: listen and takes notes</p>	<p>Q. What are the sources of pollution?</p>

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> a. political rallies b. political speech c. political strikes d. political struggles <p>4. construction site sources – noise produced by heavy vehicles</p> <ul style="list-style-type: none"> a. JCB, HYDRO, HYTACHI, & bulldozer b. Cruezer machine, and stone cutter c. Hammer strikes d. Mixture and cement works <p>5. Sound pollution in hospital are produced by</p> <ul style="list-style-type: none"> a. Patient trolley sound b. Ac cooler sound c. Over crowded ward and patient’s relatives d. Transportation of O2 cylinder sound e. Sound of shoes f. Patient death create the attendant’s noise <p>6. Factory sources-they produce very high intensity sounds</p> <ul style="list-style-type: none"> a. Machine driving b. Milling machine 		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			7. Other sound sources a. Late night cultural programme b. Religious functions and prayer c. Marriage dance in community on DJ sound d. Muslim mosque high noise by loud speaker		
5	15 min	Demonstrate	Demonstrate noise in class	T: Demonstrates S: participates	Redemonstrate noise

Summary (10 min) : today we discuss about various sources of harmful noise pollution, value of audible and non audible sound in db, side effects of noise pollution and demonstrate the noise pollution in the class.

Evaluation: unit test when the unit is complete.

Assignment : list and explain the sources of noise pollution and community noise level.

Bibliography:

- 1 K Swarnkar : Community health nursing I
- 2 K Park : Park"s Textbook of Preventive and Social Medicine
- 3 KK Gulani : Community health nursing I

LESSON PLAN

Subject	Community Health Nursing I
Unit	Environmental factors contributing to health
Topic	Effect of noise pollution
Group	GNM 1 st year students
Place	Class room/ demonstration room
Time Duration	1 hours
Teaching method	Lecture cum demonstration
AV aids / instructional aids	White board, board marker, charts
Student Pre requisite	The student have some knowledge regarding noise pollution.
General Objective	At the end of the session the students will be able to gain knowledge regarding effect of noise pollution.
Specific objective	At the end of the class the students will be able to- <ul style="list-style-type: none">• explain the effects of noise pollution.• enlist sources of noise pollution.• Demonstrate the effect of noise pollution.

Review of previous class : Student have some knowledge regarding noise and noise pollution

Introduction (5 min) : In human when high level noise for a longer period can increase the BP and also suffering from gastric problems.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	15 min	Explain the effects of noise pollution	<p>Noise pollution causes sever harmful effect to human body-</p> <ol style="list-style-type: none"> 1. Hearing problems <ol style="list-style-type: none"> a. Temporary b. Permanent 2. Health issue <ol style="list-style-type: none"> a. Headache b. Anorexia c. Gastritis d. Depression 3. Sleeping disorder <ol style="list-style-type: none"> a. Migraine b. Anxiety 	<p>T: explain the effects of noise pollution</p> <p>S: listen and takes notes</p>	Q. Describe effect of noise pollution ?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> 4. Cardiovascular issues <ul style="list-style-type: none"> a. HTPN b. BP high or low c. Tachycardia or bradycardia d. Sweating 5. Trouble community <ul style="list-style-type: none"> a. Wandering community b. Drunkard and other noise problems c. Card play and noisy struggle d. Interchange of female partner e. Gambling 6. Effect on wildlife <ul style="list-style-type: none"> a. Deafness b. Paralysis c. Vision problem d. Blindness 		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
2	15 minute	enlist sources of noise pollution	<p>There are many sources in our environment is polluted by noise. They are depend on place and condition are following-</p> <ol style="list-style-type: none"> 1. Domestic sites- <ol style="list-style-type: none"> a. Electronic audio video playing devices b. TV, radio and transmitter c. Mixers and grinders d. Cooler and ac e. Gas cutters f. Struggle in family and community 	<p>T: enlist sources of noise pollution with help of chart</p> <p>S: listen and takes notes</p>	<p>Q: What are the sources of pollution?</p>

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ol style="list-style-type: none"> 2. Road side sources- 100 dB noise <ol style="list-style-type: none"> a. Bike engine b. Stereo system c. Noise of heavy vehicles and trains d. Truck accidents and type blasting 3. Political sources- noise produced by <ol style="list-style-type: none"> a. political rallies b. political speech c. political strikes d. political struggles 4. construction site sources–noise produced by heavy vehicles <ol style="list-style-type: none"> a. JCB, HYDRO, HYTACHI, &bulldozer b. Crueler machine, and stone cutter c. Hammer strikes d. Mixture and cement works 		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>5. Sound pollution in hospital are produced by</p> <ul style="list-style-type: none"> a. Patient trolley sound b. Ac cooler sound c. Over crowded ward and patient's relatives d. Transportation of O2 cylinder sound e. Sound of shoes f. Patient death create the attendant's noise <p>6. Factory sources-they produce very high intensity sounds</p> <ul style="list-style-type: none"> a. Machine driving b. Milling machine c. Roller and other <p>7. Other sound sources</p> <ul style="list-style-type: none"> a. Late night cultural program b. Religious functions and prayer c. Marriage dance in community on DJ sound d. Muslim mosque high noise by loud speaker 		

Summary:(5 min) : today we describe about various sources of harmful noise pollution, values of audible and non audible sound in db, side effects of noise pollution, demonstrate the noise pollution.

Evaluation: unit test when the unit is complete.

Assignment / Application : list and explain the sources of noise pollution.

Bibliography:

- 1 K Park : Community Health Nursing
- 2 K Swarnkar : Community Health Nursing I
- 3 K Park : Park's Textbook of Preventive and Social Medicine

LESSON PLAN

Subject	Community health nursing I
Unit	Environmental factors contributing to health
Topic	Noise control measures
Group	GNM 1 st year students
Place	Class room/ demonstration room
Date & time	1 hour
Teaching method	Lecture cum demonstration/role play
AV aids / instructional aids	White board, board marker, charts
Student Pre requisite	The students have knowledge regarding noise pollution.
General Objective	At the end of the session the student will be able to gain the knowledge regarding noise control measures.
Specific objective	At the end of the class the student will be able to Define noise control. <ul style="list-style-type: none">• Define noise control.• Discuss in brief regarding Basic technologies to control noise pollution.• List all types of noise control measures• demonstrate methods of noise control.• demonstrate role play on legislation
Review of previous class	Student have some knowledge regarding noise and noise pollution
Introduction	High intensity of about 90dB sound is known as noisy sound which being pollution and when it is in low dB but in more timing is also effect the person.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	5minute	Define noise control.	<p>Definition-</p> <p>Noise control or noise mitigation is a set of strategies to reduce <u>noise pollution</u> or to reduce the impact of that noise, whether outdoors or indoors.</p>		
2	10 min	Discuss in brief regarding Basic technologies to Control noise pollution.	<p>Basic technologies</p> <ol style="list-style-type: none"> 1. <u>Sound insulation</u>: prevent the transmission of noise by the introduction of a mass barrier. Common materials have high-density properties such as brick, thick glass, concrete, metal etc. 2. <u>Sound absorption</u>: a porous material which acts as a ‘noise sponge’ by converting the sound energy into heat within the material. Common sound absorption materials include decoupled lead-based tiles, open cell foams and fiberglass 		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3	15 min	Describe ways to control noise pollution.	<p>3. <u>Vibration damping</u>: applicable for large vibrating surfaces. The damping mechanism works by extracting the vibration energy from the thin sheet and dissipating it as heat. A common material is sound deadened steel.</p> <p>4. <u>Vibration isolation</u>: prevents transmission of vibration energy from a source to a receiver by introducing a flexible element or a physical break. Common vibration isolators are springs, rubber mounts, cork etc.</p> <p>There are many ways to control noise. which are as follows –</p> <ol style="list-style-type: none"> 1. Planting of trees <ol style="list-style-type: none"> a. Road side b. At the work site 2. Low volume of musical devices 3. Use of ear plugs 4. Use of muffs in aero plane 5. Limited noise producing activities 	<p>T: Define noise control. S: listen and takes notes.</p> <p>T: Discuss for Basic technologies to Control noise pollution. S: listen and takes notes.</p>	<p>Q.What is noise pollution?</p> <p>Q. what are technologies to Control noise pollution?</p>

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> 6. Working hours in day time 7. Industries away from residential area <ul style="list-style-type: none"> a. Railway yards b. Aerodromes c. Industries 8. Banned <ul style="list-style-type: none"> a. Use of pressure horns banning b. Loud speakers also banning 9. High intensity working is low hours timing 10. Proper maintenance of malware 11. Educating the people about noise pollution 12. Special legislation on noise control and making punishable 	<p>T: describe ways to Control noise pollution.</p> <p>S: listen and takes notes</p>	<p>What are ways to control noise pollution?</p>

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
4	10 minute	Demonstrate methods of noise control.	High intensity volume of the losses & side effect showing	T: Demonstrate methods of noise control. S: listen and takes notes	Show methods of noise control.
5	15 minute	Role-play regarding impact of legislation in noise control.	By role play show the punishment and fine .teacher try to convey message regarding legislations of noise control.	T-Role play regarding legislation in noise control. S-participate in play.	Do rehearsal

Summary: 5 minute	Today we discuss of noise control, methods of Control noise pollution, and Basic technologies to Control noise pollution. And also demonstrate regarding legislation to control noise pollutions by a role play.
Evaluation:	Unit test of 15 marks when the unit is complete.
Assignment / Application	Demonstrate the legislation of noise pollution control act in residential area.
Bibliography:	
<ol style="list-style-type: none"> 1 K Park : Community Health Nursing 2 K Swarnkar : Community Health Nursing I 3 K Park : Park"s Textbook of Preventive and Social Medicine 	

LESSON PLAN

Subject	Community health nursing I
Unit	Environmental factors contributing to health
Topic	Arthropods- introduction , mosquitoes, house fly, sand fly, and human louse
Group	GNM 1 st year students
Place	Class room/ demonstration room
Date & time	1 hour
Teaching method	Lecture cum demonstration
AV aids / instructional aids	White board, board marker, charts
Student Pre requisite	Students know /understand about the arthropods, flies and their borne diseases.
General Objective	At the end of the session the student will be able to gain the knowledge regarding arthropods, flies, and their transmitted diseases
Specific objective	At the end of the class the student will be able to <ul style="list-style-type: none">• Define arthropods responsible for causing diseases.• State the methods of transmission of diseases.• Explain mosquito types and life cycle• Discuss House fly, sand fly, human louse and their transmission of diseases
Review of previous class	Ask questions regarding arthropods

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	05 minutes	Define Arthropods responsible for causing disease.	<p>Definition-</p> <p>Arthropods are invertebrate animals of the large phylum. They, consists number of segments.</p> <p>Study of arthropods is known as medical entomology.</p> <p>In India 5% of death are caused by arthropods borne diseases.</p> <p>Arthropods responsible for causing disease in man are of medical importance are –</p> <ol style="list-style-type: none"> 1. Mosquito 2. House fly 3. Sand fly 4. Human louse 5. Rat fleas 6. Ticks 7. Mites 8. Cyclopes 	<p>T: define arthropods .</p> <p>S: listen and takes notes</p>	What are arthropods?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
2	5 minutes	State methods of transmission of diseases	<p style="text-align: center;">Transmission-</p> <ol style="list-style-type: none"> 1. Direct contact- <ol style="list-style-type: none"> a. Itch mite – cause scabies. It spread by direct contact. b. Mechanical transmission- caring the infection on their bodies, diarrhea, dysentery c. biological transmission- when the disease agents multiply in the insect host is known as biological transmission e.g malaria, filaria 	<p>T: Explains methods of transmission of diseases .</p> <p>S: listen and takes notes</p>	<p>How the diseases are transmitted via arthropods?</p>

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3	15 minutes	Explain mosquito, types and life cycle .	<p>Mosquito-The body of mosquito consists of three parts,</p> <ul style="list-style-type: none"> • head • thorax and • Abdomen. <p>Head consist a needle like long structure called probes with which the mosquito bites.</p> <p>Thoraxes contain pair off wings and three pairs of legs, ventrally.</p> <p>Abdomen long, narrow and have 10 segments.</p> <p>Types-</p> <ul style="list-style-type: none"> • Anopheles • Culex • Ades 	<p>T: explains mosquito, types and lifecycle.</p> <p>T: listens and takes notes</p>	<p>Explain mosquito, types and life cycle.</p>

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Life Cycle: There are 4 stages in life of mosquito-</p> <p>Egg - 1-2 days</p> <p>Larvae – 5-7 days</p> <p>Puepa – 1-2 days</p> <p>Adult – about 2 weeks</p>		
5	5 minute	Discuss House fly, sand fly, human louse and their transmission of diseases	<p>House fly-</p> <ol style="list-style-type: none"> 1. Mechanical transmission – through body and sticky hair on body and legs 2. Vomit drops- Its habit of vomiting drops regularly infects food 		List mosquito borne diseases

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>3. Defection- constant defecation by the fly on food spreads diseases. Common diseases spread by the house fly include :</p> <ul style="list-style-type: none"> • Diarrhea • Cholera • Dysentery • Amoebiasis • Typhoid • Conjunctivitis • Trachoma <p>Mosquito borne disease-</p> <ol style="list-style-type: none"> 1. Anopheles- malaria 2. Culex – filarial, encephalitis 3. Aedes – yellow fever, dengue fever, and hemorrhagic fever <p>Sand Fly</p> <ul style="list-style-type: none"> ▪ Kala azar ▪ Sand fly fever ▪ Oriental sore 		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Types of Lice-</p> <ul style="list-style-type: none"> ○ Head louse ○ Body louses ○ Pubic louse <p>Transmission Of Diseases-</p> <p>By biting and their infective faces</p> <p>Diseases of louse-</p> <ul style="list-style-type: none"> ○ Epidemic typhus ○ Relapsing fever ○ Trence fever ○ Dermatitis 		

Summary: 10 min Today we had discuss about the meaning of Arthropods, Mosquito, Sand fly, House fly, Human louse And their transmitted diseases

Evaluation: unit test of 15 marks when the unit is complete.

Assignment : Explain about arthropods and diseases transmitted by them.

Bibliography:

- 1 K Park : Community Health Nursing
- 2 K Swarnkar : Community Health Nursing I
- 3 K Park : Park"s Textbook of Preventive and Social Medicine
- 4 KK Gulani : Community Health Nursing I

LESSON PLAN

Subject	Community health nursing I
Unit	Environmental factors contributing to health
Topic	Introduction – Rat, Fleas, Rodents, Ticks etc
Group	GNM 1 st year students
Place	The class room/ Demonstration room
Date & time	1 Hours
Teaching method	Lecture cum demonstration
AV aids / instructional aids	White board, board marker, charts
Student Pre requisite	Students should have 12 th -level pass and have knowledge of environment and Student should also be able to understand rodents , rats, fleas, ticks and there diseases transmission.
General Objective	At the end of the session the student will be able to fully describe about fleas, rat fleas ,ticks and diseases transmitted by them..
Specific objective	At the end of the class the student will be able to;- <ul style="list-style-type: none">• Enlist types of fleas and its life cycle.• State fleas indices.• Describe Disease transmitted by flea .• Describe about ticks and itchmite, type of ticks , and life cycle of ticks and itch mite.• Describe about diseases transmitted by ticks and itch mite .• Describe rodents, types of rodents and disease caused by rodents
Review of previous class	Ask questions regarding arthropods and rodents
Introduction 5 minute	Ask the student if they know about arthropods. Introduce Fleas- fleas borne diseases to animals, rats and, rat borne diseases ticks and ichmite and diseases transmitted by scabies,plague etc .

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	05 min	TO enlist types of common fleas and its life cycle	<p>--Types of flea</p> <ol style="list-style-type: none"> 1. Xenopsylacheopis 2. Xenopsyllaastia 3. Xenopsyllabrazilenis <p>--Life cycle of fleas:-</p> <p>Egg 1 week</p> <p>Larva 2 week</p> <p>Pupa 1-2 weeks</p> <p>Adult about 2 months</p>	<p>T: explains with the help of chart</p> <p>S: listen and takes notes</p>	<p>What are fleas?</p> <p>Describe life cycle of rat fleas</p>

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
2	10 min	To describe the flea indices.	<p>--State the density of fleas in a given area</p> <ol style="list-style-type: none"> 1. Total flea index- is the average number of fleas per rat 2. Cheopis per rat is the number of xenopsylacheopis per rat <p>If the cheopis index is below 1 there is no danger, of outbreak of spread of plague</p>	<p>T: explains with the help of board and marker</p> <p>S: listens and takes notes</p>	What is importance of flea indices.
3	05 min	To describe mode of transmission and diseases transmitted by flea	<ul style="list-style-type: none"> • By biting – the bite of hungry blocked flea inject plague flea in block when the plague bacilli multiply in its gullet and block the food passage <p>-Disease transmitted by flea</p> <ul style="list-style-type: none"> • Bubonic plague • Endemic typhus 	<p>T: explains with the help of board and marker</p> <p>S listens and takes notes</p>	Enlist diseases transmitted by flea.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
4	15 min	To describe about ticks and itch mite, types of ticks and life cycle of ticks and itch mite	<p>Definition – ticks are ectoparasite of vertebrates, oval in shape animals.</p> <p>--Types of ticks</p> <p>Hard and soft ticks</p> <p>Hard ticks are so called because of presence of hard shield on dorsum of ticks.</p> <p>In soft ticks the shield is absent and there are four pairs of legs.</p> <p>Male is smaller than female</p> <p>Both male and female bite and suck blood</p> <p>--Diseases transmitted by ticks</p> <p>Hard ticks-</p> <p> Tick typhus</p> <p> Viral encephalitis</p>	<p>T: explains with the help of board and marker</p> <p>S: listens and takes notes</p>	<p>What is the nature of ticks?</p> <p>Enlist different types of ticks.</p>

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Soft ticks</p> <p>Relapsing fever</p> <p>--Description about itch mite</p> <p>Definition- an extremely small arthropod, it is just visible to the naked eye and about 0.4 mm in size, is an ectoparasite of man, and cause diseases scabies.</p> <p>The body of itch mite is tortoise shape and rounded above and flattened below.</p> <p>--The life cycle of itch mite</p> <p>Egg -3-4 days</p> <p>Larva- 3 days</p> <p>Nymph – 6-8 days</p> <p>Adult 1-2 month</p>		<p>Enlist the Diseases transmitted by ticks.</p> <p>What is the structure of itch mite?</p> <p>State the life cycle of itch mite.</p>

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
5	10 min	To describe disease transmitted by itch mite	<p>--Scabies is the diseases transmitted by itch mite is skin diseases</p> <p>Worse itching mite specially effect on hands and wrist and may effect other parts such as , axilla , elbow, buttock lower abdomen feet and ankles</p> <p>--Treatment of scabies</p> <p>Scrub with soap and water and apply 25% benzyl benzoate ointment or Sulphur ointment 2-10% or benzene hex chloride 0.5% in coconut oil</p>	<p>T: explains with the help of board and marker</p> <p>S: listens and takes notes</p>	<p>What is scabies?</p> <p>Which part of the body affected by the scabies infection?</p> <p>What is the treatment of scabies?</p>

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
6	10 min	To describe about rodents, types of rodents and diseases caused by rodents	<p>--Description about rodents</p> <p>Rodents are parts of man's environment- causes economic loss and sources of reservoir of some important communicable diseases to man such as plague</p> <p>Type of rodents-</p> <p>There are two types of rodents-</p> <ul style="list-style-type: none"> • Domestic- <ul style="list-style-type: none"> ○ House rat and sever rat • Wild rodents <p>--Diseases caused by rodents:</p> <p>Plague</p> <p>Leptospirosis</p> <p>Murine typhus</p> <p>Amobiasis</p>	<p>T: explains with the help of board and marker</p> <p>S: listens and takes notes</p>	<p>Describe the types of rodents.</p> <p>Enlist diseases caused by rodents.</p>

Summary:	5 minutes	<ul style="list-style-type: none"> ✓ Enlisted common fleas, ticks, mites, rodents founds in environment ✓ Enlisted diseases transmitted by fleas, ticks, mites and rodents
Evaluation: unit test when the unit is complete.		
Assignment : explain about rodents, ticks, fleas and mites		
Bibliography: <ol style="list-style-type: none"> 1 K Park : Community Health Nursing 2 K Swarnkar : Community Health Nursing I 3 K Park : Park"s Textbook of Preventive and Social Medicine 4 KK Gulani : Community Health Nursing I 		

LESSON PLAN

Subject	Community health nursing I
Unit	Environmental factors contributing to health
Topic	Control measures
Group	GNM 1 st year students
Place	the class room/ demonstration room
Date & time	1 hours
Teaching method	Lecture cum demonstration
AV aids / instructional aids	White board, board marker, charts
Student Pre requisite	Students should have 12 th class level knowledge of environment . Student should be able to understand rodents , rats, fleas, and ticks and there diseases transmission
General Objective	At the end of the session the student will be able to gain the knowledge regarding control of fleas, rat mosquito , tics and disease transmitted by these organisms.
Specific objective	At the end of the class the student will be able to—1. Describe mosquito control measures Describe the measures to control house-fly and sand-fly 3. Describe control of lice 4. Describe control of flea 5. Describe control of Ticks 6. Describe control of scabies caused by Itch-mite 7. Describe control of rodents
Review of previous class	Ask questions regarding arthropods and Rodents
Introduction 3 minute	Introduction to control of arthropods , rodents, mosquito house fiy sand fly lice. Some insects, and rodents can transmit some diseases to human being are importance of public health problems.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	13 minutes	To describe mosquito control measure	<p>Control of mosquito</p> <p>Various mosquito control measure are classified as-</p> <ol style="list-style-type: none"> 1. Anti larval measures 2. Anti adult measures 3. Personal protection measures <p>A . Antiviral control measures</p> <p>Elimination of breeding places</p> <ol style="list-style-type: none"> 1. Application of oil 2. Peris green 3. Synthetic insecticide 4. Biological control 	<p>T: explains with the help of chart</p> <p>S: listen and takes notes</p>	Describe various control measures used for control of mosquito

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			B. Anti adult mosquito control measures Spray of malathion ,DDT, BHC, LINDANE, OMS 33.	T: described with the help of board and marker T: listens and takes notes	Describe control of adult mosquito control measures.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
2	10 minutes	To describe the measure to control house fly & sand fly	<ol style="list-style-type: none"> 1. Improve environmental sanitation 2. Use of insecticide 3. Fly paper 4. Use of screening 5. Health education to get rid of fleas 	<p>T: described with the help of board and marker</p> <p>T: listens and takes notes</p>	Describe the control measures used for control of house fly & sand fly.
	5 minutes		Spray of malathion ,DDT, BHC, LINDANE, OMS 33,	<p>T: described with the help of board and marker</p> <p>T: listens and takes notes</p>	
3	5 minutes	To describe control of lice	<p>Head lice- controlled by DDT or any control drugs such as medicated</p> <p>Body lice- 10% DDT</p>	<p>T: described with the help of board and marker</p> <p>T: listens and takes notes</p>	Describe the control measures used for control of lice.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
4	10 minutes	To describe control of flea	Use of insecticide 10% DDT or 5% malathion dust	T: Described with the help of board and marker T: listens and takes notes	Write the name of drugs used for control of Flea?
5	5 minutes	To describe the control of ticks	Use of insecticide - Spray of malathion ,DDT, BHC, LINDANE, OMS 33 in ticks infected area. Sanitation- cracks and crevices in ground particularly near building should be filled up. Protection of workers- wear the protective clothing . and remove the ticks if found in clothing	T: described with the help of board and marker T: listens and takes notes	Describe the control measures used for control of Ticks.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
6	5 minute	To describe control of scabies caused by itch mite	Control of scabies- First the patient given a good scrub with soap and water then applied benzyl benzoate 25% emulsion or Sulphur ointment 2-10% or benzene hexa chloride 0.5% in coconut oil	T: explains with the help of board and marker T: listens and takes notes	Describe the treatment of Scabies.
7	10 minutes	To describe the control of rodents	Control of rodents- 1. Traping-by using ancient dence to capture and destroy 2. Use of rat poison or rodenticide 3. Fumigation of rat- burrows with cyanogas . it is used about 2 ounce off its chemical pumped into each rat burrows with special foot pump Improvement of sanitation- by keeping	T: explains with the help of board and marker T: listens and takes notes	Describe the control measures used for control of Rodents.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>4. Environmental sanitation is essential for permanent control of rat and mice.</p> <ul style="list-style-type: none"> a. By proper storage of food stuffs b. Construction of rat proof buildings c. Proper collection and disposal of garbage 		

Summary:	5 minutes	✓ Introduce the control measures and summarize the all control measures of rodents, mosquito, rat, flea, house fly, sand fly and itch mite.
Evaluation: unit test when the unit is complete.		
Assignment :- explain the control measures.		
Bibliography:		
<ol style="list-style-type: none"> 1 K Park : Community Health Nursing 2 K Swarnkar : Community Health Nursing I 3 K Park : Park"s Textbook of Preventive and Social Medicine 4 KK Gulani : Community Health Nursing I 		

LESSON PLAN

- Subject** : Community health nursing I
- Unit** : III
- Topic** : **National ,State and local level health organization ,Govt. Organization which have been working in the field of environmental protection ,List of voluntary and social agencies ,Legislation for environmental hygiene**
- Group** : GNM I st year
- Place** : CLASS ROOM
- Date & time** :
- Teaching methods** : Lecture cum discussion
- AV aids** : Black Board and chalk, LCD, Computer,chart
- Students Pre requisite** : The students have an understanding about National ,State and local level health organization ,Govt. Organization which have been working in the field of environmental protection ,List of voluntary and social agencies ,Legislation for environmental hygiene

General Objectives : At the end of the session the students will ~~be able to~~ gain knowledge about

1. National ,State and local level health organization
2. Govt. Organization which have been working in the field of environmental protection
3. List of voluntary and social agencies
4. Legislation for environmental hygiene

Specific Objectives : At the end of the class the students will be able to

1. Enumerate the importance of national level organization
2. Describe the Govt. Organization which have been working in the field of environmental protection
3. Enlist voluntary and social agencies
4. Explain legislation for environmental hygiene

Review of previous class : Ask questions regarding the

Introduction:

In previous class you studied about the importance of environment factors which contribute the health, how we can maintain these factors to elevate the health level

S. No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
1.	5 minute	Enumerate the importance of national level health organization	<p><u>National level health organization</u></p> <p>Environment is the global subject. In modern era of life environment problems play an important role on the health status of the men, family or country. There are so many organizations or institutes which are working in the field of environment protection, because in present time environmental indicators are going to deteriorate day by day.</p>	. T: explain S: listen and takes notes	What is the importance of national level health organization?
2.	10 minute	Enlist the national level organization	<ul style="list-style-type: none"> • Ministry of environment and forest • Department of environment and forest • Central pollution control board established in 1974 • National museum and natural sciences • Central Ganga authority • Ecological development board • Indian national human, animal kingdom and environment research society • National water board authority • Assessing and monitoring the quality of water, air and traffic pollution board • Center for environment education • 	T: explains with the help of chart S: listen and takes notes	Which are the national authority of pollution control?

S. No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
	15 minute	Describe the function of national level organization Illustrate the overview on the state and local level environmental health organization Enlist the organizations which are working at state and local level	<ul style="list-style-type: none"> • Planning and implementing the policies for environmental protection • Make the legislation for violence of environmental policies • To review the environmental policies • To allot budget for environmental protection <p><u>State and local level environmental health organization</u></p> <p>The growing cities, sharp increasing traffic, rapid economic development and industrialization and higher level of energy has resulted in increase of pollution load. So to control the pollution in environment the state govt. establishes boards, ministries, and agencies at different level.</p> <p>State level –</p> <ul style="list-style-type: none"> • State pollution control board • Forest and environment department • Transport department • Public health and engineering • Department of health 	<p>T: discuss S: listen and takes notes</p> <p>T: explain S: listen and makes notes</p> <p>T: explains with the help of chart S: listen and takes notes</p>	<p>What are the function of national level organization</p> <p>What the state govt. is doing to control environment pollution ?</p> <p>List organization working for environment at state and local level?</p>

S. No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
		Describe the roles of organization and agencies related to environmental health	<p>Local level –</p> <ul style="list-style-type: none"> • Municipal corporation • Gram panchayat <p>State pollution control board-</p> <ul style="list-style-type: none"> • To issue the license to any new industry or hospital related to pollution control • To arrange the study on environmental issue • To cancel the approval of industries which are affecting the public health • Monitoring and evaluation of pollution status <p>Forest and environment department -</p> <ul style="list-style-type: none"> • Planning and policy making • To implement the new policies <p>Transport department –</p> <ul style="list-style-type: none"> • To validate the pollution under control certificate of vehicles • To find the vehicles which are not fulfilling the criteria <p>PHED –</p> <ul style="list-style-type: none"> • To provide the safe drinking water • To conserve the water sources <p>Health department-</p> <ul style="list-style-type: none"> • To control the infections and vector borne diseases, bio waste management 	T: explain S: listen and takes notes	What are the roles of various organizations and agencies related to environmental health ?

S. No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
	15 minute	List of govt. organization which have been working in the field of environmental protection health	<ul style="list-style-type: none"> • To survey and research related to health and environment • To create the awareness among public related to environmental health <p>Municipal corporation and gram panchayat</p> <ul style="list-style-type: none"> • To maintain the sewage and sanitation • To arrange camp related to health and environmental issues <p><u>Govt. Organization which have been working in the field of environmental protection health</u></p> <ol style="list-style-type: none"> 1. Ministry of environment and forest 2. Department of environment 3. Central pollution control board 4. National museum of natural sciences New Delhi 5. Environment protection authority 6. Indian national human, animal kingdom and environmental research society 7. Ecological development board 8. Central Ganga authority 9. Town planning 10. Urban housing and transport 	T: explain S: listen and takes notes	List all govt. organization protecting environmental health

S. No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
		Explain each organization of promoting environmental health	<p>Ministry of environment & forest- It is setup by govt. of India in 1985 for conservation of environmental, forest, and wild life.</p> <p>Department of authority This is a central authority to plan, encourage, and coordinate environmental programs.</p> <p>Central pollution control board It is highest national authority to control the environmental pollution and assistance to state pollution control boards.</p> <p>National museum of natural sciences, New Delhi- This museum educate the public and make them aware of the environment related issues</p> <p>Environmental protection authority This looks after all the environment related aspects of national capital region.</p> <p>Indian national human, animal kingdom and environmental research society- This society encourages environment related education and research.</p> <p>Ecological development board- This board creates awareness among students, youth (rural areas) and woman to encourage the conservation of</p>	<p>T: explains with the help of chart</p> <p>S: listen and takes notes</p>	Explain various government organizations.

S. No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
		List various social and voluntary agencies working in environmental health	<p>environment. Central ganga Authority - It was set up in 1985 for ganga pollution free by implementing ganga work plan. Town planning – For environmental hygiene and pollution free Urban housing and transport – This agency working with closed drainage system in housing and safety transportation to control environmental pollution by CNG city buses and three wheelers.</p> <p><u>List of voluntary and social agencies</u></p> <ol style="list-style-type: none"> 1. Bombay natural history society 2. World wide fund for nature India 3. Centre for science and environment 4. Centre for environment and education 5. Bhartiya vidhya bhawan institute of environmental education and research Pune 6. Uttarakhand sewanidhi – Almora 7. Ranthambhore foundation – SawaiMadhopur 8. Bharat sewak samaj (bss) 9. Saint john ambulance association 10. Indian red cross society 	T: explain S: listen and takes notes	List various voluntary and social agencies of environmental health protection

S. No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
		Explain each voluntary health agency which have been working in the field of environmental sanitation	<p>Voluntary and social environmental health promoting agencies –</p> <p>Bombay natural history society - This is a pan India wildlife research organization, conservation of nature through research, education and public awareness</p> <p>World wide fund for nature – India – It is founded in 1961 and working in the field of wilderness preservation and the reduction of humanities footprint on the environment</p> <p>Centre for science and environment – It is established in 1980 .it works as a think tank on environment development issue in India.</p> <p>Centre for environment and education – It was established in 1984. It works towards increasing awareness about the environment.</p> <p>Bhartiya vidhya bhawan institute of environmental education and research Pune It is training teachers for imparting environmental education development and awareness.</p> <p>Uttarakhand sewanidhi – Almora It was focusing on village land rehabilitation and sustainable management of natural resources, water and sanitation.</p>	<p>T: explains with the help of chart</p> <p>S: listen and takes notes</p>	Explain various government agencies

S. No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
	15 minute	To know the meaning of legislation for environmental hygiene	<p>Ranthambhore foundation – SawaiMadhopur It treats for every wild life and nature lover. Bharat sewak samaj (bss) Its activities of the organization improvement in the environmental sanitation in the rural areas Saint john ambulance association This association provides emergency services like earth quake, mines explosion. Indian red cross society It provides immediate relief to victims of natural calamities like floods, cyclones, earth quakes, and workshop for workers on disaster management.</p> <p><u>Legislation for environmental hygiene</u></p> <p>Introduction:- Govt. of India started many programs for prevention of occupational diseases, water and air pollution prevention. These all indicating the commitment of government for safe environment. As we know damage to environment cause many problems such as global warming, acid rain, destruction of</p>	T: explain S: listen and takes notes	What is the need of legislation for environmental hygiene?

S. No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
		To know the act for environmental protection	<p>biodiversity etc.</p> <p><u>Act related to environment :-</u></p> <p>1. The environmental protection act 1986- authorization the central government to protect and improve environmental quality control and reduce pollution from all sources and restrict the industries on environmental ground.</p> <p>2. Hazardous waste (management and handling) rules 1989- it's objective is to control generation collection, treatment, import, storage and handling of hazardous waste.</p> <p>3. The public liability insurance act and rules 1991- it was drawn up to provide for public liability insurance for the purpose of providing immediate relief to the persons affected by accident while handling any hazardous substance.</p> <p>4. National environmental tribunal act 1995 – it has been created to award compensation for damage to person, property and environment arising from activity involving hazardous substance.</p> <p>5. Bio medical waste (management and handling) rules 1998 – it is a legal binding on the health care institution to</p>	<p>T: explains with the help of projector</p> <p>S: listen and takes notes</p>	<p>Which are the acts in India to protect environment?</p>

S. No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>streamline the process of proper handling of hospital waste such as segregation, disposal, collection and treatment.</p> <p>Wild life act and forest act:-</p> <ul style="list-style-type: none"> □ Indian forest act 1927 & amendment 1984 it was enacted to consolidate the law related to forest. The transit of forest produce and the duty liable on timber and then forest produce. □ Wild life protection act 1972:- provides the protection of birds and animals and for all matters that are connected to it whether it is their habitat or the forest that sustain them. □ The forest (conservation) act and rules 1980:- it provide for the protection and conservation of the forest water. □ The river board act 1956 – it enables the states to enroll the central govt. in setting up an advisory river board to resolve issue in interstate cooperation. □ The water (prevention and control of pollution) act 1974 – establish an institutional structure for preventing and abating water pollution. □ The water (prevention and control of pollution) less rules 1978- contain the standard definition and indicate the kind and location of matters that every consumer of water is 		

S. No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>required.</p> <p>Air :-</p> <p>Factories act 1948 and amendment in 1987 – it was the first to express concern for working environment of workers. The amendment of 1987 has sharpened its environmental focus and expended its application to hazardous process.</p> <p>Atomic energy act 1962 – it deals with the radioactive waste.</p> <p>Air (prevention and control) act 1981 – provides the control and abatement of air pollution. It entrusts the power of enforcing this act to the central pollution control board. It was amended in 1987.</p> <p>Motor vehicle act 1988 – it states that all hazardous waste is to be properly packaged labeled and transported.</p>		

Summary and Evaluation (10Min):

1. Explain the meaning of legislation related the environment hygiene.
2. List the various rules related to environment, forest, wild life, water and air etc.

Assignment :Explain various government agencies which have been working in the field of environmental protection

Evaluation: Unit test for 50 marks once the unit is completed

Bibliography:

- 1 K Park : Community Health Nursing
- 2 K Swarnkar : Community Health Nursing I
- 3 K Park : Park"s Textbook of Preventive and Social Medicine
- 4 KK Gulani : Community Health Nursing I

LESSON PLAN

Subject	: Health Education and Communication Skills.
Unit	: I
Topic	: Communication Skill
Group	: GNM 1 st year
Place	: CLASS ROOM
Date & time	:
Teaching method	: Lecture cum discussion.
AV aids	: Black Board and chalk, chart, LCD, Computer
Student Pre requisite	: The students should be able to find out mode of communication and would be able recognize the importance of communication.

General Objective : At the end of the class the students will ~~be able to~~ gain knowledge regarding communication and develop positive attitude accommodate effective communication process along with knowledge.

Specific Objectives: At the end of the class the students will be able to-

1. Define the term communication.
2. Interpret the process of communication.
3. List down purposes of communication.
4. Describe principles and types of communication
5. Determine the importance of communication in nursing education.
6. Enlist the barriers of communication.
7. Explain the Establishment of successful communication.
8. Enumerate Observing skill Listening skill in communication

Review of previous class: Ask questions regarding types of communication, its importance and how to establish a good communication with patients.

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
1.	3 mins	To define communication	<p><u>Introduction</u></p> <p>Communication implies the sending of information as well as the receiving of information. Communication may be impaired for any number of reasons, but rarely are all avenues for communication compromised at one time. The task for the nurse, whether encountering the patient in the hospital or in the community, becomes recognizing when communication has become ineffective and then using strategies to improve transmission of information.</p> <p><u>Definition:-</u></p> <p>“Communication is the process of exchanging the information, and the process of generating and transmitting meanings, between two or more individuals”.</p> <p>It is the foundation of society and the most primary aspect of a nurse patient interaction.</p>	T: Explains S: listens and Takes down notes	Q: Define Communication?

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
2.	10 mins	To interpret process of communication	<p><u>Communication process</u></p> <p>It has the following main components:</p> <ol style="list-style-type: none"> 1. Sender (source) 2. Message (content) 3. Channel (s) (medium) 4. Receiver (audience) 5. Feedback (effect) <p>Major Dimensions of Communication</p> <ol style="list-style-type: none"> 1. Content (what type of things are communicated) 2. Source (by whom) 3. Form (in which form) 4. Channel (through which medium) 5. Destination/Receiver (to whom) <p>1. Sender- The sender (communicator) is the originator of the message.</p> <ul style="list-style-type: none"> • Sender formulates, encodes and transmits the information which he/she wants to communicate. • The impact of the message will depend on sender's communication skill, social status (authority), knowledge, attitude and prestige in the community. 	<p>T: interpret Process Of communication with the help of PPT. S: listen and take notes</p>	<p>Q: which are the main component of communication process.</p>

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>2. Message- A message is a information in physical form which the communicator transmit to his audience to receive , understand , accept and act upon.</p> <ul style="list-style-type: none"> • The message may be in the form of words, pictures or signs. • Components of message are: <ul style="list-style-type: none"> ○ Message code-any group of symbols that can be structured in a way that is meaningful to same person, eg., language. ○ Message contentthe material in the message i.e., selected by the source to express his purpose. ○ Message treatmenti.e, decisions which the communication source makes in selecting, arranging both codes and contents. • A good message must be: <ul style="list-style-type: none"> ○ In line with the objectives ○ Meaningful ○ Based on felt needs ○ Clear and understandable ○ Specific and accurate 		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>3. Channels of Communication</p> <ul style="list-style-type: none"> • By channel is implied the “physical bridge” or the media of communication between sender and the receiver. • Channels can be: <ul style="list-style-type: none"> ○ Interpersonal (face to face communication) may be verbal or non-verbal, or ○ Mass media TV, radio, printed media etc. • Every channel of communication has its advantages and limitations. • The proper selection and use of channels results in successful communication. <p>4. Receiver -Who receives messages from the sender, decoding, interprets the meaning and giving feedback.</p> <p>5. Feedback- It is the flow of information from receiver to the sender, the reaction to the message.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
3.	5 mins	To list down purposes of communication.	<p><u>Purposes of communication-</u></p> <ol style="list-style-type: none"> 1. To transfer information between patients and all classes of employees. 2. To interpret and adopt policies in the organization. 3. To include motivation, co-operation and co-ordination in the employees and patients. 4. To improve nurse-patient relationship. 5. To recruit, select, train and develop the personnel in the organization. 6. To encourage participation in decision making. 7. To delegate or decentralize authority. 8. To boost the group morale of the workers. 9. To ensure patient safety and job satisfaction. 10. To help the grievance procedure and disciplinary actions. 	<p>T: list down the purposes with the students and use PPT. S: take notes.</p>	<p>Q: tell me the purposes of communication?</p>

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
4.	10 mins	To describe principles and types of communication	<p>11. To inform the community of the services available in the organization.</p> <p>12. To prepare the personal and the public for a change process.</p> <p>13. To improve public relation with the government and other agencies.</p> <p>14. To get feedback from the patients, personnel and the public for improvement.</p> <p>15. To clarify gossip rumors.</p> <p><u>Principles and types:-</u> Principles-</p> <ul style="list-style-type: none"> • Communication should have objective and purpose. • Should be appropriate to situation. • Systematic analysis of the message, i.e., the idea, the thought to be communicated, so that one is clear about it. • Selection and determination of appropriate language and medium of communication according to its purpose. 	T: describe principles and types S: listens and take notes.	Q: describe principles and types of communication?

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • Organizational climate, including appropriate timing and physical setting to convey the desired meaning of the communication. • Consultation with others for planning of communication; involves special preparation. • Message should convey something of value to the receiver in the light of his needs and interests. • The communication action following a communication is important in effective communication as this speaks more than his/her words. • The sender has to understand the receivers' attitude and reaction by careful, alert and proper listening to ensure that the desired meaning of the message has been comprehended by the receiver. • Credibility is very important. • Communication programme should make use of existing facilities to the great extent possible and should avoid challenging them unnecessarily. 		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Types-</p> <p>1- One-way Communication (didactic) the flow of communication is “one-way” from the communicator to the receiver. Eg. Lecture method.</p> <p>Advantages</p> <ul style="list-style-type: none"> ○ Considerable faster than two-way communication ○ Appears neat and efficient to an outsider observer. ○ Sender is more psychologically comfortable ○ Plan-fullness, order, systemization are associated with. <p>Disadvantages</p> <ul style="list-style-type: none"> ○ knowledge is imposed ○ Learning is authoritative ○ Little audience participation ○ No feedback ○ Little influence on human behaviour. 		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>2. Two-way Communication (Socratic) both sender and receiver take part.</p> <ul style="list-style-type: none"> ○ The process of learning is active and democratic. ○ It is more likely to influence behaviour than one-way communication <p>Mode of Communication</p> <ul style="list-style-type: none"> • Verbal communication • Non-verbal communication <p>Verbal Communication</p> <ul style="list-style-type: none"> • The traditional way of communication by mouth. • Language is the chief vehicle of communication. 		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • "Effective verbal communication techniques" include <ul style="list-style-type: none"> ○ Clarity and brevity ○ Vocabulary ○ Denotative and connotative meaning ○ Pacing ○ Timing and relevance ○ Humour • Verbal communication also involves written words. <p>Non-verbal communication</p> <ul style="list-style-type: none"> • Communication occur other than words. • Facial expression, gesture, touch and vocal tone 		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p><i>Common verbal communications in health care setup are:</i></p> <ol style="list-style-type: none"> 1. Discussion, 2. Meetings, 3. Suggestions, 4. Advice 5. Announcements 6. Periodical talk between employer and employee, 7. Staff conferences 8. Social gatherings. 9. Employee counseling's 10. Records and reports <ul style="list-style-type: none"> ○ Standing order ○ protocols ○ Handbooks ○ Manuals ○ Complaint book ○ Hospital magazine ○ Annual reports 		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Non-verbal communication: in nursing care delivery</p> <ol style="list-style-type: none"> 1. Touch: tactile sense is a personal behavior and means different things to different people familial, regional, class and cultural influences largely shape tactile experiences. Factors such as age and sex also play a key role in meanings associated with touch. 2. Eye contact: communication often begins with eye contact. Eye contact also suggests respect and a willingness to listen and to keep communication open. Its absence often indicates anxiety and avoidance of communication. 3. Facial expression: the face is the most expressive part of our body. Facial expression conveys anger, joy, surprise, fear and contempt. Some people have extremely expressive faces where as others mask their feelings making it more difficult to determine what the person is really thinking. Nurses should learn to control their own facial expression but they should be good in understanding others feelings by their behavior. 		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>4. Posture: the way the person hold the body carries non-verbal messages. E.g. pain, joyfulness.</p> <p>5. Gait: a bouncy purposeful walk usually carries a message of wellbeing. A less purposeful shuffling gait often means the person is sad and discourage.</p> <p>6. Gesture: gestures using various parts of the body can carry numerous messages e.g. thumps up means victory, kicking an object often express anger.</p> <p>7. Sounds: crying, moaning, gasping and sighing are oral but non verbal forms of communication. Such sounds can be interpreted in numerous ways. For example person might cry because of sadness or joy. Gasping often indicates fear, pain or surprise. A sigh might be a sign of reluctant agreement to do something or of relief.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
5.	7 mins	To determine importance of communication	<p>Meta communication</p> <ul style="list-style-type: none"> • A comment on the literal content and nature of the relationship between the people involved. • It is the message that conveys the senders' attitudes, feelings and intentions towards listener; may be verbal or non-verbal. <p><u>Importance of Communication</u></p> <ul style="list-style-type: none"> • A critical component of nursing practice • Good communication <ul style="list-style-type: none"> ○ Generate trust between nurse and clients. ○ Provides professional satisfaction. ○ Is a means for bringing about change, i.e. nurse listens, speaks and acts to negotiate changes that promotes client's well-being. 	<p>T: determine importance of communication with the students on black board. S: discuss and take notes.</p>	<p>Q: list down importance Of communication?</p>

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
6.	10 mins	To enlist barriers of communication	<ul style="list-style-type: none"> • Is the foundation of the relationship between the nurse and other members of the health team? • Helps to promote managerial efficiency. • Provides basis for leadership action. • Provides means of co-ordination. <p><u>Barriers in communication:-</u></p> <p>1. Failure to perceive patient as human being: it is of primary importance that the nurse focuses on the whole patient and not merely the patient’ diagnosis. Patient’s reports that nothing is more discomforting than to be treated as merely an object of care rather than a patient. It is also of primary importance that the patient is addressed by a formal manner such as Mr, Mrs, Ms, or Dr rather than slang terminology such as “honey” or “sweetie”. What distinguishes nursing from other professional is its focus on the whole person, not simply the illness or dysfunction.</p>	<p>T: enlist barriers of communication with the help of PPT. S: listen and take notes</p>	<p>Q: enlist barriers of communication?</p>

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<ol style="list-style-type: none"> 1. Failure to listen: patients might or might not feel able to speak freely to the nurse. Often the signals indicating their readiness to speak to talk are subtle. Nurses might miss valuable opportunities for important communication if they are not attentive. Nurses, who lack confidence in their own ability to meet challenges, a patient presents, might become defensive in response to a patient's comments. Nurse defensiveness is a huge barrier to open and trusting communication. 2. Inappropriate comments and questions: certain types of comments and questions should be avoided in most situations because they tend to impede effective communication. 3. Using questions requiring only yes or no answer: this tends to cut off discussion even when the person might wish to continue. 		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>4. Using clichés: a clichés is a stereotyped trite or pat answer. Most healthcare clichés suggests that there is no cause for anxiety or concern or they offer false assurance. Their use tends to be interpreted as a lack of real interest in what has been said.</p> <p>5. Using questions requiring only yes or no answer: this tends to cut off discussion even when the person might wish to continue.</p> <p>6. Using questions that probe for information: this might cutoff communication. Patients who are made to feel as though they are receiving the “third degree” become resentful and usually stop talking and try to avoid further conversation.</p> <p>7. Using leading questions: a leading question suggests what response the speaker wishes to hear. Leading questions tend to produce answer that might please the nurse but are unlikely to encourage the patient to respond honestly without feeling intimidated.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p><u>Listening skill:-</u></p> <p>It means listening attentively with one's whole being-mind, body and spirit.</p> <p>Listening is a skill that can be developed by following the bellow mentioned guidelines:</p> <ul style="list-style-type: none"> • Physically show that you are ready to listen. • Ignore the client's appearance or manner of delivery. • Watch your nonverbal communication. • Keep your mind on what the patient is saying. • Visualize the situation from the client's point of view. • Do not interrupt immediately. • Evaluate the logic and credibility of what you hear. • Do not give your last word. 		

Summary & Evaluation:-

1. List various types of communication.
2. Explain purposes of good communication in nursing.
3. Enlist the principles of communication.
4. Enumerate barriers of communication.
5. Enlist listening skills.

Assignment : Describe the process of communication in detail

Evaluation : Unit test for 50 marks once the unit is completed.

Bibliography:

1. Aggarwal JC. Essentials of Educational Technology: Teaching Learning. Delhi:Vikas publisher; 1996.
2. Basavanthappa BT. Nursing Administration. New Delhi:JAYPEE;2005
3. Neeraja KP. Textbook of Nursing Education. Delhi: Jaypee Brothers; 2005.
4. Park K. Preventive and Social Medicine. 18th ed. Jabalpur: Banarsidas Bhanot; 2005.
5. Kumar KL. Educational Technology. New Delhi: New Age International (P) Limited; 1996.

LESSON PLAN

Subject	: Health Education And Communication Skills.
Unit	: II
Topic	: Health Education
Group	: GNM 1 st year
Place	: CLASS ROOM
Date & time	:
Teaching method	: Lecture cum discussion.
AV aids	: Black Board and chalk, chart, LCD, Computer
Student Pre requisite	: The students should be able to find out different methods of health education and would be able recognize the scope of health education.

General Objective : At the end of the class the students will ~~be able to~~ gain knowledge regarding health education and develop positive attitude accommodate effective health education process along with knowledge.

Specific Objectives: At the end of the class the students will be able to-

1. Define the Health Education.
2. Discuss concept of Health Education.
3. Enlist aims of Health Education.
4. Enumerate objectives of Health Education.
5. Explain the principles of Health Education.
6. Interpret process of Health Education.
7. Discuss levels of Health Education.
8. Explain methods of Health Education.
9. Discuss scopes of Health Education.
10. Explain role of nurse in Health Education

Review of previous class: Ask questions regarding methods of Health Education, its principles and what is the process of health education.

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
1.	3 mins	To define term health education.	<p><u>Introduction</u> Health education is essential if people are to learn how to live healthy lives and avoid diseases. It helps them understand what health is and how to look after it, and also about the need for health services and disease- control programmes. Health education can show people that good health and health services are a basic human right; it can explain that health services are important for development.</p> <p>Health education, as part of primary prevention, helps people to understand their bodies and value their health, to know about diseases, and how to make the best use of organized health services.</p> <p><u>Definition</u> The World Health Organization defined Health Education as "comprising of consciously constructed opportunities for learning involving some form of communication designed to improve health literacy, including improving knowledge, and developing life skills which are conducive to individual and community health".</p>	T; define term health education on board. S: listen and take notes.	Q: define term health education?

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
2.	4 mins	To discuss the concept of health education.	<p><u>Concept of health education</u> The modern concept of health education emphasizes on health behavior and related actions of people.</p> <p>The behavior to be adopted or modified may be that of individuals, groups such as family, health professionals, organizations and institutions or entire community.</p> <p>Changing concept :</p> <p>Historically health education has been committed to disseminating information and changing human behavior.</p> <p>Following the Alma –Ata declaration adopted in 1978, the emphasis has shifted from-</p> <ul style="list-style-type: none"> • Prevention of disease to promotion of healthy life style. • Modification of individual behavior to modification of social environment in which the individual lives. • Community participation to community involvement. • Promotion of individual and community self reliance. 	T: discuss the concept of health education on board. S: discuss and take notes.	Q: explain the concept of health education?

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
3.	6 mins	To enlist the aims of health education.	<p><u>Aims of health education-</u></p> <p>1. To provide information about health and hygiene- It aims at acquainting the pupils and the teachers with the functioning of the body, the rules of health and hygiene and the precautionary measures for warding off disease.</p> <p>2. To Maintain norms of good health- A number of program of good health, develop in the pupil sufficient habits of hygienic living, hygienic surroundings such as cleanliness etc.</p> <p>3. To take precautionary and preventive measures Its aim is to take adequate precaution against contamination and spread of diseases.</p> <p>4. To take curative measures- Remedial action against disease is also taken. Disabilities and disease detected, and remedial measures suggested.</p>	T: enlist the aims of health education by flash cards. S: listen and take notes.	Q: enlist any five aims of health education?

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>5. To develop and promote mental and emotional health-</p> <p>Mental and emotional health are also equally necessary in the health program. While physical health makes a pupil physically fit, mental and emotional health enables him to maintain an even temper and happy deposition.</p> <p>6. To develop a sense of civic responsibility among people-</p> <p>People do not come to the aid of others in time of need and alleviate their sufferings. So, one of the objective of health education is to cultivate a sense of civic responsibility. Through health education, people are to be made conscious of social crimes, like spitting anywhere, sneezing and coughing on the faces of others.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
4.	7 mins	To enumerate objectives of health education.	<p><u>Objectives of health education-</u></p> <p>(i) To cultivate the desirable health practices and health practices and health habits.</p> <p>(ii) To develop the health attitudes.</p> <p>(iii) To appreciate the health program undertaken by the school and community and to improve the school and community and to improve the necessary materials for the execution of that program.</p> <p>(iv) To develop health consciousness in the school and in the community.</p> <p>(v) To teach pupils the rules for the preservation and development of their physical, mental and emotional health.</p>	<p>T: enumerate objectives of health education by flash cards.</p> <p>S: listen and take notes.</p>	<p>Q: enumerate any three objectives of health education?</p>

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>(vi) To eradicate the diseases through health drive program.</p> <p>(vii) To combat the superstitions and prejudices in the community.</p> <p>(viii) To provide a healthful environment for physical and mental growth.</p> <p>(ix) To improve the general conditions of living in the community.</p> <p>(x) To instruct the children and youth so as to conserve and improve their own health.</p> <p>(xi) To influence the parents and other adults through the health-educative program for better habits and attitudes in children.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
5.	8 mins	To explain principles of health education.	<p><u>Principles of health education-</u></p> <p><i>1.Interest:</i></p> <p>It is a psychological principle that people do not listen to those things which are not to their interest. That is why health teaching should relate to the interests of the individual. Health educators must find out the real health needs of the people.</p> <p><i>2.Participation:</i></p> <p>Participation is based on the psychological principle of active learning and group discussion, panel discussion, work shop—all provide opportunities for active learning. Health education must include not only the personal element but also social. However the personal and community health are closely interlinked and interdependent. 'To live must and to live best' may be a very desirable motto for health education.</p>	<p>T: explain principles of health education by PPT. S: observe and take notes.</p>	<p>Q: explain any two principles of health education?</p>

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>3.Comprehension:</p> <p>In health education one must know the level of understanding for which the teaching is directed. One barrier to communication is the use of words which cannot be understood. Especially in the lower grades children do not understand the meaning of health. Therefore, they should be led to practice certain health habits through concrete goals than to be imparted certain abstract rules of health which are difficult to comprehend. So the teaching should be within the mental capacity of the children</p> <p>4.Reinforcement:</p> <p>Few individual can learn all that is new in a single period Repetition at intervals is extremely useful. It assists comprehension and understanding so health instruction needs reinforcement.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>5.Motivation:</p> <p>In every person there is a fundamental desire to learn. Awakening of this desire is called motivation.</p> <p>6.Learning by doing:</p> <p>Learning is an action process; not a 'memorizing' one in the narrow sense. The Chinese proverb "If I hear, I forget, if I see, I remember, if I do, I know" illustrates the importance of learning So health habits like other habits should be cultivated through will practice and by following certain rules rigidly.</p> <p>7.Known to Unknown:</p> <p>For imparting health education, one should proceed from, the known to the unknown, One should start where the children are and with what they understand and then proceed to new knowledge.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
6.	7 mins	To interpret process of health education.	<p><u>Process of health education-</u></p> <p>1. Establish communication; Establish communication for good interpersonal relationship with clients is very important step of this process. Educator should be good listener, understand client's point of view, answer their questions, and meet their immediate needs to identify their learned level and level of readiness.</p> <p>2. Assessing learning needs: Assessment includes finding out what patients already know, what they want and need to learn, what they are capable of learning, and what would be the best way to teach them. Each health care team member has valuable information about the patient and his or her learning needs and abilities. Collaborating with others who care for the patient can give you-and them-a better picture, allowing all of you to design more effective teaching strategies.</p>	T: interpret process of health education by PPT. S: observe and take notes.	Q: List down element of process of health education?

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>3. <i>Developing learning objectives</i></p> <p>To develop objectives, you need to define the outcomes you and the patient expect from the teaching-learning process. Unlike goals, which are general and long-term, learning objectives are specific, attainable, measurable, and short-term. For example, for a newly diagnosed diabetic patient, the overall learning goal may be to learn how to maintain blood glucose levels between 70 and 150 mg/dl at all times.</p> <p>4. <i>Planning and implementing patient teaching</i></p> <p>The next step in the process is to plan and implement an individualized teaching plan. Deciding what will be taught is a decision you and the patient need to make together. Although you begin as the content expert, your goal is to make your patient as competent as he needs to be to manage his or her own health care needs. Start by looking at the information that the patient needs to know and distinguish between what the patient „needs to know“ and what is „nice to know.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>5. Evaluating patient learning:</p> <p>Evaluation, the last phase of the teaching process, is the ongoing appraisal of the patient's learning progress during and after teaching. The goal of evaluation is to find out if the patient has learned what you taught.</p> <p>Here are some ways you can evaluate learning:</p> <ul style="list-style-type: none"> ▪ Observe return demonstrations to see whether the patient has learned the necessary psychomotor skills for a task ▪ Ask the patient to restate instructions in his or her own words ▪ Ask the patient questions to see whether there are areas of instruction that need reinforcing or re-teaching, ▪ Give simple written tests or questionnaires before, during, and after teaching to measure cognitive learning 		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>6.Documenting patient teaching and learning:</p> <p>Documentation of patient teaching should take place throughout the entire teaching process. Documentation is done for several purposes.</p> <p>Documentation promotes communication about the patient’s progress in learning among all health care team members. Good documentation helps maintain continuity of care and avoids duplication of teaching.</p> <p>Documentation of patient teaching can be done via flow-charts, checklists, care plans, traditional progress notes, or computerized documentation.</p> <p>Whatever the method, the information must become a part of the patient’s permanent medical record.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
7.	6 mins	To discuss levels of health education.	<p><u>Levels of health education-</u></p> <p>Levels of health education are-</p> <ol style="list-style-type: none"> 1. Mass level 2. Community level 3. Group level 4. Family level 5. Individual level. <p><i>1. Mass level-</i></p> <p>These create awareness in people at large. The education is done using mass media of communication. These include-</p> <ul style="list-style-type: none"> • Radio • Films • Television • Posters • Magazines • Newspaper • Booklets • Journals etc 	<p>T: discuss levels of health education by PPT.</p> <p>S: observe and take notes.</p>	<p>Q: enlist levels of health education?</p>

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>2. Community level- It is for defined community. It is not only to create awareness but also to help people to understand their health problems and need find out solutions to their problems and implement them.</p> <p>3. Group level- It is meant for teaching health matters to specific groups in a defined setup. There can be various target groups for health education such as eligible couples, antenatal mothers, school children etc.</p> <p>Method can be use-</p> <ul style="list-style-type: none"> • Lecture method • Question answer • Demonstration • Play • Skit etc 		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>4. Family level-</p> <p>Family is the unit of all health services. In the family setting that member to deal with their health needs and health problems. It is very crucial to conduct health education at family level according to their learning needs to build their abilities and competencies to be able to handle their health situation,</p> <p>5. Individual level-</p> <p>It is done to help individual to learn and assimilate health information to change his attitude and behavior which are health promotive and protective.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
8.	9 mins	To explain methods of health education.	<p><u>Methods of health education-</u></p> <p><i>1. lecture method-</i></p> <p>Lecturing is a teaching method that involves, primarily, an oral presentation given by an instructor to a body of students. Many lectures are accompanied by some sort of visual aid, such as a slideshow, a word document, an image, or a film. Some teachers may even use a whiteboard or a chalkboard to emphasize important points in their lecture, but a lecture doesn't require any of these things in order to qualify as a lecture.</p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> ● Teacher control ● New material ● Effortless <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> ● One-way ● Passive 	T: explain methods of health education by PPT. S: observe and take notes.	Q: enlist methods of health education?

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>2. Group Discussions-</p> <p><i>Description:</i> Opportunity to pool and test ideas, experience and knowledge. <i>When Used:</i> Any time greater group participation is desired.</p> <p><i>Procedure:</i> Requires pre-planned outline. Facilitator encourages and guides participation.</p> <p><i>Limitations:</i> Practical only with no more than 20 participants. Becomes disorganized without careful planning of material to be covered and skillful direction from the facilitator.</p> <p>3. Buzz Groups-</p> <p><i>Description:</i> Allows total participation by group members through small subgroups of participants, followed by discussion among the entire group. <i>When Used:</i> Use in conjunction with other group methods when participation from every group member is desired.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p><i>Procedure:</i> Prepare one or two questions on the topic to give to each group. Divide the members into small subgroups of four to six individuals. A leader is chosen in each subgroup to record and report pertinent ideas to the whole group.</p> <p><i>Limitations:</i> Thought must be given to the purpose and organization of the groups.</p> <p>4. Panels:</p> <p><i>Description:</i> A discussion in conversational form among a selected group of persons with a leader, in front of an audience that joins in later.</p> <p><i>When Used:</i> As a technique to stimulate interest and thinking, to provoke better discussion.</p> <p><i>Procedure:</i> The leader plans with the four to eight panel members. The panel discusses informally without set speeches. The leader opens the discussion to the larger group, and summarizes.</p> <p><i>Limitations:</i> The discussion can get off-track. The personality of the speaker can overshadow the content of the discussion. A vocal speaker can monopolize the program.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>5. Symposia-</p> <p><i>Description:</i> A discussion in which a topic is broken into various parts. Each part is presented by an expert or well-informed person in a brief, concise speech.</p> <p><i>When Used:</i> When you want to transmit specific information.</p> <p><i>Procedure:</i> The facilitator meets with three or four group members and plans an outline. The participants are introduced and give reports. The group questions the speakers. At the end of the discussion, the</p> <p><i>Limitations:</i> Speakers and groups can get off track. The personality of the speakers can overshadow the content. A very vocal speaker can monopolize the conversation.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>6. Role Playing-</p> <p><i>Description:</i> The spontaneous acting-out of a situation or incident by selected individuals.</p> <p><i>When Used:</i> As a basis for developing clearer insights into people's feelings, and the forces in a situation that facilitate or block good human relations.</p> <p><i>Procedure:</i> The facilitator or group chooses an appropriate situation or problem. The group defines the roles and general characteristics of each player, and then enacts the scene. The facilitator observes and discusses specific behaviors, underlying forces or emotional reactions.</p> <p><i>Limitations:</i> Requires skilled facilitation, so actors play roles seriously, without self-consciousness.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>7. Case Studies</p> <p><i>Description:</i> An actual account of a particular incident and/or problem is presented to the class. How the matter was resolved is</p> <p><i>When Used:</i> When a specific example is the best means of illustrating a topic. This method is often used to supplement traditional lecture approaches to a topic. Can be used to synthesize ideas and apply theory to practical problems.</p> <p><i>Procedure:</i> The facilitator documents a case study, altering actual names and places if required. The case study is presented to the class and is generally followed by a discussion.</p> <p><i>Limitations:</i> Case studies require additional work by the facilitator to ensure that they are straightforward and appropriate examples of what is being presented.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>8. Demonstrations-</p> <p><i>Description:</i> A visual way of presenting information to a group; often supplements a written presentation or lecture.</p> <p><i>When Used:</i> When a topic or idea will have more direct impact if presented visually.</p> <p><i>Procedure:</i> The facilitator either prepares the demonstration or asks a guest to do so.</p> <p><i>Limitations:</i> All group members must be able to see the demonstration clearly. It must be rehearsed to work smoothly on the presentation day.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
9.	5 mins	To discuss scopes of health education.	<p><i>Scope of health education-</i></p> <p>Health Education is a very vast term. It has a very wide scope. It is dependent and closely related to many other aspects, besides health. These aspects include housing, economic security, agricultural or industrial prosperity etc. Normally, health education includes the following:</p> <ol style="list-style-type: none"> 1. Food and its importance in the development of human body. 2. Water, air, light, physical exercise, recreation, rest and sleep, etc. 3. Abnormal conditions and bad habits. Their adverse effect on the physical and mental health of an individual. 4. Various ailments and diseases. Their causes and ways and means 	<p>T: discuss scopes of health education by flash cards. S: listen and take notes.</p>	<p>Q: list down scopes of health education?</p>

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>5. Mental health, sex hygiene, domestic and community hygiene.</p> <p>6. Emergency and first aid.</p> <p>7. Family planning.</p> <p>8. Human body system.</p> <p>9. Personal health.</p> <p>10. At school.</p> <p>Thus we see that the scope of health education is very wide indeed. It touches all branches of human life, namely personal life, school life and community life.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
10.	3 mins	To explain role of nurse in health education.	<p><u>Role of nurse in health education:-</u></p> <ol style="list-style-type: none"> 1. Nurse should gain the confidence of people. 2. Nurse should motivate them to bring about changes in habits for healthy life. 3. It is necessary to select the subject matter cautiously. 4. It is necessary to use appropriate audio visual aids to enhance the effect of health education. 5. Effective communication is very essential in health education. It's necessary to remove the obstacles in communication. 6. Health education should be planned and continues. 7. Periodically evaluation of health education program with the help of tools and observation is responsibilities of nurse. 	T: explain role of nurse in health education by PPT. S: observe and take notes.	Q: enumerate role of nurse?

Summary:& Evaluation-

1. List various principles of health education.
2. Explain purposes of health education.
3. Enlist the methods of health education.
4. Enumerate scopes of health education.
5. Enlist role of nurse in health education.

Assignment : Describe the process of health education.

Evaluation : Unit test for 50 marks once the unit is completed.

Bibliography:

1. Aggarwal JC. Essentials of Educational Technology: Teaching Learning. Delhi:Vikas publisher; 1996.
2. Basavanthappa BT. Community health nursing. New Delhi:JAYPEE;2005.
3. Gulani KK, "Community health nursing principles and practice" 1st edition, Kumar publication house .
4. Neeraja KP. Textbook of Nursing Education. Delhi: Jaypee Brothers; 2005.
5. Park K. Preventive and Social Medicine. 18th ed. Jabalpur: BanarsidasBhanot; 2005.

LESSON PLAN

Subject	: Health Education and Communication Skills.
Unit	: III
Topic	: Counseling
Group	: GNM 1 st year.
Place	: CLASS ROOM
Date & time	:
Teaching method	: Lecture cum discussion.
AV aids	: Black Board and chalk, chart, LCD, Computer
Student Pre requisite	: The students should be able to find out different types of Counseling and would be able recognize the signs of good counselor.

General Objective : At the end of the class the students will be able to gain knowledge regarding Counseling.

Specific Objectives: At the end of the class the students will be able to-

1. Define Counseling.
2. Discuss the purposes of counseling.
3. Enlists cope of counseling.
4. Explain the principles of counseling.
5. Describe the types of counseling.
6. Discuss the steps of counseling.
7. Explain techniques of counseling.
8. Discuss qualities of good counselor.
9. Differentiate between counseling and health education.
10. Discuss role of a nurse in counseling.

Review of previous class: Ask questions regarding techniques of counseling, its principles and what are the steps of counseling.

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
1.	3 mins	To define the term counseling.	<p><u>Introduction-</u></p> <p><i>Counseling</i> is a two-way interaction between a patient and a provider. It is an interpersonal, dynamic communication process that involves a kind of contractual agreement between a patient and a counselor who is trained to an acceptable standard and who is bound by a code of ethics and practice. It requires empathy, genuineness and the absence of any moral or personal judgment.</p> <p><u>Definition-</u></p> <p>“Counseling is the helping relationship, which includes some one seeking help, someone willing to give help who is capable or trained to help, in a setting that permits help to be given & received.” (Cormier & Hackey, 1987”</p>	T: define the term counseling on board. S: listen and take notes.	Q: define the term counseling ?

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
2.	5 mins	To discuss purposes of counseling.	<p><u>Purpose of counseling-</u></p> <p>The aims of counseling are broad. They may depend on the situation and the environment, and on training. The basic aims of counseling include the following:</p> <ol style="list-style-type: none"> 1. To help students gain an insight into the origins and development of emotional difficulties, leading to an increased capacity to take rational control over feelings and actions. 2. To alter maladjusted behavior. 3. To assist students to move in the direction of fulfilling their potential, or achieve an integration of conflicting elements within themselves. 	<p>T: discuss purposes of counseling by PPT. S: observe and take note.</p>	<p>Q: enlist any three purposes of counseling ?</p>

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>4. To provide students with the skills, awareness and knowledge, which will enable them to confront social inadequacy.</p> <p>5. To achieve positive mental health.</p> <p>6. Resolve their problems.</p> <p>7. Improve personal effectiveness.</p> <p>8. Maximize individual freedom to choose & act within the conditions imposed by the environment.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
3	6 mins	To enlist scope of counseling.	<p><u>Scope of Counseling-</u></p> <ul style="list-style-type: none"> • Counseling is aimed at assisting students to draw up their own plans if academic & non-academic pursuits & arrive at right decisions to implement the plans & find solution to their problems. • Counseling is intended to help individual to realize his potentialities & to make optimum contribution to the growth of society service to the best of one's ability in rightful obligations of every individual, more so that of an educated person who has had the benefit of education from the finances of the society. • Counseling must help the person to solve his own problems & make proper choice & adjustment. 	<p>T: enlist scope of counseling by PPT. S: observe and take notes.</p>	<p>Q: enlist scope of counseling ?</p>

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • Counseling must aim at providing assistance to teachers in their efforts to understand the students. • Counseling services are aimed at developing in student qualities such as perseverance, dedication, sincerity, devotion, positive outlook respect for views of others, temperament which are essential to them for making significant contributions. • Counseling is centered on the needs & aspirations of students. • Individual Counseling. • Marital and Pre-marital Counseling. • Family Counseling. 		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
4	8 mins	To explain principles of counseling.	<p><u>Principles of counseling:</u></p> <p>1.Establish and Maintain Rapport with the Client Establishing and maintaining rapport with a client is vital to the encounter and achieving positive outcomes. This can begin by creating a welcoming environment and should continue through every stage of the client encounter, including follow-up.</p> <p>2.Assess the Client's Needs and Personalize Discussions Accordingly Each visit should be tailored to the client's individual circumstances and needs. Standardized questions and assessment tools can help providers determine what services are most appropriate for a given visit.</p> <p>3.Work with the Client Interactively to Establish a Plan Working with a client interactively to establish a plan, including a plan for follow-up, is important. Establishing a plan should include setting goals, discussing possible difficulties with achieving goals, and developing action plans to deal with potential difficulties.</p>	T: explain principles of counseling by flash card. S: observe and take notes	Q: list down principles of counseling ?

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>4. Provide Information That Can Be Understood and Retained by the Client</p> <p>Clients need information that is medically accurate, balanced, and nonjudgmental to make informed decisions and follow through on developed plans.</p> <p>5. Confirm Client Understanding</p> <p>It is important to ensure that clients have processed the information provided and discussed. One technique for confirming understanding is to have the client restate the most important messages in her or his own words.</p> <p>6. Counseling is unique to an individual.</p> <p>7. Counseling is concerned with the ‘Total individual’.</p> <p>8. It is goal oriented & goal directed.</p> <p>9. It is a professional activity.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
5	7 mins	To describe types of counseling.	<p><u>Types of Counseling:</u></p> <p><u>There are 3 main types of Counseling</u></p> <p>1. Directive Counseling, 2. Non-directive Counseling, 3. Eclectic Counseling.</p> <p>(1) Directive Counseling:</p> <p>This type of counseling is directive in its nature. The counselor plays an important role in it. He/she is the authority which states a judgment over any problem.</p> <p>In this type of counseling student has not any important role but counselor has problem in his/her main focus. Student has to cooperate to his/her counselor. Since it is an authoritative type of counseling so students communicate a little and counselor does most of talking. In it we can not see democratic environment.</p>	<p>T: describe types of counseling by PPT. S: observe and take notes.</p>	<p>Q: enlist types of counseling ?</p>

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>(2) Non-directive counseling:</p> <p>In this type of counseling, student is provided a great opportunity for free expression in which he/she could give information to counselor completely. In this type of counseling, student works with counselor not under him/her. It is democratic in behavior where counseling develops further insight, a more complete and accurate understanding of the problem.</p> <p>(3) Eclectic counseling:</p> <p>In this type of counseling, counselor offers many alternative solutions of a problem from which student could select the most appropriate one.</p> <p>A teacher should use this type of counseling according to need and nature of students as well as problems.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p><u>Other types are-</u></p> <p><i>Personal/Social Counseling-</i> Personal counseling deals with emotional distress and behavioral difficulties, which arise when individuals struggle to deal with developmental stages and tasks.</p> <p><i>Educational Counseling-</i> Educational counseling is a process of rendering services to pupils who need assistance in making decisions about important aspects of their education, such as the choice of courses and studies, decisions regarding interests and ability, and choices of college and high school.</p> <p><i>Vocational Counseling-</i> Vocational counseling is defined as individual contacts with those counseled, in order to facilitate career development.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
6.	5 mins	To discuss steps of counseling.	<p><u>Steps of counseling-</u></p> <ol style="list-style-type: none"> 1. Establish safe, trusting relationship. 2. CLARIFY: Help the person put their concern into words. 3. Active listening: find out the client's agenda. <p>a) Paraphrase, summarize, reflect, interpret .</p> <p>b) Focus on feelings, not events.</p> <ol style="list-style-type: none"> 4. Transform problem statement in to goal statement. 5. Explore possible approaches to goal. 6. Help person choose one way towards goal. 7. Make a contract to fulfill the plan (or to take the next step) . 8. Summarize what has occurred, clarify, and get verification. 9. Get feedback and confirmation. 	<p>T: discuss steps of counseling on board. S: listen and take notes.</p>	<p>Q: enlist steps of counseling ?</p>

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
7.	6 mins	To explain techniques of counseling.	<p><u>Techniques of counseling:-</u></p> <p><i>These techniques help assure good communication with young people during the counseling session:</i></p> <ul style="list-style-type: none"> • Create a positive and friendly first impression. • Establish rapport during the first session, show empathy and reassure the young client. • Eliminate barriers to good communication (e.g., negative attitudes, poor listening, not allowing youth to express fears or ask questions, being judgmental and impatient, etc.) 	T: explain techniques of counseling by PPT. S: observe and take notes.	Q; list down techniques of counseling ?

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • Use “active listening” with the young client; i.e. acknowledging, confirming and asking clarification from the speaker. • Provide information simply and use visual aids as much as possible. • Ask appropriate and effective questions and use open-ended questions. • Allow youth to ask questions and seek clarification. • Recognize and take advantage of teachable moments. 		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
8.	6 mins	To discuss qualities of good counselor.	<p><u>Qualities of good counselor:-</u></p> <p>1.Encouraging Encouragement helps clients learn to believe in their potential for growth and development.</p> <p>2.Artistic Implies being creative and flexible and adjusting counseling techniques to the unique needs of the client.</p> <p>3.Emotionally Stable An emotionally unbalanced counselor will probably do more harm than good for the client.</p> <p>4.Empathetic and Caring Effective counselors care about people and have the desire to help those in need.</p>	<p>T: discuss qualities of good counselor by flash card. S: observe and take notes.</p>	<p>Q: enlist qualities of good counselor?</p>

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>5. Self-aware Help counselors monitor their needs so that they can gratify those needs in a manner that does not interfere with the counseling process.</p> <p>6. Self-acceptance Counselors are comfortable with themselves.</p> <p>7. Positive self-esteem Can help counselors cope with their personal and professional lives and maintain the emotional stability that is central to their job.</p> <p>8. Self-realization The process of actualizing one's potential.</p> <p>9. Self-disclosure Effective counselors are constructively open with their thoughts and feelings.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>10.Courageous Counselors with courage to communicate their weaknesses as well as their strengths are disclosing an authentic picture of themselves.</p> <p>11.Patient Counselors must be patient and recognize the goal of achieving overall positive therapeutic movement.</p> <p>12.Nonjudgmental Counselors must be careful not to impose their values or beliefs on the client, even though they may wish at times to expose clients to new ideas.</p> <p>13.Tolerance for ambiguity Although the science of counseling can contribute to the objective understanding of the counseling process, counselors must be able to tolerate some ambiguity.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
9.	5 mins	To differentiate between counseling and health education.	<p><u>Difference b/w counseling and health education-</u></p> <ul style="list-style-type: none"> • Counseling is a more inward analysis, whereas health education is much more external. • Counseling is in-depth, narrowing down the problem until the client understands his/her own problem, but health education is broader and comprehensive. • Counseling is mostly on personal and social issues, whereas health education is generally education and career related. • Focus on counseling is not on the solution but on understanding the problem as it allows the counselor to bring about emotional change or change in feeling. But in health education the focus is on finding a solution, which may bring a change in attitude of the client. 	T: differentiate between counseling and health education by PPT. S: observe and take notes.	Q: list down any two differences between counseling and health education?

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • Both counseling and health education can help individuals. However, the contribution of both the counselor and client is vital towards the success of the process. Most problems can be solved with the right amount of dedication, contemplation and understanding. • Health education is for all, everyone needs it while counseling is for those who have problems and need assistance. • Health education is a public thing; it can be done in an open field, assembly hall while counseling is private and confidential. 		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
10.	5 mins	To discuss role of nurse in counseling.	<p><u>Role of nurse in counseling-</u></p> <ul style="list-style-type: none"> • Nurse helps client to recognize and cope with stressful psychological or social problems; to develop an improve interpersonal relationships and to promote personal growth. • Provides emotional, intellectual and psychological support. • Focuses on helping a client to develop new attitudes, feelings and behaviors rather than promoting intellectual growth. • Encourages the client to look at alternative behaviors recognize the choices and develop a sense of control. 	<p>T: discuss role of nurse in counseling on board. S: discuss And take Notes.</p>	<p>Q: list down role of nurse in counseling ?</p>

Summary:& Evaluation-

- Enlist scope of counseling.
- Explain the principles of counseling.
- Describe the types of counseling.
- Discuss the steps of counseling.
- Explain techniques of counseling.
- Discuss qualities of good counselor.

Assignment Differentiate between counseling and health education..

Evaluation Unit test for 50 marks once the unit is completed.

Bibliography

1. Aggarwal JC. Essentials of Educational Technology: Teaching Learning. Delhi:Vikas publisher; 1996.
2. Basavanthappa BT. Nursing Administration. New Delhi:JAYPEE;2005
3. Neeraja KP. Textbook of Nursing Education. Delhi: Jaypee Brothers; 2005.
4. Park K. Preventive and Social Medicine. 18th ed. Jabalpur: BanarsidasBhanot; 2005.

LESSON PLAN

Subject	: Health Education And communicationSkills.
Unit	: IV
Topic	: Methods & media of health education
Group	: GNM 1 st year
Place	: CLASS ROOM
Date & time	:
Teaching method	: Lecture cum discussion.
AV aids	: Black Board and chalk, chart, LCD, Computer
Student Pre requisite	: The students should be able to find out different types of A/V aids and would be able recognize the importance of media in health education.
General Objective	: At the end of the class the students will be able to gain knowledge regarding methods & media of health education and develop positive attitude accommodate effective preparation of health education plan with knowledge

Specific Objectives : At the end of the class the students will be able to-

1. Define the term A/V aids.
2. Discuss purposes of A/V aids.
3. Enlist types of A/V aids.
4. Enumerate types of media.
5. Explain the selection process of A/V aids.
6. Describe how to prepare of A/V aids.
7. Discuss uses of A/V aids.
8. Explain graphics A/V aids
9. Describe printed A/V aids
10. Discuss three dimensional A/V aids
11. Explain projected A/V aids
12. Discuss advantages of A/V aids
13. Describe limitations of A/V aids
14. Interpret preparation of health education plan.

Review of previous class : Ask questions regarding types A/V aids, its importance and how to prepare different A/V aids.

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
1.	2 Mins	To define audio visual aids to the students.	<p><u>Introduction</u></p> <p>Audio visual aids are sensitive tools used in teaching and as avenues for learning. These are planned educational materials that appeal to the senses of the people and quicken learning facilities for clear understanding. Audio visual materials are produced, distributed and used as planned components of educational programs. It helps the process of learning that is motivation, classification and stimulation.</p> <p><u>Definition</u></p> <p><i>According to Kinder S. James:</i> Audio visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic.</p> <p><i>According to Burton:</i> Audio visual aids are those sensory objects or images which initiate or stimulate and reinforce learning.</p>	<p>T: define audio visual aids on black board. S: listen and take notes.</p>	<p>Q:define audio visual aids?</p>

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
.	3 mins	To discuss purposes of AV aids.	<p><u>Purpose of Audio Visual Aids</u></p> <ul style="list-style-type: none"> • To supplement and enrich teachers own teaching to make teaching-learning more concrete. • To serve an instructional role in itself. • To create interest among the group. • To make teaching as an effective process. • To communicate to students according to their capacities. • To enhance teaching skills. • To Make learner active in class. • To focus on student-centered approach • To develop lesson plans that are simple and easy to follow 	<p>T: Discuss purposes of AV aids with flash cards. S: discuss and take notes.</p>	<p>Q: List down the purposes of AV aids?</p>

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
3.	3 mins	To enlist types of AV aids.	<p><u>Types of AV Aids:-</u></p> <p>Various classifications are given for Audio visual aids according to the type of projection by various authors.</p> <p>I) <u>Classification of A.V.Aids</u></p> <p>Audio aids: Audio materials are those which can be heard. Ex: - radio, tape recorder, walkman, Headphones.</p> <p>Visual aids: these are helpful to visualize the things. Ex: - graphic aids, 3d-aids, display boards, and print material.</p> <p>Audio visual aids: these aids can be heard and seen simultaneously. Ex: - projected aids, TV, films.</p> <p>II) <u>Classification of A.V.Aids</u></p> <p>Simple A.V.Aids: It includes graphic aids, display boards, 3d-aids, print material...etc.</p> <p>Sophisticated A.V.Aids: Includes audio-visual aids.</p>	<p>T: Enlist types of AV aids on flash cards.</p> <p>S: observe and take notes.</p>	<p>Q: Enlist types of AV aids?</p>

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
4.	4mins.	To enumerate types of media.	<p><u>Types of media:-</u></p> <p>In line with Rudy Brets, there will be 7 (seven) classification of media, namely -</p> <ol style="list-style-type: none"> 1. Motion audio-visual media, like: silent film, a movie on tv and animation. 2. Silent audio-visual media, like: slide. 3. Audio semi motion, like: writing moving voice. 4. Moving visual media, like: a silent movie. 5. Silent visual media, like: mute slide, print pages, photos. 6. Audio media, like radio, telephone, audio tape. 7. Print media, like books, modules. 	<p>T: Enumerate types of media on black board. S: listen and take notes.</p>	<p>Q: Enumerate types of media ?</p>

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Anderson (1976) classify media into 10 categories as follows:</p> <ul style="list-style-type: none"> I- Audio – Audio tape, radio, CD, Telephone II- Print - Textbooks, modules, leaflets, pictures. III- Audio print - Audio tape with written contents. IV- Proyeksi visual silent - Overhead transparency V- Audio visual projection silent - Film frames (slides) voiced. VI- Visual Motion - Silent film. VII- Audio Visual motion - silent motion film, video / VCD, TV. VIII- Physical Objects - Real objects, models, specimens. IX- Humans and the environment - Teacher, librarian, laboratory. X- Computer - CAI (Computer Assisted Instructional = computer-assisted learning), CMI (Computer Managed Instructional) 		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
5.	3mins	To explain selection process for AV aids.	<p><u>Selection process for AV aids-</u></p> <ul style="list-style-type: none"> • Audio visual materials should function as an integral part of the educational program. • A.v. aids should be centralized, under specialized direction and leadership in educational programs. • An advisory committee consisting of representative from all areas of curriculum should be appointed to assist in selection and coordination of a.v. materials. • An education program should be flexible. • A.v. material should be carefully located to eliminate duplication, easy accessibility and convenient use. • A.v. material should be available whenever and wherever they needed for effective utilization as an integral part of curriculum. • Budget appropriations should be made regularly for a.v. education programs. • Periodic evaluation to be done to assess the function of utilization and expenditure of the program. 	T: explain selection process for AV aids by PPT. S: observe and take notes	Q: explain selection process for AV aids?

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
6.	5 mins	To describe how to prepare AV Aids.	<p><u>Preparation of Audio Visuals Aids:-</u></p> <ul style="list-style-type: none"> • Each element of an audio-visual product - a single slide or a page of a flip chart presentation, for example, - must be simple and contain only one message. Placing more than one message on a single image confuses the audience and diminishes the potential impact of visual media. Keep visual aids BRIEF. • Determine the difference between what you will say and what the visual aid will show. Do not read straight from your visuals. • Ask the audience to read or listen, not both; visual aids should not provide reading. • Give participants paper copies of various graphic aids used in your presentation. They will be able to write on the paper copies and have them for future reference. 	T: describe how to prepare AV Aids by PPT. S: observe and take notes.	Q: list down criteria of preparation a/v aids?

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • Account for production time in your planning and selection process. Slides must be developed, videotape edited. You can often get production work done in 24-48 hours, but it is much more expensive than work that is done on an extended schedule. • Use charts and graphs to support the presentation of numerical information. • Develop sketches and drawings to convey various designs and plans. • When preparing graphics, make sure they are not too crowded in detail. Dont over-use color. See that line detail, letters, and symbols are bold enough to be seen from the back of the room. • Do not use visual aids for persuasive statements, qualifying remarks, emotional appeals, or any type of rhetorical statement. 		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • If you have handouts, don't let them become a distraction during the presentation. They should provide reinforcement following your address. Consider giving them out after the presentation, unless the audience will use them during the presentation or will need to review them in advance of the presentation. • Practice presenting the full program using graphic materials so you are familiar with their use and order. • Seek feedback on the clarity of your visuals and do so early enough to allow yourself time to make needed adjustments. 		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
7.	6mins	To discuss uses of AV aids.	<p><u>Uses of AV Aids:-</u></p> <p>1.ANTIDOTE TO THE DISEASE OF VERBAL INSTRUCTION: They help to reduce verbalism. They help in giving clear concepts and thus help to bring accuracy in learning.</p> <p>2. BEST MOTIVATORS They are the best motivators. The students work with more interest and zeal. They are more attentive.</p> <p>3. CLEAR IMAGES: These images are formed when we see, hear, touch, taste, and smell as our experiences are direct, concrete, and more or less permanent. Learning through the senses becomes the most natural and consequently the easiest.</p> <p>4. VICARIOUS EXPERIENCES: It is beyond doubts that the first-hand experiences are the best type of educative experience.</p>	<p>T: discuss uses of AV aids on black board. S: listen and take notes.</p>	<p>Q: list down any five uses of A/V aids?</p>

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>5. VARIETY: Mere chalk and talk do not „do not help. Audio-visual aids give variety and provide different tools in the hands of the teacher like models, transparencies.</p> <p>6. FREEDOM: When audio-visual aids are employed, there is great scope for children to more about, talk, laugh and comment upon. Under such an atmosphere the students work and not because the teacher wants them to work.</p> <p>7. OPPRTUNITIES TO HANDLE AND MANIPULATE: Many visuals aids offer opportunities to students to handle and manipulate things.</p> <p>8. RETENTIVITY: Audio-visual aids contribute to increase retentively as they stimulate response of the whole organism to the situation in which learning takes place.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>9. BASED ON MAXIMS OF TEACHING: The use of audio-visual aids enables the teacher to follow the maxims of teaching like "concrete to abstract", "known to unknown" and "learning by doing".</p> <p>10. HELPFUL IN ATTRACTING ATTENTION: Attention is the true factor in any process of teaching and learning. Audio-visual aids help the teacher is providing proper environment for capturing as well as sustaining the attention and interest f the students in the classroom work.</p> <p>11. HELPFUL IN FIXING UP NEW LEARNING: What is gained in terms of learning needs to be fixed up in the minds of students? Audio-visual aids help in achieving this objective by providing several activities, experiences and stimuli to the learner.</p> <p>12. REALISM: The use of audio-visual aids provides a touch of reality to the learning situation.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
8.	5mins	To explain graphical aids.	<p><u>Graphic aids:-</u></p> <p>Graphic basically is the art of drawing painting and Writing which causes one to have a clear picture of communication in the mind.</p> <p><u>A) Graphs-</u> Graphs are the visual teaching aids for presenting statistical information and contrasting the trends or changes of certain attributes. Graphs make presentations of quantitative data easily interpretable and readily understood. There are four main types of graph namely:</p> <ol style="list-style-type: none"> 1. Bar graphs. 2. Line graphs. 3. Picture graphs. 4. Pie graphs. <p>ADVANTAGES</p> <p>Helps to show numerical statistics.</p> <p>Helps in explaining, comparison among two.</p>	<p>T: explain graphical aids by PPT.</p> <p>S: observe and take notes.</p>	<p>Q: enlist graphical aids?</p>

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p><u>B. Charts:</u></p> <p>Charts are the graphic teaching materials including diagrams, posters, pictures, maps and graphs. It is defined as illustrative visual media for depicting a logical relationship between main ideas and supporting facts.</p> <p>Types of charts.</p> <ol style="list-style-type: none"> 1. Tree chars. 2. Stream charts. 3. Table charts. 4. Flow charts. <p><u>C.Pictures</u></p> <p>Pictures are the most commonly available graphical aids, pictures includes photographs, painting, illustrations clipped from periodicals.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p><u>D. Diagrams</u></p> <p>A diagram is the simplified drawing of an object, product, appliance or process to explain finer points of the same. A diagram is made to show relationships with the help of lines and symbols without the pictorial Elements.</p> <p><u>E. Maps</u></p> <p>A map is a graphic aid representing the proportionately as a diagram the surface of the earth, world or parts thereof. A map is always drawn to scale, which is mentioned, on one corner of it. Every map should have the following descriptions on it: a title, a grid, a scale, a key, dates on which it has been prepared.</p> <p><u>F. Posters</u></p> <p>Posters are the graphic aids with short, quick and typical messages with attention capturing paintings. Posters may be used for one of the following instructional</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p><u>G. Flash cards</u> These are small cards of generally 25 - 30 cm in size which are shown for a few members before the class to send across a message or impact an idea .The idea on the flash card should be brief.</p> <p><u>ADVANTAGES</u></p> <p>Flash cards can be used to introduce and present topics.</p> <p>Flash cards can be use to apply information already gained by student to new situations.</p> <p>Flash cards can be use to review the topic.</p> <p>Used for small groups not over 30 people.</p> <p>10-12 cards for one talk can be used.</p> <p>It can be used either individuality or in combination with other charts.</p> <p>Prepare a picture for each idea, which will give visual impact to the idea.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
9.	6 mins	To describe printed aids.	<p><u>Printed aids:-</u></p> <p><u>a).Text books:</u> It is an integral part of educational system. It plays a prominent role in higher level education. A textbook is an economical device as it contains the intellectual deposit of specific experiences that have been developed into generations. It helps beginner to grasp of new matter. It gives the direction and save time and energies of the teacher and the students. It promotes self learning ability of students. It ensures some sort of uniformity of good standard. The teacher should use the text books as a tool of learning along with other tools such as maps, charts, films, radio etc.</p> <p>Teacher may use text books in four ways:</p> <ul style="list-style-type: none"> • An exploratory reading. • Securing facts related to the unit. • Maps, charts, graphs or picture study • Summarization of learning. 	<p>T: describe printed aids by PPT. S: observe and take notes.</p>	<p>Q: list down printed aids?</p>

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p><u>b).Reference books:</u> Encyclopedias Dictionaries, yearbooks, government reports can be proven a very effective aid in learning. It works as supplementary material for textbooks. Teacher should guide the pupil in the use of reference books to drawing out relevant material for preparation of assignments and seminars.</p> <p><u>c).Pamphlets:</u> Paper can be folded into two, three or five. The matter will be printed either single or both sides. It can be distributed to students. Even it useful for general public can be distributed at health exhibition or educational exhibition. It is costly as it required printing in quality.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p><u>d).Newspaper:</u></p> <p>The daily newspaper can be effective teaching aids as they are full of information. They are in fact, the minimized textbooks for the study current affairs. It can motivate students for knowing past events on the reading about current events. It serves as a wonderful motivational aid. It contains a reservoir of resources and illustrations. Newspaper helps in closing gap between information contained in books and changing development of the world teacher should guide students in selecting suitable material from newspaper for themselves.</p> <p><u>e).Handouts:</u></p> <p>It is a simple briefing of a session in a single or more sheets. It should be given in advance to orient students about purpose, aims and objectives of the topic. It should prepare with use of simple and clear language with short sentences. If needed sketches, graphs should be drawn and labeled. Each unit should be titled and subtitled and underline to key words.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
10.	7 mins	To discuss three dimensional aids.	<p><u>Three dimensional aids:-</u></p> <p><u>1. Models</u></p> <p>Definition: A model is a recognizable representation of a real thing three dimensionally, that is height, width, and depth is felt as reality.</p> <p>Advantages:</p> <ul style="list-style-type: none"> -Models heighten reality of things and make learning direct and meaningful as they are three dimensional. -Models illustrate the application side of certain principles and laws. -Models explain the complex and intricate operations in a simplified way and thus make comprehension easier. - Models are lasting and ultimately work out to be cheaper teaching aids. <p>Limitations:</p> <ul style="list-style-type: none"> -It requires expertise to make. -Time consuming. -Some of the models may be very expensive. 	<p>T: discuss three dimensional aids on black board.</p> <p>S: Discuss and take notes</p>	<p>Q: Enlist three dimensional aids?</p>

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p><u>2.OBJECTS AND SPECIMENS</u></p> <p>Definition:</p> <p>A collection of real things for instructional use refers to objects.</p> <p>A specimen is a sample of the real object or a material.</p> <p>Advantages of objects and specimens:</p> <ul style="list-style-type: none"> -Collection of objects and specimens by students requires interaction with others leading to development of social skills and values. - Students when collect and display objects and specimens derive satisfaction of contributing to the school and teacher something worthwhile. -Student power of observation and first hand experiences is enhanced by collection of objects and specimens. 		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p><u>3.EXHIBITIONS</u></p> <p>Many times in the school, a department of the school or a class put up their work for showing it to the people outside the school, and such a show called exhibitions.</p> <p>The pieces of work done by the students for an exhibition are called exhibits.</p> <p>Advantages:</p> <ul style="list-style-type: none"> - Provide a good opportunity to learn - It gives the appearance of actual things which cannot be brought to the class room - Interesting and enhance creativity - Live things also can shown in diorama ex: aquarium - Provides students to do project works 		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>4. <u>Dioramas:</u></p> <p>Definitions:</p> <p>A diorama is a three dimensional arrangement of related objects, models, and cut outs to illustrate a central theme or concept.</p> <p>The objects and models are generally placed in a big box or show case with a glass covering and background printed with a shade or a scene. Ex: a harvest scene, a planting scene etc.</p> <p>Advantages:</p> <ul style="list-style-type: none"> - Provide a good opportunity to learn - It gives the appearance of actual things which cannot be brought to the class room - Interesting and enhance creativity <ul style="list-style-type: none"> - Live things also can show in diorama ex: aquarium. - Provides students to do project works. 		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p><u>5. MOCK UPS</u></p> <p>It emphasizes the functional relationship between the device reality and its workability. Certain element of the original reality is emphasized to make it more meaningful for the purpose of instruction.</p> <p>In common usage, a mockup is a scale model of a structure or device, usually used for teaching, demonstration, testing a design, etc. Mockups are also used in the Consumer goods industry, as part of the product development process, when the size, impression and/or artworks have to be tested and approved.</p> <p><u>6. MOULAGE</u></p> <p>Mould can be made up of plastic material to stimulate some life in objects.</p> <p>Ex: body which shows evidence of trauma, infection, disease, surgical intervention.</p>		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
11.	5mins	To explain projected aids.	<p><u>Projected aids:-</u></p> <p>1. Over Head Projectors (OHP): It project transparencies with brilliant screen images suitable for use in a lighted room. The teacher faces the class as he uses OHP & class view projection.</p> <p>Method of preparing:</p> <ul style="list-style-type: none"> -Place lined paper or 6mm grid sheet beneath acetate sheet before writing the material. -Use simple lettering style 6mm for text and 9mm for headings. -Use capital letters for titles. -Limit the written material to six lines in each transparency. -Use thick chart paper to or readymade frame for framing the transparencies for better and neat look. -Store them flat; with clean and inter locked paper between each transparency. 	T: explain projected aids by PPT. S: observe and take notes.	Q: explain any one projected aids?

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Advantages:</p> <ul style="list-style-type: none"> a) Permit face to face inters action among teacher and students. b) Can be used in day light conditions. c) Can presented information in systemic and developmental sequences. d) Simple to use with presentation rate controlled by the teacher. <p>2. Slide projector</p> <p>A slide is a small piece of transparent material on which a single pectoral image or seen, graphic image has been photograph or reproducing otherwise the arrangement slide in proper sequence according to proper topic is an important aspect of teaching. A teacher are imaginatively & creatively to make the best use of them.</p> <p><u>ADVANTAGE</u></p> <ul style="list-style-type: none"> ◆ Attract attention ◆ Arouse interest ◆ Assist lesson development ◆ Test student understanding ◆ Review instruction ◆ Facilitate student teacher participation. 		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>3. Film strips:</p> <p>It is a continuous strip of film containing of individual frames or pictures arranged in sequence, usually with explanatory titles. Each strip contains from 12- 18 or more pictures. It is fixed sequence of related skills on a read of 35 mm or 8mm film.</p> <p>ADVANTAGES</p> <ul style="list-style-type: none"> ● It is an economically visual material. ● It is easy to make and convenient to handle and carry. ● Take up little space and can be easily stored. ● Can be projected on the screen on the wall or paper screen as convenient and according to the teacher situation demand. ● Provide a logical sequence of the teaching procedure and individual picture on they can be kept before the student for the length of time. 		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>4. The Opaque Projection: It projects pictures, diagrams, maps from book to a screen in enlarged form so that entire group can see them. It requires dark room, as projector is large and not readily movable, therefore their use is limited.</p> <p>It is very helpful to teacher a small diagrams from textbook or reference book can be projected directly; no need to prepare material separately.</p> <p>Advantages:</p> <ul style="list-style-type: none"> - Stimulates attention and arouses interest. - Can project a wide range of materials like stamps, coins, specimen, when one copy is available. - Can be used for enlarging drawings, pictures and maps. - Does not require any written or typed materials, hand-written material can be used. 		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
12.	4 mins	To discuss advantages of AV aids.	<p><u>Advantages of AV Aids:-</u></p> <ul style="list-style-type: none"> • Improve and make teaching effective. • Enable the audience to look, listen and learn • Make learning interesting and profitable. • Quicken the phase of learning. • Foster\develop the knowledge. • Bring expected behavioral change among the learners. • Provide direct contact with reality or serve as a source of information and likeness in the teaching learning situation. • The students acquires clear, accurate and vivid image during the process of learning. • Increase and sustain attention and concentration. • Contribute to the growth or clear understanding, increase vocabulary development. 	<p>T: discuss advantage of AV aids on black board. S: listen and take notes.</p>	<p>Q: enlist any 3 advantages of AV aids?</p>

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • It can serve as an open window through which the student can view the world and its phenomena by bringing remote events into the classroom. • They enable the students to learn faster, remember for longer duration, gain more accurate information, and understand the concepts with adequate meaning. Thus learning becomes more meaningful, enjoyable and effective. • They give variety to classroom techniques, provide change in the atmosphere of the classroom and allow some freedom from the formal instruction or traditional type. • The students will get opportunity to handle, touch, feel, operate, and manipulate the audio-visual aid. It gives added appeal because it satisfies temporarily at least the natural desire for mastery and ownership. • Change attitude or point of view of learners. 		

S.No	Duration	Specific objective	Content	Teaching learning activity	Evaluation
13	3mins	To describe limitations of different media.	<p><u>Limitations of different media:-</u></p> <ul style="list-style-type: none"> • These are not essential for all instructional programmes. • These are helpful teaching, but they will not substitute teachers and books. • Possible risks of spectatorism instead of attitude of thoughtful enquiry. • It requires more time for planning and preparing. • The radio programme may or may not be heard by students. • The programme may not seek attention as the person not having any eye to eye contact. • Technical Problems. • Student Distractions. • More expenses. • Need more space. 	<p>T: describe limitations of different media by PPT. S: observe and take notes</p>	<p>Q: enlist any 5 limitations of different media?</p>

S.No	Dur atio n	Specific objective	Content	Teaching learning activity	Evaluation														
14.	3 mins	To interpret preparation of health education plan.	<p><u>Preparation of health education plan:</u></p> <p>Name of health educator.....</p> <p>Subject.....</p> <p>Topic.....</p> <p>Group of learners.....</p> <p>No. of learners.....</p> <p>Venue.....</p> <p>Method of teaching.....</p> <p>AV aids using</p> <p>Duration.....</p> <p>Date and time.....</p> <p>Previous knowledge of learners.....</p> <p>General objectives.....</p> <p>Specific objectives.....</p> <table border="1" data-bbox="493 1218 1617 1437"> <thead> <tr> <th>S.No</th> <th>Specific objectives</th> <th>Time</th> <th>Content</th> <th>Teaching learning activities</th> <th>Audio visual aids</th> <th>Evaluation</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	S.No	Specific objectives	Time	Content	Teaching learning activities	Audio visual aids	Evaluation								<p>T: interpret preparation of health education plan on board.</p> <p>S: listen and taking notes.</p>	<p>Q: list down heading of all columns of health education plan?</p>
S.No	Specific objectives	Time	Content	Teaching learning activities	Audio visual aids	Evaluation													

Summary& Evaluation-

- Enumerate types of media.
- Explain the selection process of A/V aids.
- Describe how to prepare of A/V aids.
- Discuss uses of A/V aids.
- Explain graphics A/V aids

Assignment : Describe advantages of A/V aids.

Evaluation : Unit test for 50 marks once the unit is completed

Bibliography :

- 1) Gulani KK,” Community health nursing principles and practice” 1st edition, Kumar publication house .
- 2) Park. K(2015) “ Park textbook of preventive and social medicine” M/s banarsidasbhanot publishers.
- 3) Park. K (2012),” Community health nursing” 6th edition, publisher M/s banarsidasbhanot publishers.
- 4)Swarnkar k, (2014), “Community health nursing “ 3rd edition, publisher- NR brothers,

LESSON PLAN

Subject	:	Nutrition
Unit	:	I
Topic	:	Meaning, habit, factors and changing process
Group	:	GNM 1 st year
Place	:	CLASS ROOM
Date & Time	:	.....
Teaching Method	:	Lecture cum Demonstration
AV Aids	:	Black board & chard, chart, OHP.
Student prerequisite	:	The student should have knowledge about meaning, habit, factors and changing concepts of nutrition

Specific objectives : At the end of the class students should be able to:

1. Introduce nutrition
2. Define nutrition
3. Enlist food habits
4. enlist factors affecting nutrition
5. Explain changing process

Review of the previous class: Ask questions regarding previous class.

Introduction

Ask the students about food, food groups, foods in a diet, constituents in a diet, changes in diet of different groups etc.

Mention the objectives of the class.

S.N.	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation
1.	8min	introduce nutrition	<p><u>Introduction</u></p> <p>The term “nutrition” is derived from “nourish “which implies the food consumed by us &all the reactions through which it utilized for physical growth, energy&better health.</p>	<p>T-Explains with black board</p> <p>S-Listens and takes down the notes</p>	
2.	8min	define nutrition	<p><u>Definition:-</u></p> <p>Nutrition may be defined as “a dynamic process in which the food that is consumed is utilized for nourishing the body.</p>	<p>T-Explains with black board</p> <p>S-Listens and takes down the notes</p>	Define nutrition?

S.N.	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation
3.	10min.	Enlist food habits	<p><u>Food habits:-</u></p> <p>Food habits are among the oldest and most deeply entrenched aspects of any culture they have deep psychological roots &are associated with love, affection, warmth, and self-image &social prestige. The family plays an important role in shaping the food habits, and these habits are passed from one generation to another.</p> <p>Rice is the staple cereal eastern and southern states of India and wheat is the staple cereal in the northern states.</p> <p>The crux of the problem is that many customs and beliefs apply most often to vulnerable groups, i.e., infants, toddlers, expectant and lactating women. e.g.</p> <ol style="list-style-type: none"> 1. Papaya is avoided during pregnancy because it is believed to cause abortion. 2. In Gujarat, valuable foods such as dhal, green leaf, rice and fruits are avoided by the nursing mother. 3. There is a widespread belief that if pregnant women eat more her baby will be big and delivery difficult. 4. Certain “foods are forbidden” as being harmful for the child. 5. Then there are certain beliefs about hot and cold 	Enlisting the food habits	What are the food habits?

S.N.	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation
			<p>foods light and heavy foods.</p> <p>Religion</p> <p>Religion has a powerful influence on the food habits of the people. Hindus do not eat beef, and Muslims pork.</p> <p>Some orthodox Hindus and Jains do not eat meat, fish, eggs and certain vegetables like onion, these are known as ‘food taboos’ which prevent people from consuming nutritious foods even when these are easily available.</p> <p>Food fads</p> <p>In the selection of foods personal likes and dislikes play an important part these are called “food fads” food fads may causes nutritional deficiencies’.</p> <p>Cooking practices</p> <p>Draining away the rice water at the end of cooking .prolonged boiling in open pans. Peeling of vegetables .all influence the nutritive value of foods.</p>		

S.N.	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation
			<p>Pica</p> <p>Pica is a common practice among pregnant women and children in many countries.</p> <p>Pica is the habit of eating dirt, clay ,chalk, lime stone, plaster, ashes starch etc.</p> <p>Others</p> <p>Child rearing practices, miscellaneous, geographic, traditional beliefs, hot and cold foods, food fads and cults</p>		

S.N.	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation
4.	12min.	To enlist the factors affecting nutrition	<p><u>Factors affecting nutrition</u></p> <p>There cannot be a common formula of meal planning and food for all individuals, as there dietary requirement, likes and dislikes differ. Many factors like geographical area, religious beliefs, idiosyncrasies about food, beliefs, size of family, educational status, availability of food, occupation etc. affect the meal planning and selection of nutrition and diet. Some of main factors are as follows:</p> <p>1. Age</p> <ul style="list-style-type: none"> ➤ Age affects the normal diet children need more nutrients as compared to adults. energy producing and body building food is their greater need . ➤ The adult population requires calorie rich food while the ageing population requires less amount of energy due to reduced activity. ➤ During adolescence, boys require more energy than girls. <p>2. SEX:</p> <p>Balance diet is different in men and women .the nutritional requirement of males is greater than those of females.</p>	Teacher Enlisting the factors affecting nutrition. and student listen attentively and taking notes	Enlist the factors affecting nutrition?

S.N.	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation
5.	12 min.	To explain changing process.	<p><u>Changing process/ concept:-</u></p> <p>Nutritional needs are crucial throughout the life cycle. Previously, the scope of nutrition was limited only to the physiology but now the subject of nutrition is multifactorial which is related to agriculture, economics, sociology, animal husbandry, demography etc.</p> <p>Nutritional epidemiology is the recently developed branch of nutrition.</p> <p>In our country where the cultural diversity is found profusely, nutritional variations are very common among the people.</p> <p>In our country, the nutritional behaviour of people is continuously changing. In cities, individuals are shifting their food selection from traditional foods, in rural India also, people is starting linking buffet system in place of traditional sitting or pattal system. Modern trends are reducing the use of many foods and thus altering the adequacy of many people's diets. Urbanization in many countries has affected the availability of much traditional food. Thus there are ample examples for changing concepts about nutrition.</p>	Teacher explains changing processes and students listen attentively and takes notes	Explain changing process?

Summary & evaluation (10 MIN)

We discussed about the nutrition, definition of nutrition, food habits, factor affecting Nutrition and recognition of changing process in nutrition.

Assignment : Define nutrition describe food habit and factors affecting nutrition?

Evaluation : Unit test at the end of unit

Bibliography:

1. K Park Preventive and Social Medicine 22nd edition Pp537-539
2. Keshav Swarnkar Community Health Nursing 2nd edition Pp238-241
3. Priti Agrawal et al Community Health Nursing 22nd edition Pp502- 505

LESSON PLAN

Subject	: community health nursing-I
Unit	: I
Topic	: Food Relation Of Nutrition To Health
Group	: GNM-Ist year
Place	: CLASS ROOM
Date and time	:
Teaching method	: Lecture and demonstration
Av aids	: Black board and chalk, chart, lcd, computer
Student pre requisite	: The student should be able to identify the food relation of nutrition to health
General objective	: At the end of class the student will able to gain knowledge regarding food Relation of nutrition to health
Specific objectives	: At the end of the class the student will be able to: 1. Describe nutrition and health 2. Describe Food relation of nutrition to health
Review of previous class	: Ask questions regarding food, nutrition, nutrients.

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
1.	25 min	To describe Nutrition and health	<p style="text-align: center;">NUTRITION AND HEALTH</p> <ul style="list-style-type: none"> • Nutrition may be defined as the science of food and its relationship to health. • Nutrition plays an important role in the promotion and maintenance of health and in the prevention of human disease. • In the global campaign of health for all, promotion of proper nutrition is one of the eight elements of primary health care. Greater emphasis is now placed on integrating nutrition in to primary health care systems whenever goals to promote health and nutritional status of families and communities. 	<p>Teacher Described nutrition and health by lecturer cum discussion method and by the help of PowerPoint presentation Students listen attentively and took notes</p>	Describe nutrition and health?

S.no.	Durati on	Specific objectives	Content	Teaching learning activity	Evaluation
2.	25 min	To describe food and nutrition and its relation to Nutrition and health	<p><u>RELATION OF NUTRITION TO HEALTH</u></p> <p>Good nutrition is a basic component of health. The relation of nutrition to health may be seen from the following viewpoints:-</p> <ul style="list-style-type: none"> • Nutrition is essential for the Good attainment of normal growth and development not only for physical growth and development, but also for the intellectual development. Malnutrition is directly responsible for certain specific nutritional deficiency diseases. <p>The commonly reported ones in India are;</p>	<p>Teacher to describe food and its relation to Nutrition and health</p> <p>By lecture cum discussion method and PowerPoint presentations</p>	Describe Food andrelation of nutrition to health?

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<ol style="list-style-type: none"> 1. Kwashiorkor 2. Marasmus 3. Blindness due to vitamin a deficiency 4. Anemia 5. Beriberi 6. Goitre, etc. <ul style="list-style-type: none"> • to build resistance against infection • to reduce morbidity and mortality (death) <p>Indirect effects of malnutrition are :</p> <ol style="list-style-type: none"> 1. high death rate 2. high infant mortality rate 3. high sickness rate or morbidity rate 4. lower expectation of life 5. Over nutrition which is a form of malnutrition. it is responsible for:- <ol style="list-style-type: none"> a. obesity 	<p>Students to listen attentively and take notes</p>	

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> b. diabetes c. hypertension d. cardiovascular disease e. disorder of the liver and gallbladder. 		

Summary and evaluation :- (10 min.)

we discussed about the nutrition and health & Food relation of nutrition to health

Assignment : - Describe health and nutrition and its relation with health?

Evaluation :-

- What do you understand by health and nutrition?
- What is the relation of nutrition in relation to health?

Bibliography:-

1. K Park” Preventive and social medicine” 22nd edition Pp561-565
2. Keshav Swarnkar” community health nursing” 2nd edition Pp288-290
3. Priti Agrawal et al ”community health nursing” 22nd edition Pp533- 542

LESSON PLAN

Subject : Nutrition

Unit : II

Topic : **Classification of Food by origin and chemical**

Group : GNM 1st year

Place : CLASS ROOM

Date & time :

TEACHING METHOD : LECTURE CUM DEMONSTRATION

AV aids : Black board & chard, chart, LCD PROJECTOR

Student prerequisite : The student may have knowledge about food and their classification.

General objective : At the end of class the students will be able to gain knowledge about classification of food by origin, chemical and will be able to apply this knowledge in their nursing practices and life.

Specific objectives : At the end of the class students should be able to

1. Know various classification of food.
2. Classify the food on the basis of origin
3. Discuss the classification of food on the basis of chemical

Review of the previous class: Ask questions regarding classification of food on the basis of origin and chemical and also gather information about various types of food.

Introduction (5min) :

Ask the students about various type of food and their origin. Ask about the food classification on the basis of origin and chemical . Ask about the various nutrient and food and their types.

S.N.	Duraton	Specific Objective	Content	Teaching Learning Activity	Evaluation
1.	5min		<u>Introduction</u>		
2.	5 min	Know various classification of food	<u>Classification of food</u> The food can be classified on the various basis as follow:- <ol style="list-style-type: none"> 1. on the basis of origin 2. on the basis of chemical 3. on the basis of predominant 4. on the basis of nutritive value in this chapter we will discuss about the classification on the basis of origin and chemical.	T:- Discussing the various basis of classification S:- listening, observing	What are the various basis of classifying the food?
3.	10 min	Classify the food on the basis of origin	Classification by origin: <ol style="list-style-type: none"> 1. Foods of animal origin:- 2. Foods of vegetable / plant origin:- 	T:- Discuss about the classification of food by origin	Give examples of animal and vegetable origin

S.N.	Duraton	Specific Objective	Content	Teaching Learning Activity	Evaluation
4	30 min	Discuss the classification of food on the basis of chemical	<p>Classification by chemical composition:</p> <ul style="list-style-type: none"> – Proteins – Fats – Carbohydrates – Vitamins – Minerals <p>1. Protein :-</p> <p>It's a macro nutrient. In Indian diet it contributes 7 to 15 % of total energy intake of daily requirement. These are complex organic nitrogenous compounds. Proteins are formed from simpler units called amino acids. These are 8 essential amino acids and 12 non essential amino acids.</p> <p>EAA: - leucine, isoleucine, lysine, methionine, phenylalanine, threonine, valine, tryptophan, and histidine.</p>	<p>T:- explain the classification based on chemical composition</p> <p>S:- Students observing / listening the slides and taking down notes</p>	<p>Q. Explain each of type of food based on chemical composition</p>

S.N.	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation
			<p>Non-EAA: - Arginin, asparaginic acid, serine, glutamic acid, proline, glycine. All proteins are composed of carbon, hydrogen, oxygen, nitrogen and some of them in addition, contain iron, sulphur and phosphorus. Protein constitute about 20% of the body weight in an adult. Proteins are the substance which 1) functions as enzymes catalyzing many chemical reaction of the cell. 2) They serve as structural components of cells. 3) They are general body builders. 4) maintenance of osmotic pressure 5) repair and maintenance of body tissue 6) immune substances 6) provide energy 4 kcal per gram</p> <p>A protein is said to be biologically complete if it contains all EAA in amounts corresponding to human needs.</p> <p>Source: Meat, Cheese, Egg, Milk, Beans, Peas, pulses, beans, fish, nuts etc.</p>		

S.N.	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation
			<p>2. Fats:- or lipids</p> <p>Fats and their derivatives are collectively known as lipids or oils. They are solid at 20 degree C. They contain twice as much energy as carbohydrates. it contributes 10 to 30 % of total energy intake. They are said to be energy rich compounds. Fats at the end of the digestion converted in to fatty acids and glycerol.. They are used as a shock absorbers and insulators of our body.</p> <p>Most of body fat 99 percent stored in adipose tissue which constitutes between 10 to 15 percent of body weight.</p> <p>Fatty acids:-</p> <p>Fat yields fatty acids and glycerols on hydrolysis. Fatty acids are divided into saturated fatty acids such as lauric, palmitic, and stearic acids and unsaturated fatty acids are further divided into mono unsaturated (MUFA) and poly unsaturated (fatty acids (PUFA).</p>		

S.N.	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation
			<p>They are classified as:-</p> <ol style="list-style-type: none"> a. Simple lipid:- triglycerides b. Compound lipids:- phospholipids c. Derived lipids:- cholesterol <p><u>Source:</u> Vegetable oil, Butter, Meat, milk, ghee, groundnut, coconut, cereals, pulses and vegetables etc.</p> <p>Visible fat are those that are separated from their natural sources like ghee, oil etc.</p> <p>Invisible fat are those which are not visible through naked eye.</p> <p>Give energy 8 kcal per gram</p> <p>3.carbohydrates</p> <p>Carbohydrates are the chief energy producers of our body. It provides energy 4 kcal per gram.</p>		

S.N.	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation
			<p>3. Minerals:-</p> <p>More than 50 chemical elements are found in the human body which are required for growth, repair, and regulation of vital body functions. Mineral salts serve to regulate the different metabolic activities. Minerals can be divided into three groups:-</p> <ul style="list-style-type: none"> • Major:- calcium, phosphorus, sodium, potassium, magnesium, chlorine • Trace elements minerals:- iron, iodine, fluorine, zinc, copper, cobalt, chromium, manganese. <p>Trace contaminants with no known function:- lead, mercury, boron, aluminium.</p>		

Summary and evaluation: :- (5MIN)

we have discussed about the various classification of food. Among them here we discussed regarding classification on the basis of origin and chemical. Both the classification are very important in nutrition aspect. Origin basis classification includes animal and plant while the chemical basis includes protein, carbohydrates, fats, minerals and vitamins.

Evaluation:-

Test for 30 minutes on classification of food on the basis of origin and chemical.

Assignment:- (5min)

Write an assignment on classification of food on the basis of chemical.

BIBLIOGRAPHY:-

1. Park K. "Parks text book of preventive and social medicine" M/s Banarasidas Bhanot Publication, 22nd edition, 2013, page no. 563 -75
2. Indrani Tk "Nursing manual of nutrition and therapeutic diet. Jaypee Brothers, New Delhi 1st edition 2012(reprint) page no. 22-101
3. Swaminathan M. "handbook of Food and nutrition" the bangalr printing and publishing, 5th edition 2002 p.n.

LESSON PLAN

Subject	:	Nutrition
Unit	:	II
Topic	:	Classification of Food by Predominant Functions
Group	:	GNM 1 st year
Place	:	CLASS ROOM
Date & TIME	:	.....
Teaching method	:	Lecture cum demonstration
AV aids	:	Black board & chart
Student prerequisite	:	The student may have knowledge about food and their classification.
General objective	:	At the end of class the students will be able to gain knowledge about classification of food by and will be able to apply this knowledge in their nursing practices and life.
Specific objectives	:	At the end of the class students should be able to 1. Explain classification of food on the basis of predominant functions

Review of the previous class: ask questions regarding classification of food on the basis of predominant functions and also gather information about various types of food.

Introduction (5min)

Ask the students about various type of food and their origin. Ask about the food classification on the basis of also on the basis of predominant functions. Ask about the various nutrient and food and their types.

S.N.	Duratio n	Specific Objective	Content	Teaching Learning Activity	Evaluation
2.	5 min	Know various classification of food	<p><u>Classification of food</u></p> <p>The food can be classified on the various basis as follow:-</p> <ol style="list-style-type: none"> 1. on the basis of origin 2. on the basis of chemical 3. on the basis of predominant 4. on the basis of nutritive value <p>in this chapter we will discuss about the classification on the basis of predominant functions</p>	<p>T:- Discussing the various basis of classification</p> <p>S:- listening, observing</p>	<p>What are the various basis of classifying the food?</p>

S.N.	Duraton	Specific Objective	Content	Teaching Learning Activity	Evaluation
1	30 min	Explain the classification of food on the basis of predominant functions	<p><u>Classification of food on the basis of predominant functions:-</u></p> <p>On the basis predominant function foods are divided as following:-</p> <ol style="list-style-type: none"> 1. Energy Yielding food 2. Body building food 3. Protective food <p>1. Energy yielding food:- this group includes foods rich in carbohydrates and fats and also pure fats and carbohydrates. Cereals, roots and tubers, dried fruits, sugar and fats from the important energy yielding foods. Cereals however, provide in addition to energy the greater part of the protein, certain minerals and vitamins in the diet of the low income group in the developing country.</p> <p>2. Body building foods:- Food rich in proteins are called body building foods. This may be broadly divided into two groups</p>	<p>T:-</p> <p>Discuss and explain the types</p> <p>S: student observing and writing down notes</p>	Enumerate the various foods according to their functions.

S.N.	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation
			<p>a. Milk, egg, meat and fish rich in protein of high biological value.</p> <p>b. Pulses, oilseeds and nuts and low fat oilseeds flours rich in proteins of medium nutritive value.</p> <p>3. Protective food:-</p> <p>Foods rich in proteins, vitamins and minerals are termed protective foods. Protective foods are broadly classified into two groups:-</p> <p>a. Food rich in vitamins, minerals and proteins of high biological values :- milk , egg, fish, and liver</p> <p>b. Foods rich in certain vitamins and minerals only: - green leafy vegetables, some fruits like citrus fruit.</p>		

Summary and evaluation: - (5MIN)

we have discussed about the various classification of food. Among them here we discussed regarding classification on the basis of functions. This classification is very important in nutrition aspect. Function basis classification includes energy yielding foods, body building foods and protective foods.

Assignment: - (5min)

Write an assignment on classification of food on the basis of functions.

Evaluation:-

Test for 30 minutes on classification of food on the basis of functions.

Bibliography:-

1. Park K. "Parks text book of preventive and social medicine" M/s Banarasidas Bhanot Publication, 22nd edition, 2013, page no.564
2. Indrani Tk "Nursing manual of nutrition and therapeutic diet. Jaypee Brothers, New Delhi 1st edition 2012(reprint) page no.22-101
3. Swaminathan M. "handbook of Food and nutrition" the bangalr printing and publishing, 5th edition 2002 p.n. 166

LESSON PLAN

Subject	:	Community Health Nursing- (Nutrition)
Unit	:	III
Topic	:	Energy & BMR
Group	:	GNM 1 st year
Place	:	CLASS ROOM
Date & TIME	:	.....
Teaching method	:	Lecture cum demonstration
AV aids	:	Black board & chard, chart, OHP.
Student prerequisite	:	The student should have knowledge about energy and calorie.
General objective	:	At the end of class the students should be able to energy, calorie, calorie measurement, BMI, BMR-determination and factors affecting.
Specific objectives	:	At the end of the class students should be able to To introduce about energy. To learn about energy yielding foods. To learn energy units. To learn the energy value of various foods. To learn how to calculate energy value of foods. To define basal metabolism. To learn about determination of BASAL METABOLISM of an individual. To learn about factors affecting BMR. To learn about energy requirements of various types of activities.

Introduction :

Ask the students about need of energy to work, oxidation of food , production of energy through glycolysis, and kreb's cycle etc. Mention the objectives of the class.

S.N	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation
			<p>Introduction Ask the students about need of energy to work, oxidation of food , production of energy through glycolysis, and kreb's cycle etc</p> <p>Kilo calorie - one calorie is the quantity of heat required to raise the temperature of 1 kg of water through 1 degree centigrade. It is one thousand times the small calorie used in physics.</p> <p>Mega joules (MJ):- one kilo calorie equals 4.186 kilo joules. Hence 1000 kilo calorie equals to 4.186×10^3 kilojoules or 4.186 mega joules.</p>		
4	5min	To learn the energy value of various foods.	<p>ENERGY VALUE OF FOODS- The average gross energy value of pure carbohydrate, fats, and protein determined by bomb calorimeter are as follows.</p> <p>1 gram carbohydrate yields 4.1 kcal energy.</p> <p>1 gram Fat yields 9.45 kcal energy.</p> <p>1 gram Protein yields 5.65 kcal energy.</p>	lecture cum discussion	What is the energy value of per gram CHO, fats and proteins?

S.N	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation
7	5 min.	To learn about determination of BASAL METABOLISM of an individual.	The energy metabolism of a subject at complete physical and mental rest and having normal body temperature and in the post absorptive state (i.e. 12 hours after the intake of last meal) Is known as basal metabolism		
			Determination of basal metabolism:-	lecture cum discussion	What is the method of determination of basal metabolism?
			Basal metabolism is usually determined using the apparatus of Benedict and Roth. The apparatus is a closed circuit system in which the subject breaths in oxygen from a metal cylinder of about 6 litre capacity and CO ₂ produced as absorbed by soda-lime present in the tower. The oxygen cylinder floats on water present in an outer tank. The subject wears a nose clip and breathes through a mouth piece the oxygen present in cylinder for a period of 6 minutes. The volume of O ₂ used is recorded on a graph paper attached to a revolving drum by a pen attached to it. As the subject is in the post absorptive state, RQ is assumed to be 0.82 and the calorie value of one litre of O ₂ consumed is taken as 4.8 K calorie.		
			1.Subject -adult male, 50 g weight		
2.Oxygen consumed in 6 minutes = 1.1 litre					

S.N	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation
			3.Heat produced in 6 minutes = $4.8 \times 1.1 \text{ Kcal} = 5.28 \text{ Kcal}$		
			4.Heat produced in 24 hours = $5.2 \times 60 \times 24 = 1267 \text{ Kcal}$		
			5. the basal metabolism of the individual for 24 hours = 1,267 Kcal		
8	10 min	to learn about factors affecting BMR.	<p>Factors affecting BMR - the factors affecting the BMR are discussed as though-</p> <p>1. Body size- the BMR is more closely related to the body surface area than the height and weight of the individual.</p> <p>2. Age: the BMR is higher in infants and younger children than adults.</p> <p>3. Sex: Females have slightly lower BMR than males.</p> <p>4. Climate: in persons living in tropical climate, the BMR is 10% lower than the people living in temperate zone. (Reason is unknown).</p>	lecture cum discussion	what are the factors affecting BMR ?

S.N	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation
			<p>5. SDA of food: food has the stimulating effect on BMR. If a person is given food in post absorptive stage, BMR is found to increase by 8%. This is known as Specific Dynamic Action of Food.</p>		
			<p>6. under nutrition and starvation: prolonged starvation Or under nutrition tend to decrease BMR by 10-20%</p> <p>7. Sleep: the BMR is 5 % less than the basal metabolic state.</p> <p>8. Fever: Fever increases the BMR. For every one degree Fahrenheit increase in body temperature, the BMR increase by 7%.</p> <p>8. Physical activity: if an individual takes physical exercise about half an hour before determination of BMR, increase in BMR is observed.</p> <p>9. Fear and nervous tension: fear and nervous tension increase the BMR</p> <p>10. Thyroid: hypothyroidism decrease BMR about 30% and hyper thyroidism increase BMR about 100% depending upon the severity of condition.</p> <p>11. Adrenaline: injection 1 mg of Adrenaline increases BMR about 20%.</p>		

Summary & evaluation (10 min)

- We all need energy to work. Energy is derived in our by body through the food consumed by us. The food is digested into simple substances which are used by the cells of body as source of energy. The main source of energy in our body is CHO, Fats and Proteins. During cellular respiration hey generate energy in form of ATP. It serves as the reserve of energy.
- In nutrition energy requirement is calculated in Kcal. And one calorie is the quantity of heat required to raise the temperature of 1 kg of water through 1 degree centigrade.
- Basal metabolism is the energy metabolism of a subject at rest with normal body temperature and is in post absorptive stage.
- Basal metabolism is affected by many factors like age, sex, activity, climate, undernutrition, starvation, sleep, fever, anxiety, nervousness etc.
- Energy requirement differ with the type of activity such as in sleep light work, heavy work.

Assignment: define energy. Draw a table of energy requirement in various activities. What do you mean by BMR? List the factors affecting BMR.

Evaluation : unit test at the end of unit

Bibliography:

1. Dr. Swaminathan M, “ handbook of food and nutrition” the Bangalore printing and publishing co. fifth edition (2002),pp 34-42.
2. Indrani T K , “nursing manual of nutrition and therapeutic diet” JP Brother’s , first edition(2012), pp 2-6.

LESSON PLAN

Subject	:	Community health nursing- 1 st (Nutrition)
Unit	:	III
Topic	:	BALANCED DIET
Group	:	GNM 1 st year
Place	:	Class Room
Date & time	:	.....
Teaching method	:	Lecture cum demonstration
AV aids	:	Black board & chard, chart, PPT.
Student prerequisite	:	The student should have knowledge about food, diet, food groups, nutritional value of food, dietary requirement.
General objective	:	At the end of class the students should be able to gain knowledge regarding balanced diet.
Specific objectives	:	At the end of the class students should be able to 1. To introduce balanced diet. 2. To define balanced diet. 3. To enlist factors determining balanced diet. 4. To enlist the principles of planning a balanced diet. 5. To plan balanced diet as per budget. 6. To learn the steps in planning balanced diet.

Review of the previous class: Ask questions regarding previous class.

Introduction :

Ask the students about food, food groups, foods in a diet, constituents in a diet, changes in diet of different groups etc.

Mention the objectives of the class.

S.N	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation
1.	5min	To introduce balanced diet.	<p><u>Introduction</u></p> <p>So far we have discussed about the food, classification of food and nutrients, their nutritional value, and requirement of the body including calories. Now the question arises how to formulate a balanced diet.</p>	lecture cum discussion	
2.	5min	To define balanced diet.	<p><u>DEFINITION:-</u></p> <p>A balanced diet may be defined as “one which contains various groups of foodstuffs such as energy yielding foods, body building foods and protective foods in correct proportions so that an individual is assured of obtaining the minimum requirements of all the nutrients”.</p> <p style="text-align: center;">Or</p>	lecture cum discussion	Define balanced diet.

S.N	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation
			A balanced diet may be defined as “one which provides (1) a sufficient number of calories (2) adequate amount of protein, fat and carbohydrate (3) an adequate amount of vitamins and minerals for maintain health, vitality and general well- being.		
3.	10min.	To enlist factors determining balanced diet.	<p><u>Factors determining balanced diet:-</u></p> <p>a balanced diet of a individual is affected and determined by various factors like:</p> <ol style="list-style-type: none"> 1. Age 2. Sex 3. Physical activity 4. Physiological state like pregnancy and lactation. 5. Likes and dislikes 6. Culture and customs 7. Food habits <p>It is necessary to clarify that a fully satisfying diet can become a balanced diet for someone, while it may be insufficient and imbalanced for some, or excessive for some other. Because the requirement of nutrients is different for every person, hence the balanced diet is also different for different people.</p>	Lecture cum discussion	What are the factors affecting a RDA.

S.N .	Duratio n	Specific Objective	Content	Teaching Learning Activity	Evaluation
4.	10 minutes	To enlist the principles of planning a balanced diet.	<p><u>Principles of balanced diet-</u></p> <p>The following principles have to be considered while planning a balanced diet.</p> <ol style="list-style-type: none"> 1. The balanced diet must include some of the under mentioned food items. <ul style="list-style-type: none"> ➤ Staple food: wheat, rice, millets, carbohydrate providing vegetables like potato, fruits like banana. ➤ Extra protein foods: pulses, legumes, fleshy fruits, milk products, meat, fish, eggs. . ➤ Protective food: green leafy and other vegetables and fruits. ➤ Fats and sugar: in every meal, cooking oil or some amount of ghee and for providing additional calories, sugar, jiggery, honey etc. 2. Balanced diet should provide protein which should comprise 15 to 20% of the daily energy requirement. 	Listing the principles of planning a balanced diet.	What principles should be followed while planning a balanced diet?

S.N .	Duration	Specific Objective	Contents	Teaching Learning Activity	Evaluation
			<p>3. Fat should not exceed 20 to 30 % of daily energy requirement among the total calories.</p> <p>4. Rest of the energy should come from carbohydrates. This should include sufficient quantity of fibrous food.</p> <p>5. Balanced diet must provide all vitamins and minerals and water in sufficient quantity.</p> <p>6. All factors e.g. age, sex, rituals, beliefs, working conditions, likes / dislikes should be considered while planning a balanced diet.</p>		

S.N	Duration	Specific Objective	Contents	Teaching Learning Activity	Evaluation
5.	5 minutes	To plan balanced diet as per budget.	<p><u>Budgeting of a balanced diet</u></p> <p>As per budget, a balanced diet may be of following type-</p> <ol style="list-style-type: none"> Balanced diet at high cost: - such diet will include liberal amount of costly foods such as milk, eggs, meat, fish, and fruits and moderate amount of cereals, pulses, nuts, and fats. Balanced diet at moderate cost: - this diet includes moderate amount of milk, eggs, meat, fish, fruits, and fats and liberal amount of cereals, pulses, nuts, and green leafy vegetables. Balanced diet at low cost:- these diet will include small amount of milk, eggs, meat, fish, and fats and liberal amount of cereals, pulses, nuts, and green leafy vegetables. 	lecture cum discussion	Explain about Balanced diets according to budget.

Summary & evaluation (10 min): summaries the topic covering each objective as follows.

- Define balanced diet.
- Define balanced diet.
- Enlist the principles of planning a balanced diet.
- Plan balanced diet as per budget
- Steps in planning balanced diet.

Assignment :

- Define balanced diet and list the steps to be followed when planning a diet.
- Plan a balanced diet for a healthy adult of 30yr age with normal activity.

Evaluation : unit test at the end of unit

Bibliography:

1. Dr. Swaminathan M, "Handbook of food and nutrition" the Bangalore printing and publishing co. fifth edition (2002),pp 168-169.
2. Indrani T K, "Nursing manual of nutrition and therapeutic diet" JP Brother's first edition(2012), pp 152-153.

LESSON PLAN

- Subject** : Community Health Nursing-I (Nutrition)
- Unit** : III
- Topic** : **Diseases and Disorders caused by the imbalance of Nutrients.**
- Group** : GNM 1st year
- Place** : CLASS ROOM
- Date and Time :
- Teaching Method : Teaching cum Demonstration
- AV aids : Black board and chalk, PPT- LCD projector
- Student Pre requisite : The students should be able to identify the disease and disorder caused by imbalance nutrients.
- General Objective : At the end of the class the students will be able to gain knowledge regarding disease and disorder caused by imbalance nutrient.
- Specific Objective : At the end of the class the students will be able to
1. Mean of nutritional imbalance.
 2. List all types of disease and disorder caused by imbalance nutrients.
 3. To explain each disease and disorder caused by imbalance nutrients.
- Review of previous class: Ask questions regarding macro and micro nutrients and their function.

Introduction:

Ask the students if they know any one is having disease caused by imbalance nutrient.

Tell a story of two children one of them eats balance diet and another one not.

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
1.	5 mins	Mean of nutritional imbalance	<p><u>Meaning:-</u></p> <p>The condition arises due to either an excess or inadequate intake of all necessary nutrients in diet.</p>	<p>T:- discussing with students with use of black board</p> <p>S:- listening and takes down notes</p>	Q. mean of nutritional imbalance.
2.	15 mins	List of all disease and disorder caused by imbalance nutrition.	<p><u>Macro nutrient–imbalance disorder</u></p> <p>1.Carbohydrate</p> <ul style="list-style-type: none"> - weakness - weight loss - hypoglycemia - obesity - hyperglycemia 	<p>T:- discussing with students with use of PPT/ black board</p> <p>S:- listening and takes down notes</p>	Enumerate the diseases and disorders caused by imbalance nutrition?

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>2. Protein</p> <ul style="list-style-type: none"> - weight loss - Reduced subcutaneous fat - Oedema and ascities - delay wound healing - General lethargy - Cirrhosis of liver <p>In children- Protein energy malnutrition(PEM)</p> <ol style="list-style-type: none"> a. Kwashiorkor b. Marasmus <p>In pregnancy</p> <ul style="list-style-type: none"> -Premature Delivery - Low birth weight baby <p>3.Fat</p> <ul style="list-style-type: none"> - Weight loss - loss of subcutaneous fat - Obesity - Coronary heart Disease 		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p><u>Micro nutrient - imbalance disease</u></p> <p>VITAMINS</p> <p>Vitamin A -Night blindness - Conjunctival xerosis - Bitots Spot</p> <p>Vitamin B1 - Dry Beri-beri - Wet Beri-Beri - Infantile Beri- Beri</p> <p>Vitamin B2 - Angular stomatitis - Cheilosis - Glossitis</p> <p>Vitamin B3 - Pellegra</p> <p>Vitamin B6 - Peripheral neuritis</p> <p>Vitamin B9 - Megaloblastic anaemia - Glossitis - Cheilosis - Gastro intestinal disturbance - Infertiliy</p>		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Vitamin12 -Megaloblastic anaemia</p> <ul style="list-style-type: none"> -Dermyelinating neurological lesion in the spinal cord -Infertility <p>Vitamin C - Scurvy</p> <p>Vitamin D -Rickets</p> <ul style="list-style-type: none"> -Osteomalacia <p>Vitamin K -Decreased Prothombin content</p> <ul style="list-style-type: none"> -Prolonged Blood clotting time <p>Vitamin E -Reproductive Failure</p> <ul style="list-style-type: none"> -Haemolysis of R B C - Muscular dystrophy 		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p><u>MINERALS</u></p> <p>Calcium -Decrease rate of growth -Osteoporosis -Tetany</p> <p>Phosphorus-weak bones and teeth</p> <p>Sodium and Chloride- Muscular cramps -Hypertension</p> <p>Potassium-Muscular weakness -Muscular paralysis</p> <p>Magnesium-Depression -Muscular weakness -Vertigo</p> <p>Iron -Iron deficiency Anaemia</p> <p>Iodine -Goiter</p> <p>Fluoride -Dental fluorosis -Skeleton fluorosis</p>		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>-Dental caries</p> <p>Other trace elements</p> <p>Zinc - Skin disorder</p> <p>-Growth Retardation</p> <p>-Alopecia</p> <p>Copper -Neutropenia</p> <p>Manganese -Blurred speech</p> <p>-Tremors of hands</p> <p>-Skeletal abnormality</p> <p>Cobalt -Goiter</p> <p>-Polycythemia</p> <p>Chromium -Disturbance in glucose, fat, Protein metabolism.</p>		
3.	30 min	To explain each disease caused by imbalance nutrition.	<p><u>CARBOHYDRATE</u></p> <p>✓ .Weakness- low energy level, feeling tired</p> <p>✓ .Weight loss-less weight as compare to age</p>	T:- discussing with students with use of PPT/ black	What are the diseases caused by imbalance

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> ✓ .Hypoglycemia-Blood glucose level less than normal value. ✓ .obesity- extra weight gain ✓ .Hyperglycemia-Blood glucose level more than normal value. <p><u>PROTEIN</u></p> <ul style="list-style-type: none"> • .Weight loss- less weight as compare to age • .Reduced subcutaneous fat-loss of subcutaneous fat • .Oedema- Abnormal fluid retention in the body • .Delay wound Healing- takes more time to heal wound • .General lethargy-a state of tiredness • .Cirrhosis of Liver- Chronic liver damage leading to liver failure. <p><u>In children –</u></p> <ul style="list-style-type: none"> • PEM-Protein Energy Malnutrition • .Kwshiorokor-sever form of malnutrition, caused by a 	<p>board</p> <p>S:- listening and takes down notes</p>	<p>nutrition?</p>

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>deficiency in dietary protein with generalized oedema</p> <ul style="list-style-type: none"> • .Marasmus-sever form of malnutrition that consist of the chronic wasting away of fat, muscles in the body <p><u>In pregnancy-</u></p> <ul style="list-style-type: none"> - Premature Delivery-Delivery of baby before 37 weeks of gestation - LBW-baby weight below 2.5 kg <p><u>FAT</u></p> <ul style="list-style-type: none"> - .weight loss-person loosing body weight abnormally - .Loss of subcutaneous Fat-Loosing underlying skin fat abnormally. - .Obesity-Abnormal weight gain. - .Coronary Heart Disease-heart disease due to fat(plaque) builds up inside the coronary arteries <p><u>Micro nutrient</u></p> <p>VITAMIN A</p>		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> ✓ .Night blindness-inability to see in night ✓ .Conjunctival Xerosis- dryness of conjuciva ✓ Bitot Spot-White or yellowish spot on sclera or eye ball <p>VITAMIN B1</p> <ul style="list-style-type: none"> - .Dry Beri beri-Tingling and numbness of leg, loss of appetite - .Wet Beri beri-Oedema in legs - .Infantile beri beri- It affects infant <p>VITAMIN B2</p> <ul style="list-style-type: none"> - .Angular stomatitis-Inflamation of the mucosa of the mouth - Cheilosis-craking of the lips - Glossitis- soreness of the tongue <p>VITAMINB3-</p> <ul style="list-style-type: none"> - .Pellagra-Disorder- diarrhea, Dermatitis, dementia <p>VITAMIN B6</p>		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> - .Pheripheral neuritis-Disease affecting nerves of the peripheral organ <p>VITAMIN B9</p> <ul style="list-style-type: none"> - .Megloblastic anemia-A type of Anemia - .Glossitis- inflammation of tongue <p>.Chelosis</p> <ul style="list-style-type: none"> - .Gastro intestinal disturbance - .Infertility-Inability to reproduce <p>VITAMIN B12</p> <ul style="list-style-type: none"> - .Megaloblastic Anemia - .Demyelinating neurological lesion in the spinal cord - .Infertility <p>VITAMIN C</p> <ul style="list-style-type: none"> - Scurvy- Bleeding gums <p>VITAMIN D</p> <ul style="list-style-type: none"> - .Rickets-Deformity or curved legs - .Osteomalasia- Softening of the bones 		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>VITAMIN K</p> <ul style="list-style-type: none"> - .Decreased prothombin contents - .prolonged blood clotting time <p>VITAMIN E</p> <ul style="list-style-type: none"> - .Reproductive failure - .Haemolysis of RBC- Breakdown of RBC - Muscular Dystrophy- is a group of the muscle disease that weaken the musculoskeletal system <p><u>MINERALS</u></p> <p>Calcium</p> <ul style="list-style-type: none"> - .Decrease rate of growth-un proper physical growth . - osteoporosis- softening of the bone - Tetany:- seizure or involuntary contraction of muscles. <p>Phosphorus-weak bones and teeth</p>		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Sodium and Chloride- Muscular cramps</p> <ul style="list-style-type: none"> - Hypertension:- increased blood pressure <p>Potassium</p> <ul style="list-style-type: none"> - -Muscular weakness <ul style="list-style-type: none"> ▪ -Muscular paralysis <p>Magnesium-Depression</p> <ul style="list-style-type: none"> -Muscular weakness -Vertigo <p>Iron -Iron deficiency Anaemia</p> <p>Iodine -Goiter (enlargement of thyroid gland)</p> <p>Fluoride</p> <ul style="list-style-type: none"> -Dental flurosis:- white or yellow patches on teeth -Skelton flurosis:- disease of bone and tendons -Dental caries:- dental problem which include cavity formation 		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p><u>OTHER TRACE ELEMENTS</u></p> <p>Zinc - Skin disorder -Growth Retardation -Alopecia: hair loss</p> <p>Copper -Neutropenia</p> <p>Manganese -Blurred speech -Tremors of hands -Skeletal abnormality</p> <p>Cobalt - Goiter -Polycythemia:- increased blood cells</p> <p>Chromium -Disturbance in glucose, fat and Protein metabolism.</p>		

Summary and evaluation: - 10 min

In this chapter we have discussed about the disease and disorders caused by imbalance nutrients. Each and every nutrient is very essential for our body. Whether it is macronutrients e.g. protein, CHO, or fat etc. or micro nutrient e.g. vitamins and minerals. Lack and excess of any one nutrient may leads to imbalance which may leads to various disorder and diseases.

Assignment:-

Write an assignment on disorder and diseases caused by deficiencies of various vitamins.

Evaluation:-

- List out the disorders and diseases caused by imbalance of various macro and micro nutrients?

Bibliography:-

1. Indrani T.K. “ Nursing Manual Of Nutrition and Therapeutic diet” Jaypee Brothers Publisher, 1st edition 2001 (reprint-2012), p.n. 22-95

LESSON PLAN

- Subject** : Community Health Nursing
- Unit** : III
- Topic** : **Food allergy & food intolerance**
- Group** : G.N.M 1st year student
- Place** : CLASS ROOM
- Date and time :
- Teaching method : Lecture cum discussion
- A.V aids : Black board, charts and power point
- Student's prerequisites : The students should be able to know about food allergy and food intolerance, diet modification and metabolic disorders.
- General objectives : At the end of teaching students will be able to understand and know about the difference between food allergy and food intolerance and also will be able to apply this knowledge in Clinical and Community practices with day to day life.

Specific objectives : At the end of teaching students will be able to -

1. Define the food allergy and food intolerance.
2. describe the causes of food allergy
3. enlist the types of food allergy
4. discuss differentiate between food allergy and food intolerance
5. describe diagnosis of food allergy
6. explain treatment of food allergy and diet modification
7. enlist the inborn errors of metabolism
8. discuss prevention of food allergy

Introduction:-


Food allergy is very common problem, especially among children under five. There may be various type allergy like allergy to milk egg etc. The food intolerance is little different from the food allergy. Food allergy is due to immune response that is allergic reaction while food intolerance is due to certain enzyme deficiencies, also includes inborn errors of metabolism which is also known as inherited metabolic disorder.

S.no	Duration	Specific objective	Contents	Teaching – learning activity	Evaluation
1	5min	Define the food allergy and food intolerance.	<p>Food allergy is an abnormal immune response to food. It is abnormal tissue reaction occurs in individual after consuming a particular food. it can be life threatening condition.</p> <p>FOOD INTOLERANCE---It is due to enzyme deficiency, certain food substances are not properly digesting.</p>	T:- explain and discuss on ppt and black board with students S:- Student listen attentively and taking notes	What do you mean by food allergy& food intolerance ?
2	8 min	To describe causes of food allergy.	<p>Causes</p> <p>One of the most common food allergies is a sensitivity to</p> <ul style="list-style-type: none"> ✓ Peanuts, Member of the <u>Bean</u> family. ✓ <u>Tree nuts</u>-- cashews, Brazil nuts, hazelnuts, <u>pine nuts</u>, <u>coconuts</u>, and walnuts ✓ <u>Seeds</u>-- including <u>sesame seeds</u> ✓ Poppy seeds--contain oils where protein is present, ✓ Egg allergies affect about one in fifty children. ✓ Milk, from cows, goats or sheep, ✓ Dairy products such as cheese. ✓ Allergenic proteins include soy, wheat, fish, shellfish, 		Enlist the causes of food allergy?

S.no	Duration	Specific objective	Contents	Teaching – learning activity	Evaluation
3.	3 min	Enlist the types of food allergy.	<ul style="list-style-type: none"> ✓ Vegetables, ✓ <u>Maize</u>, ✓ Spices, ✓ Synthetic and natural colors, ✓ Chemical additives. <p><u>Types of allergy</u></p> <ul style="list-style-type: none"> ❖ Food allergy ❖ Pollen allergy ❖ Skin allergy ❖ Dust allergy ❖ Insect sting allergy ❖ Pet allergy ❖ Drug allergy ❖ Shellfish allergy ❖ Egg allergy ❖ Milk allergy ❖ Tomato allergy ❖ Latex allergy 	<p>T:- explain and discuss on ppt and black board with students</p> <p>S:- Student listen attentively and taking notes</p>	Enlist types of allergy?

S.no	Duration	Specific objective	Contents	Teaching – learning activity	Evaluation												
4.	10 min	Differentiate between food allergy and food intolerance.	<ul style="list-style-type: none"> ❖ Mould allergy ❖ Allergic rhinitis <p>Features associated with food allergy & food intolerance</p> <table border="1"> <thead> <tr> <th>FEATURES</th> <th>FOOD ALLERGY</th> <th>FOOD INTOLERANCE</th> </tr> </thead> <tbody> <tr> <td>ONSET</td> <td>Soon after eating the culprit food</td> <td>Appear later</td> </tr> <tr> <td>AMOUNT OF FOOD RESPONSE</td> <td>Small amount of food Immune response(allergen is protein)</td> <td>Small amount of food have no adverse reaction Enzyme deficiency(certain chemical food)</td> </tr> <tr> <td>LIFE THREATENING</td> <td>Food allergy is life threatening (anaphylaxis)</td> <td>Adverse reaction unpleasant but rarely life threatening</td> </tr> </tbody> </table>	FEATURES	FOOD ALLERGY	FOOD INTOLERANCE	ONSET	Soon after eating the culprit food	Appear later	AMOUNT OF FOOD RESPONSE	Small amount of food Immune response(allergen is protein)	Small amount of food have no adverse reaction Enzyme deficiency(certain chemical food)	LIFE THREATENING	Food allergy is life threatening (anaphylaxis)	Adverse reaction unpleasant but rarely life threatening	T:- explain and discuss on ppt and black board with students S:- Student listen attentively and taking notes	What are the Difference between food allergy and food intolerance ?
FEATURES	FOOD ALLERGY	FOOD INTOLERANCE															
ONSET	Soon after eating the culprit food	Appear later															
AMOUNT OF FOOD RESPONSE	Small amount of food Immune response(allergen is protein)	Small amount of food have no adverse reaction Enzyme deficiency(certain chemical food)															
LIFE THREATENING	Food allergy is life threatening (anaphylaxis)	Adverse reaction unpleasant but rarely life threatening															

S.no	Duration	Specific objective	Contents			Teaching – learning activity	Evaluation
5.	8 min	Describe diagnosis of food allergy.	SYMPTOM(according to AAAAI-(american academy of allergy and asthma and immunology)	Skin – hives, itchiness, swelling GI- vomiting and diarrhea Respiratory – abnormal	Intestinal gas, abdominal pain, and diarrhea (Core symptoms)		
			COMMON FOOD	Egg, fish, peanuts, milk, nuts from tree, walnut, almond, hazel nut, shellfish, wheat	Beans, cabbage, citrus fruit, grains, milk and processed meal		
			HOW COMMON	7% of children (1 in 20 kids below 5 years of age)	1 in 25 adults		
			<u>Diagnosis</u> <ul style="list-style-type: none"> ➤ Medical History ➤ Skin test--- Skin testing on the arm is a common way for detecting an allergy. Water extract of suspected food is applied to the skin in following way. <ul style="list-style-type: none"> ● The Scratch test 				

S.no	Duration	Specific objective	Contents	Teaching – learning activity	Evaluation
			<ul style="list-style-type: none"> The patch test  <p>Patch test - blood tests for food-specific IgE antibodies, or -oral food challenge.</p> <p><u>Differential diagnosis</u></p> <ul style="list-style-type: none"> <u>Lactose intolerance</u>; This is due to an enzyme deficiency (lactase) <u>Celiac disease</u>; this is an autoimmune disorder triggered by gluten proteins such as <u>gliadin</u> (present in <u>wheat</u>, rye and barley) <u>C1 esterase inhibitor deficiency</u> (hereditary angioedema) <u>rare disease</u>. <p><u>Treatment of allergy</u></p> <p>I. Drug—1. antiallergic drug such as Antihistamines</p>	<p>T:- explain and discuss on ppt and black board with students S:- Student listen attentively and taking notes</p>	<p>How to diagnose a case of food allergy?</p>

S.no	Duration	Specific objective	Contents	Teaching – learning activity	Evaluation
6.	15 min	Explain treatment of food allergy and diet modification	<p>& cortisone.</p> <p>II. Diet --1.synthetic diets. 2. Elimination diets.3. Restricted diets.</p> <p><u>Diet modification – gluten free</u> Dextrin made from wheat. Flavorings are usually gluten free. Modified food starch is gluten free. Oats are considered safe on the gluten-free diet Beer is gluten-free when made from gluten-free grains. <u>Beer made from barley and processed to remove gluten</u> is not considered to be gluten free. <u>Prescription and over-the-counter drugs</u> can contain gluten, although most are gluten free. Processed cheese (spray cheese, for example) may contain gluten. Real cheese is gluten free. Soy sauce is usually fermented from wheat. Only soy sauce made without wheat is gluten free. Look for soy sauce with a gluten-free label Caramel color is almost always made from corn is gluten free. Hydrolyzed vegetable protein is a phrase that under federal regulation should not be used on a food label. Food processors have to identify the “vegetable.” So you might read “hydrolyzed wheat protein,” which would not be gluten free,</p>	<p>T:- explain and discuss on ppt and black board with students S:- Student listen attentively and taking</p>	Describe the diet of gluten and

S.no	Duration	Specific objective	Contents	Teaching – learning activity	Evaluation
			<p>or “hydrolyzed soy protein,” which is gluten free.</p> <p>The following foods:</p> <ul style="list-style-type: none"> • Milk, butter, margarine, real cheese, plain <u>yogurt</u>, most <u>ice cream</u> without gluten-containing. • Vegetable oils, including canola. • Plain fruits, vegetables (fresh, frozen and canned), meat. Seafood, <u>potatoes</u>, <u>eggs</u>, <u>nuts</u>, <u>nut butters</u>, <u>beans and legumes</u>. • <u>Distilled vinegar</u> is gluten free. • Distilled alcoholic beverages are gluten free. • Mono and diglycerides are fats and are gluten free. • <u>Spices</u> are gluten free. 	notes	lactose free diet?

S.no	Duration	Specific objective	Contents	Teaching – learning activity	Evaluation												
			<p style="text-align: center;">LACTOSE FREE DIET</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">Food allowed</th> <th style="width: 35%;">Food to avoid</th> </tr> </thead> <tbody> <tr> <td>Beverages</td> <td>Non-dairy milk substitutes; Lactaid milk; soy milk, rice drink; carbonated drinks; fruit juices/drinks; lemonade;</td> <td>Whole, low fat, nonfat milk; half & half, cream; powdered, condensed, evaporated, goat, chocolate milk;</td> </tr> <tr> <td>Breads/Starch</td> <td>French bread, graham crackers, saltines, oatmeal, rice cereals, cream of wheat; plain potatoes, rice, pasta</td> <td>Most bread, crackers, and cereal; muffin, biscuit, waffle, pancake, and cake mixes; macaroni and cheese, or au gratin potatoes</td> </tr> <tr> <td>Protein Foods</td> <td>Plain meat, poultry, or fish; Kosher hot dogs ,meat, eggs; natural peanut butter</td> <td>Creamed meats, poultry, and fish; cheese, cheese</td> </tr> </tbody> </table>		Food allowed	Food to avoid	Beverages	Non-dairy milk substitutes; Lactaid milk; soy milk, rice drink; carbonated drinks; fruit juices/drinks; lemonade;	Whole, low fat, nonfat milk; half & half, cream; powdered, condensed, evaporated, goat, chocolate milk;	Breads/Starch	French bread, graham crackers, saltines, oatmeal, rice cereals, cream of wheat; plain potatoes, rice, pasta	Most bread, crackers, and cereal; muffin, biscuit, waffle, pancake, and cake mixes; macaroni and cheese, or au gratin potatoes	Protein Foods	Plain meat, poultry, or fish; Kosher hot dogs ,meat, eggs; natural peanut butter	Creamed meats, poultry, and fish; cheese, cheese		
	Food allowed	Food to avoid															
Beverages	Non-dairy milk substitutes; Lactaid milk; soy milk, rice drink; carbonated drinks; fruit juices/drinks; lemonade;	Whole, low fat, nonfat milk; half & half, cream; powdered, condensed, evaporated, goat, chocolate milk;															
Breads/Starch	French bread, graham crackers, saltines, oatmeal, rice cereals, cream of wheat; plain potatoes, rice, pasta	Most bread, crackers, and cereal; muffin, biscuit, waffle, pancake, and cake mixes; macaroni and cheese, or au gratin potatoes															
Protein Foods	Plain meat, poultry, or fish; Kosher hot dogs ,meat, eggs; natural peanut butter	Creamed meats, poultry, and fish; cheese, cheese															

S.no	Duration	Specific objective	Contents			Teaching – learning activity	Evaluation
				Food allowed	Food to avoid		
			Protein Foods contd..		spreads, c omelets, quiche, peanut butter with added milk solids		
			Vegetables/Fruits	Fruit and vegetables prepared without milk	Creamed, breaded, or buttered vegetables		
			Fats	Non-dairy creamers and whipped topping	Butter, margarine, salad dressings and sauces containing milk; cream; sour cream; cream cheese		
			Desserts	Non-dairy frozen sorbet; food cake;	Ice cream, ice milk;		

S.no	Duration	Specific objective	Contents			Teaching – learning activity	Evaluation
				custard and pudding made with water or milk substitute	yogurt; chocolate; cakes, pies, custards and puddings made with milk		
			Sweets	Molasses, syrup	Toffee, butterscotch, caramel; artificial sweeteners		
			Baby Foods	Plain vegetables, fruit; combination dinners that do not contain milk products	Custards; creamed spinach or corn		
			Inborn errors of metabolism :(Inherited Metabolic Disorders)				
			Types of Inherited Metabolic Disorders				

S.no	Duration	Specific objective	Contents	Teaching – learning activity	Evaluation
7.	5 min	Enlist the inborn errors of metabolism	<p>Lysosomal storage disorders : Various enzyme deficiencies inside lysosomes can result in buildup of toxic substances, causing metabolic disorders including:</p> <ul style="list-style-type: none"> • Hurler syndrome (abnormal bone structure and developmental delay) • Niemann-Pick disease (babies develop liver enlargement, difficulty feeding, and nerve damage) • Gaucher disease (bone pain, enlarged liver, and low platelet counts, often mild, in children or adults) • Fabry disease (pain in the extremities in childhood, with kidney and heart disease and strokes in adulthood; only males are affected) • Krabbe disease (progressive nerve damage, developmental delay in young children) <p>Galactosemia: Impaired breakdown of the sugar galactose leads to jaundice, vomiting, and liver enlargement.</p> <p>Maple syrup urine disease: Deficiency of an enzyme called BCKD cause Nerve damage results, and the urine smells like</p>	<p>T:- explain and discuss on ppt and black board with students S:- Student listen attentively</p>	Enlist the inborn errors of metabolism

S.no	Duration	Specific objective	Contents	Teaching – learning activity	Evaluation
			<p>syrup.</p> <p>Phenylketonuria (PKU): Deficiency of the enzyme PAH results Mental retardation results if the condition is not recognized.</p> <p>Glycogen storage diseases: Problems with sugar storage lead to low blood sugar levels.</p> <p>Friedreich ataxia: Problems related to a protein called frataxin cause nerve damage and often heart problem.</p> <p>Metal metabolism disorders: Levels of trace metals in the blood are controlled by special proteins. Inherited metabolic disorders can result in protein malfunction and toxic accumulation of metal in the body:</p> <ul style="list-style-type: none"> • Wilson disease (toxic copper levels accumulate in the liver, brain, and other organs) • Hemochromatosis (the intestines absorb excessive iron) 	and taking notes	?

S.no	Duration	Specific objective	Contents	Teaching – learning activity	Evaluation
		Discuss prevention of food allergy	<p>PREVENTION</p> <p>Breastfeeding for more than 4 months prevents atopic dermatitis.</p> <p>Strict diet can be followed.</p> <p>Exposures to allergens through skin contact, inhalation, kissing, participation in sports.</p>		

Summary and evaluation:-

we have discussed about the food allergy and food intolerance and inborn errors of metabolism. We have discussed various causes, types of food allergy and diet modification. Especially encompassed on the gluten and lactose allergy, which are more commonly found in any community.

Assignment:-

1. Define the food allergy and food intolerance and Differentiate between food allergy and food intolerance?

Evaluation:-

- Define the food allergy and food intolerance?
- Differentiate between food allergy and food intolerance?
- Explain the gluten and lactose free diet?

Bibliography:-

1. PARK K, "Parks's Text book of preventive and social medicine, M/s banarasidas bhanot, Jabalpur, 22 edition, p.n. 610-12
2. Agrawal P., Gupta V. "Community health Nursing -1, Jain publication, Jaipur, 4th edition, 2015 p.n. 529-32
3. Indrani T.K. "Nursing Manual of nutrition and Therapeutic diet" Jaypee brothers, New Delhi, p.n. 236-39
4. Swarnkar K, Community Health nursing, NR brithers, indore, 2nd edition, 2013 p.n 296-98

LESSON PLAN

Subject : Community Health Nursing
Unit : IV
Topic : **Principles of cooking, methods of cooking**
Group : G.N.M 1st year
Place : CLASS ROOM
Date and time :
Teaching method : Lecture cum demonstration
A.V aids : Black board, charts and power point

Student's prerequisites: The students should be able to identify all the utensil and nutritive value of different food stuff that are needed in preparation and cooking food.

General objectives: At the end of teaching students will be able to know about the principles and methods of cooking and apply in their clinical practices.

Specific objectives: At the end of teaching students will be able to

1. Describe the various principles used in cooking.
2. Describe about various cooking method.

Review of Previous Class : Students have enough knowledge about normal dietary requirement.

Introduction:

Food is our basic need for health. We should take food every day. It is necessary to follow appropriate manner about cooking and principles. Today we will discuss various principles and cooking methods.

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
1	25 min	1. Describe the various principles used in cooking.	<p><u>Cooking principles:-</u></p> <p>1. <i>Embrace the new variety.</i></p> <p>Eating many different foods is the best way to enjoy a healthy diet. The global pantry and the local farmers’ market are open, expanding, and inspiring. Supermarkets and food companies are slowly wising up to our appetite for authentic flavors.</p> <p>2. <i>Cook more often.</i></p> <p>All the talk about Americans being too busy to cook obscures a truth about millions of them. Our readers report that cooking is a stress-reliever, a bit of “me time” in a frantic world. Every meal cooked is a bit of control regained. Like any habit, cooking begets more of itself.</p>	Teacher Described the various principles used in cooking by lecturer cum discussion method and by the help of power point presentation. Student listen attentively and taking notes.	Describe various principles used in cooking?

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>3. Eat more whole foods.</p> <p>The fewer foods in your kitchen that come with long lists of processed ingredients, the better. Whole foods—including whole grains in their many baked and uncooked forms—contain the widest array of nutrients and fiber. This is not a ban on packaged foods but a judicious pruning of those that offer the false convenience of excessive processing.</p> <p>4. Favor the healthy fats.</p> <p>Generally that means more plant oils, more servings of certain oily fish, and less saturated fat from meat and dairy. The good news is that the percentage of fat in your diet is less significant than the source of those fats.</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>5. <i>Eat less meat, more plants.</i></p> <p>Push vegetables, fruits, and whole grains to the center of your plate, and push meat—beautifully cooked and flavored meat, mind you—to the side, in smaller quantities. Our recipes provide clear guidance on portions.</p> <p>6. <i>Cook seasonally and, when possible, locally.</i></p> <p>This means enjoying the natural peak of peas and asparagus in spring, tomatoes in summer, apples in fall, root vegetables in winter— and taking advantage of imported foods that actually hold their flavor, like citrus. Out of season, visit the frozen-foods aisle for many vegetables, such as peas and corn that retain not only their nutrients but also much of their sweet nature.</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p><i>Learn new cooking techniques.</i></p> <p>Kitchen proficiency is its own joy, but it's essential for the daily cook. Confidence comes with practice. Attention to method will break old habits. There are technique and shortcut tips in <i>The New Way to Cook Light</i> cook book and at</p> <p>8. Buy the best ingredients you can afford.</p> <p>Not necessarily the most expensive ingredients, but the best and most flavorful. Shopping in most cities is a great adventure. Find that perfect olive oil, that most intense aged cheddar.</p>		

S.no.	Durat ion	Specific objectives	Content	Teaching learning activity	Evaluation
			<p><i>9. Cook and eat mindfully and responsibly.</i></p> <p>Healthy eating is about savoring every bite, being mindful of where food comes from, preparing it with care, and then sharing it joyfully with friends and family. It’s hard not to feel reverence for a farmer’s perfect tomato or a baker’s perfect boule, and then pleasure sharing it with people who also care.</p>		
2.	25min	1. Describe about various cooking method.	<p><u>VARIOUS COOKING METHODS:-</u></p> <p>In cooking, there are some basic methods of cooking that are used. These commonly used basic cooking methods are divided into two general groups. The groups are: Dry heat cookery methods and Moist heat cookery methods. The methods of</p>	Teacher Describe about various cooking method used in cooking by lecturer cum	Describe about various cooking method used in cooking?

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>cooking are divided into these two groups because of the way food is cooked and the type of heat that is used. Let us have a look at the Dry Heat cookery methods.</p> <p><u>1. DRY HEAT COOKERY METHODS:-</u></p> <p>In dry heat cooking methods, the food being cooked does not use water to cook the food. The food is left dry and heat is applied to cook the food. Such methods of cooking are: baking, steaming, grilling, and roasting.</p> <p>When heat is applied to the food, the food cooks in its own juice or the water added to the food during its preparation evaporates during the heating process and this cooks the food. Heat is applied directly to the food by way of convection thus making the food to</p>	<p>discussion method and by the help of power point presentation. Student listen attentively and taking notes.</p>	

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>get cooked. The action or movement of air around the food cooks it. Let us now have a look at each of these cooking methods.</p> <p>2. <u>BAKING:-</u></p> <p>In baking method of cooking, the food is cooked using convection heating. The food is put into an enclosed area where heat is then applied and the movement of heat within the confined space, acts on the food that make it get cooked.</p> <p>3. <u>STEAMING:-</u></p> <p>To steam food, water is added to a pot and then a stand is placed inside the pot. The</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>water level should be under the stand and not above it. There is no contact between the food and the water that is added to the pot. Food is then placed on the stand and heat is applied. The hot steam rising from the boiling water acts on the food and the food gets cooked. It is the hot steam that cooks the food, as there is no contact between the food and the water inside the pot. This method of cooking for vegetables is very good as the food does not lose its flavour and much of the nutrients are not lost during the cooking</p> <p>4. <u>GRILLING:-</u></p> <p>There are two methods of grilling that are used these days. One type of grilling is the one that is commonly used by the people in</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>the village. This is when food is cooked over hot charcoal on an open fire. The food is placed on top of the burning charcoal. Sometimes people improvise by using wire mesh and place it over the open fire to grill fish or vegetables. The other method is using grills that are inbuilt in stoves. In this method, the griller, which has a tray, is heated up and the food is placed on the grill tray to cook. The heat can be gas-generated or electric-generated depending on the type of stove used. The food is again left to cook on the grill with the doors of the grill open. People who can afford to buy a stove would use the grilling part to grill their food. What happens in this type of cooking is the heat seals the outside part of the food and the juice</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>inside the food cooks it. The flavour of the food is not lost and much of the nutrients are not lost either. Food is frequently turned over to prevent it from burning and to ensure that equal heating and cooking time is applied to both sides of the food. By doing this, the food is cooked evenly and thoroughly.</p> <p>5. <u>ROASTING:-</u></p> <p>With roasting, direct heat is applied to the food. The heat seals the outside part of the food and the juice inside the food cooks the food. Roasting is mainly used when cooking fleshy food like fish, meat or chicken. When heat is applied to the outer covering of the food, it seals it up thereby trapping all the juices inside the food. The action of direct</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>heating, heats up the juices inside the food, which then cooks the food. Again there is very little nutrient lost and the flavor is not spoiled. Food is frequently rotated over the spit so that there is even heating applied to all parts of the food. This is so that heat is applied evenly to the food to make it get cooked properly.</p> <p>6. <u>MOIST HEAT COOKERY METHODS:-</u></p> <p>In moist heat cookery methods, liquid is used as a medium to cook the food. Such medium could be water, coconut cream or oil. These liquids are added to the food before heat is applied to it or sometimes heat is applied to the liquid before the food is added into the cooking utensils to be cooked.</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>The moist heat cookery methods include: boiling, stewing, shallow frying, deep frying, barbequing and basting. All these moist heat cooking methods use liquid to cook the food in.</p> <p>7. <u>BOILING:-</u></p> <p>This is the most common method of cooking and is also the simplest. With this method of cooking, enough water is added to food and it is then cooked over the fire. The action of the heated water makes the food to get cooked. The liquid is usually thrown away after the food is cooked. In the case of cooking rice, all the water is absorbed by the rice grains to make it get cooked. During the heating process, the nutrients can get lost or</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>destroyed and the flavor can be reduced with this method of cooking. If you over cooked cabbage, all the nutrients can get lost.</p> <p>8. <u>STEWING:-</u></p> <p>In the process of cooking using the stewing method, food is cooked using a lot of liquid. Different kinds of vegetables are chopped, diced or cubed and added to the pot. Sometimes pieces of selected meat, fish or chicken is also chopped and added to the stew. The liquid is slightly thickened and stewed food is served in that manner. This method is also used when preparing fruits that are going to be served as desserts. With this cooking method, every food is cooked together at the same time in one pot. The</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>flavor, colors, shapes and textures of the different vegetables that are used, makes stewing a handy method of cooking. The only disadvantage is that some of the vegetables might be overcooked and thus the nutrient content becomes much less. It is therefore important that the vegetables that take the longest to cook to be put into the pot first and the ones that need least cooking to be put in last. In this way much of the nutrient contents of the food do not get lost.</p> <p>9. <u>FRYING:-</u></p> <p>When food is fried using oil or solid fat it is important that you observe some rules in handling oil or fat. <i>Simple rules to follow when frying:</i> 1. Make sure there is enough oil</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>or fat put in the frying pan or a deep frying pan. 2. The food to be cooked must not have water dripping from it. This is because when water comes into contact with hot oil or fat, you will have the oil sizzling and spitting out of the pan, which could burn your skin if you are not careful. 3. Put the food into the hot oil carefully. Try not to make a big splash as the oil could burn your skin. 4. The oil of fat should be heated to the right temperature before putting food into the pan to be fried. If the food is put in when the oil or fat is not heated to the right temperature, the food will soak up the oil and you will have food that is all oily or greasy. If the oil or fat is over heated, you will end up with food that is burnt. Sometimes the food especially</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>doughnuts will turn brown on the outside but the dough inside is uncooked. To cook food using the frying method, there are two ways of doing it. There is the shallow frying and the deep frying methods.</p> <p><u>10. SHALLOW FRYING:-</u></p> <p>In shallow frying, food is cooked in a frying pan with a little amount of oil or fat. The oil or fat is heated to the correct amount and the food is put into the heated oil. The food is turned over a few minutes or is stirred around a couple of times before it is cooked and dished out. If patties, potato chips or coated foods are fried, it is best to put a piece of</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>brown paper or paper napkin inside the tray to soak up any oil from the food before serving it.</p> <p><i>11. <u>DEEP FRYING:-</u></i></p> <p>This is when a lot of oil or fat is used in cooking the food. The oil or fat is usually put into a deep pan and is heated to boiling point. Food is then put into the hot boiling oil and is cooked in that way. Such food as fish fingers, potato chips, meat balls, and dough nuts to name a few, is cooked using the deep frying method.</p> <p><i>12. <u>BARBEQUING:-</u></i></p> <p>Barbequing is usually associated with fund</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>raising activities, parties or picnics. It is most suitable to cooking meat cutlets, fish or chicken pieces. The food is usually marinated with spices and tenderizers (for meat cuts) for sometime before it is cooked. With this method of cooking, a sheet of metal with stands is heated up and oil is used to cook the food. A sufficient amount of oil is heated up and food is added. The food is then turned over a couple of times before it is dished out.</p> <p><i>13. <u>BASTING</u></i></p> <p>This method of cooking is usually associated with roasting. The juice or liquid that comes out of the meat being cooked is spooned over the roast frequently while it is being roasted. The outer part of the meat is moistened</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>frequently during the cooking process with the juice that is being spooned over. Usually, the extra juice from the cooked meat is added to a mixture to make the meat sauce.</p>		

Summary and evaluation:- (10 min.)

we discussed about various principles used in cooking. Embrace the new variety, Cook more often, Eat more whole foods, Favor the healthy fats, Eat less meat, more plants, Cook seasonally and, when possible, locally, Learn new cooking techniques, Buy the best ingredients you can afford and Cook and eat mindfully and responsibly.

Assignment :- Describe the principles and methods of cooking?

Evaluation :-

- What are the principles of cooking?
- Enlist the cooking method?

Bibliography:-

1. Figoni, Paula (2010). How Baking Works: Exploring the Fundamentals of Baking Science (3 ed.). Wiley. ISBN 978-0470392676.—a textbook on baking and setting u
2. Baked sausages Retrieved November 02, 2015.
Pfister, Fred. "Pfister Consulting: History of Baking – How Did It All Start? Yes people".

LESSON PLAN

Subject	:	Nutrition
Unit	:	IV
Topic	:	Food Storage and Food Adulteration and Act
Group	:	GNM 1 st year
Place	:	CLASS ROOM
Date & TIME	:	.....
Teaching method	:	Lecture cum demonstration
AV aids	:	Black board & chard, chart, LCD PROJECTOR
Student prerequisite	:	The student may have knowledge about food storage and food adulteration and act.
General objective	:	At the end of class the students will be able to gain knowledge about food storage and food adulteration and act. Students will be able to apply this knowledge in their nursing practices and life.

Specific objectives : At the end of the class students should be able to

1. Define food storage.
2. Enumerate purposes of food storage.
3. Explain various methods of food storage.
4. Define food adulteration.
5. Enlist various food adulteration.
6. Discuss food adulteration act and various standards of food.

Review of the previous class: ask questions regarding food storage and food adulteration and act.

Introduction (5min)

- Ask the students about various type of food storage.
- Ask the students about food adulteration and its act.
- Discuss some usual domestic methods of storage and stories of food adulteration.

S.N.	Duraton	Specific Objective	Content	Teaching Learning Activity	Evaluation
1.	5 min	Define food storage.	<p><u>Food storage:-</u></p> <p>The storage of a food product depends on its chemical composition and the way it has been processed, packaged, and distributed. The storage of any food product depends on a variety of factors such as the type of food, its shelf life, the temperature at which it was stored, its packaging, and how efficient the storage unit is at maintaining the food at its recommended storage temperature. <i>Proper food storage</i> ensures the retention of the nutritional value and functional property of a food product without compromising on its aesthetic value.</p> <p><i>Safe and healthy food</i> is an integral part of healthy living. Practicing improper food storage is detrimental to healthy living.</p> <p>Food storage plays an important role in maintaining the nutritional value of the food and ensuring that it is safe for consumption. <i>Proper food storage</i> practices help to kill bacteria, molds, fungus, stop them from multiplying, and also stops them from spreading. This ensures your food is fresh, clean, and healthy and its nutritional value is duly retained.</p>	<p>T:- explaining the definition</p> <p>S:- observing listening and writing</p>	<p>What do you mean by food storage and preservation ?</p>

S.N.	Duratio ion	Specific Objective	Content	Teaching Learning Activity	Evaluation
2.	10 min	Enumerate purposes of food storage.	<p>Although <i>proper food storage</i> does not improve the quality of food, it prevents the deterioration of food quality. Proper temperature ensures that the food retains its appearance, its aroma, texture, quality, and color. Any <i>food storage practice</i> does change the nutritional value of food, but the change is not significant. Environmental conditions are also major contributing factors in retaining quality</p> <p><u>Storing of food has several main purposes:</u></p> <ul style="list-style-type: none"> • To acquire all types of fruits, vegetables and others edible regardless of season • To export surplus product or to transport it to other parts of the country or to ensure their availability. • To preserve food for future use. • To preserve taste, odour and flavor of food • To preserve the quality and nutritive value of food as far as possible. • To preserve food in travelling. • Storage of harvested and processed plant and animal food products for distribution to consumers • Enabling a better balanced diet throughout the year 	<p>T:- list out the purposes with PPT S:- taking down notes with discussion</p>	List out the various purposes of food storage.

S.N.	Time	Specific Objective	Content	Teaching Learning Activity	Evaluation
3.	15 min	explain various methods of food storage	<ul style="list-style-type: none"> Reducing kitchen waste by preserving unused or uneaten food for later use Preserving pantry food, such as spices or dry ingredients like rice and flour, for eventual use in cooking Preparedness for catastrophes, emergencies and periods of food scarcity or famine Religious reasons (Example: LDS Church leaders instruct church members to store food) Protection from animal or theft <p><u>Methods of food preservation and storage:-</u></p> <ol style="list-style-type: none"> 1. Preservation by cooling 2. Preservation by heat 3. Preservation by dehydration 4. Preservation by chemicals 5. Preservation by irradiation <p>1. PRESERVATION BY COOLING:-</p> <ul style="list-style-type: none"> - Removal of heat and moisture from food saves it from rotting but some food articles gets spoiled by removal of moisture. Hence these substances are kept in cold storage or in cold places to preserve moisture. - This method can be used both on domestic and 	<p>T:- discuss various methods of preservation and storage</p> <p>S:- student listening, asking doubt and writing notes</p>	Which are the methods can be used for preservation and storage of food?

S.N.	Time	Specific Objective	Content	Teaching Learning Activity	Evaluation
			<p>Commercial scale.</p> <ul style="list-style-type: none"> - Domestic:- food wrapped in wet cloth or kept in water or in wet sand in earthen pot or in freeze. - Commercial :- storing in cold storage, chill storage and freezing <p>2. PRESERVATION BY HEAT :-</p> <ul style="list-style-type: none"> - At ordinary room temperature , different organism remain active and grow faster. By cooking or heating food, the organism get destroyed and food becomes safe. - Domestic method:- boiling , cooking, frying etc. - Large scale:- pasteurization , sterilization <p>3. PRESERVATION BY DEHYDRATION:-</p> <ul style="list-style-type: none"> - Moisture may cause decay of food. By removing moisture food can be preserved for a long time. It can be done by drying and called dehydration. - Methods are as followed:- <ul style="list-style-type: none"> a. Natural dehydration :- drying of crops under sun heat b. Dehydration by heat:- by sunlight or heat both in domestic and commercial scale c. Chemical:- milk powder and dry fish . <p>Here vaccum shelf drier, dry air, cabinet drier also can be used.</p>		

S.N.	Time	Specific Objective	Content	Teaching Learning Activity	Evaluation
			<p>4. PRESERVATION BY CHEMICAL:- it is used to preserve and store food. Preservation by addition of sugar , fruit juices and jam</p> <ul style="list-style-type: none"> - Preservation by salt and oil:- pickle - Sauce, pickles, squash chemically preserved by the sodium benzoate, citric acid. <p>5. PRESERVATION BY IRRADIATION:-</p> <ul style="list-style-type: none"> - Use of gamma rays in preservation of wheat, potato and onion on commercial scale. <p>6. SMOKING:- smoke contains phenol helps in preservation</p> <p><u>Domestic methods:-</u></p> <ol style="list-style-type: none"> a. Cold method:- wet cloth, refrigerator, freeze etc. b. Drying :- sunlight used to dry some vegetable like spinach, lady finger, coriander leaves, papad, chips, spices, fruits, fish etc. c. Use of food additives:- <ul style="list-style-type: none"> - saffron, turmeric, cardamom, saccharine, citric acid. 		

S.N.	Time	Specific Objective	Content	Teaching Learning Activity	Evaluation
			<ul style="list-style-type: none"> - Sugar and oil also can be used - Used for pickle, juice, jelly, chutteney etc. <p>d. form changing:- changing the form of food and drink to preserve for some time. Ghee made from milk, butter, condensed milk can be preserved for longer time than milk.</p>		

S.N.	Time	Specific Objective	Content	Teaching Learning Activity	Evaluation
4.	5 min	define food adulteration	<p><u>Food adulteration:-</u></p> <p>Adulteration of food is an age old problem. It consist of a large number of practices example :- mixing, substitution, concealing the quality, putting up decomposed food for sale, misbranding or giving false labels and addition of toxicants .</p> <p>Adulteration results in two disadvantages for the consumer:-</p> <ul style="list-style-type: none"> - He is paying more money for a food stuff of lower quality. - Some forms of adulteration are injurious to health, even resulting death 	<p>T:- discuss meaning of food adulteration</p> <p>S:- student understands and discuss stories of adulteration</p>	<p>What do you mean by food adulteration ?</p>

S.N.	Duratio n	Specific Objective	Content	Teaching Learning Activity	A. V. aids	Evaluation
5.	10 min	discuss food adulteration act and various standards of food.	<p>Prevention of food adulteration act:- 1954</p> <ul style="list-style-type: none"> - Objective is to Ensure pure and wholesome food to the consumes and to protect them from fraudulent and deceptive trade practices - The prevention of food adulteration (PFA) act was amended in 1964, 1976 and 1986 - A minimum imprisonment of 6 months with a minimum fine of 1000 rs. In envisaged under act of cases of proven adulteration, whereas for the cases of adulteration which may render the food injurious to cause death or such harm which may amount to grievous hurt (within the meaning of section 320 of IPC) the punishment go up to life imprisonment and a fine which shall not be less than rupess 5000. - 1986 amendment: - the consumer and the voluntary organization have been empowered under the act to take samples of food. - Rules revised time to time by central committee for 	<p>T: - explain food adulteration act and various standard.</p> <p>S:- listen , discuss and taking down notes</p>	LCD projecto r-PPT	What is the food adulteration act and various food standards?

S.N.	Duration	Specific Objective	Content	Teaching Learning Activity	A. V. aids	Evaluation
			<p>food standard. Any food that does not conform to the minimum standard is said to be adulterated.</p> <ul style="list-style-type: none"> - Central Food laboratories:- Kolkata, Mysore, Ghaziabad, and Pune. - Food adulteration is a social evil. The general public, traders and food inspectors are all responsible for this. The public, because of lack of awareness and their general disinterest. The traders, for their greed for money. The food inspector, to make easy money on adulteration. - Voluntary health agencies and consumer guidance societies can play a vital role. <p><u>Food standard:-</u></p> <ul style="list-style-type: none"> a. Codex alimentarius: - principal organ of joint FAO/WHO food standards. b. PFA standards c. The Agmark standard: - Directorate of marketing and inspection of government of India. d. Bureau of Indian standards:- ISI mark <p>Note: - AGMARK and ISI standards are not mandatory, they</p>			

S.N.	Duration	Specific Objective	Content	Teaching Learning Activity	A. V. aids	Evaluation
			are purely voluntary. The express degrees of excellence above PFA standards.			

Summary:- we have discussed about the various food storage, food adulteration and its act. Both the topic are very important , not only for study purpose but also for daily living or practical aspects at family and community life and also for industries

Assignment:-

Write an assignment on food storage and food adulteration and act.

Evaluation :

Bibliography:-

1. Park K. “Parks text book of preventive and social medicine” M/s Banarasidas Bhanot Publication, 22nd edition,2013, page no.611-12
2. Indrani Tk “ Nursing manual of nutrition and therapeutic diet. Jaypee Brothers, New Delhi 1st edition 2012(reprint) page no.22-127-128
3. Swaminathan M. “handbook of Food and nutrition” the bangalr printing and publishing, 5th edition 2002 p.n.
4. Swarnkar K. “ community health nursing” NR brothers 2nd edition 2007 p.n. 261-263

LESSON PLAN

Subject	:	Community Health Nursing
Unit	:	V
Topic	:	Diet modification
Group	:	G.N.M 1 st year
Place	:	CLASS ROOM
Date and time :-	:	.....
Teaching method	:	Lecture cum demonstration
A.V. aids	:	Black board, charts and power point
Student's prerequisites	:	At the students should be able to identify need of therapeutic diet for patient.
General objectives	:	At the end of teaching students will be able to know and prepare diet according to disease condition of individual/patient.
Specific objectives	:	At the end of teaching students will be able to: <ol style="list-style-type: none">1. Define therapeutic diet.2. Enlist principles of diet modification.3. Enumerate method of diet modification.4. Demonstrate diet therapy.
Review of previous class	:	Students have enough knowledge about normal dietary requirement.

Introduction:-

Ask the students if they know anyone who is following diet modification. Tell a story of two individuals suffering from diabetes mellitus one of them has follow diet therapy and other one not.

S.no.	Durati on	Specific objectives	Content	Teaching learning activity	Evaluation
1	5 min	Define therapeutic die	<p><u>Definition :</u></p> <p>“the modification or alteration in diet can treat or prevent many disease known as therapeutic Diet”.</p> <p>“therapeutic nutrition is concerned with the nutritional modification of the normal diet to meet the requirement of a sick individual”.</p> <p><u>Meaning of modification:</u></p> <p>The actual meaning of diet modification is to change the quantity and quality of nutrients.</p>	<p>T:- explaining with PPT S:-listen attentively and take notes</p>	<p>Define therapeutic diet?</p>
2	10min	Enumerate method of diet modification	<p><u>Methods of diet modification:</u></p> <ol style="list-style-type: none"> 1. Change the form of diet i.e. Liquid diet or soft diet in place of solid diet. 2. Reduce or increase the caloric value of diet. 3. Change the quantity of any nutrient in diet e. G. 	<p>T:- explaining with PPT S:- listen attentively and take notes</p>	<p>Enlist the various methods of diet modifications?</p>

S.no.	Durati on	Specific objectives	Content	Teaching learning activity	Evaluation
3	10 min	Enlist principles of diet modification	<ul style="list-style-type: none"> - High fibred or low fibred diet. - Low or salt restricted diet. - Diet containing excess or less carbohydrate. - Diet containing excess or less fat. - Diet containing excess or less protein. <p>4. Increase or decrease meal size.</p> <p>5. Increase or decrease the number or frequencies of diets.</p> <p>6. Change the flavor and odor of diet.</p> <p>7. Increase interval between diets.</p> <p>8. change the route (e. G. Tube feeding)</p> <p><u>Principles of diet modification.</u></p> <p>1it is necessary to keep in the mind the nutritional requirements of each patient while modifying the diet.</p> <p>2normal diet cannot be called modified diet. Modified diet is that diet, which is different from normal diet.</p> <p>3. In the process of modification, changes can be one or more .these changes may be temporary or lifelong.</p>	<p>T:- explaining with PPT</p> <p>S:- listen attentively and take notes</p>	Enumerate the principles of diet modification?

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
4	35 min	Demonstrate diet therapy	<p>4 diet modification should be based on facts and findings and should be rational.</p> <p>5. In chronic disease, diet modification is permanent.</p> <p>6. The patient should be told about the objectives and the usefulness of diet modification.</p> <p>7. Disease and drugs affect body functions hence, diet modification should be done accordingly.</p> <p>8 diet modification refers to changed diet behavior of the patient.</p> <p><u>Diet modification in relation to medical and surgical condition of the individual such as:</u></p> <p>P.E.M.:</p> <ul style="list-style-type: none"> - Dietary principle: a high calorie, high protein, high fat diet with liberal vitamin intake is best. <p>DIABETES</p>	<p>T:- explaining with PPT</p> <p>S:- listen attentively and take notes</p>	<p>Demonstrate the diet therapy?</p>

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> - Dietary principle: - high polysaccharides, moderate protein, vitamin, mineral, low fat and high fibred diet is given. <p>C.V.D.</p> <ul style="list-style-type: none"> -dietary management in atherosclerosis. <p>Principle of diet.</p> <ul style="list-style-type: none"> - the main principle of the diet is low calories, low saturated fat, low cholesterol, moderate carbohydrates, protein and high fibred. <p>HEPATITIS OR JAUNDICE:</p> <ul style="list-style-type: none"> -dietary management:- <p>Modification in the treatment of liver disease plays a major role depending upon the extent of damage. Normal feeding is difficult in initial stage. The main objective is to avoid further injury to liver and to provide nutrients for the regeneration of liver tissue. Generally a high protein, high carbohydrate and</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>moderate fat diet are recommended.</p> <p>HEPATIC CIRRHOSIS:</p> <p>-Principle Of The Diet :</p> <p>High protein, high carbohydrate, moderate or restricted fat (depending on the severity) high calorie diet are preferred, sodium, has to be restricted in case of the presence of ascites.</p> <p>NEPHRITIS :</p> <p>- Dietary management :</p> <p>The calorie intake should be within the range of 1500 to 1800kilocalory/day. The intake of protein is reduced to a minimum by excluding high protein foods specially milk and milk products and non vegetarian food. The use of pulses should be reduced. If the individual passing 500 to 700 ml urine then 0.5 gm protein /kg body weight is allowed .with free flow of urine the daily</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>intake can be gradually increased to the usual intake. Prolonged restriction of protein could lead to anemia. As the end product of fat metabolism does not depend on kidney for the excretion they can be used in moderate amount. Carbohydrates act as the main source of energy for the patient.</p> <p>In nephritis kidney cannot regulate the sodium and potassium level so the electrolyte balance is disturbed there by restricting the intake of sodium and potassium. Sodium is restricted as long as edema persists. As edema reduced common salt can be gradually use. Potassium is restricted when there is reduced flow of urine. Fresh fruit and fruit juice and vegetable soups should be avoided.</p> <ul style="list-style-type: none"> - fluid should be given keeping in mind the output. The daily fluid intake and output chart should be maintained. - the main principle of the diet is low protein, 		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>moderate carbohydrates; low sodium with reduced fluid should be avoided.</p> <p>DIET IN OVER WEIGHT:</p> <p>-principle: low calorie, normal protein, vitamin and mineral (except sodium) restrict carbohydrates, restrict fat , liberal fluid and high fibred diet are given</p> <p>GASTROINTESTINAL DISEASE:</p> <p>1. Peptic ulcer:</p> <p>- dietary management: The diet is the most important factor in the treatment of peptic ulcer. Some important factor are:</p> <ul style="list-style-type: none"> -1.The quantity of food given should small. -2.Friquent interval of feeding. -3.Avoid acidic food which could be gastric stimulant. -4.nutralization of the acid secretion. 		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>-5.avoid food rich in fiber as fiber could irritate the GASTRIC MUCOSA.</p> <p>- Principle:</p> <p>The calorie intake should be adequate according to the age, sex and occupation.</p> <p>-Fat moderate amount.</p> <p>-High protein diet (exceed 50%).</p> <p>-spices and condiments:</p> <p>A no. of spices and herbs and other condiments have had a little or no.</p> <p>-food to be include:</p> <p>Dairy products like milk, cream, mild cheese, boiled egg, fish and milled rice.</p> <p>- Food to be avoided:</p> <p>Alcohol strong tea, coffee, carbonated beverages, soups, spices, condiments, heavy sweets, raw vegetables, like cucumber, radish, onion and tobaccos.</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>REST:- Rest and relaxation are next to diet therapy</p> <p>DIET IN FEVER:- Principles:-</p> <ul style="list-style-type: none"> - High calorie - Easily digestible carbohydrates - High protein (exceed 50%) - Fat restriction - high vitamins and minerals - decrease liquid diet :- water 3-4 litre <p>DIET IN GOUT Gout is a metabolic disorder. In which purine metabolism is disturbed. So that uric acid level is increased in blood. Diet modification:</p> <ul style="list-style-type: none"> - Low purine diet is given to the patient 		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>DIET IN CHOLECYSTITIS.</p> <ul style="list-style-type: none"> - Inflammation of gall bladder is non as cholecystitis . - Principle of diet. - Low calorie, enough carbohydrate, 50 – 60gm /day protein, low fat diet is given to the pt. <p>DIET IN URINARY CALCULI:</p> <p>In prevention of urinary calculi the diet should be low in oxalic acid, purine, and calcium and phosphate constant.</p> <p>Food to be avoided:</p> <ul style="list-style-type: none"> -1.calcium rich food:-e.g. Milk and milk products, small fishes and leafy vegetables. -2.phosphate rich foods:-e.g. Whole cereals, legumes, nuts and oil seeds, meat, fish, egg, cheese and organ meat. -3.oxalate rich foods: - e.g. Green leafy vegetables, 		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>chocolate and coffee, cashew nuts, beetroot and vitamin-C rich foods.</p> <p>-4.Purine rich diet:-e.g. Meat, fish, organ meat(kidney, liver, brain etc.).</p>		

Summary and evaluation:- (10 min.)

we have discussed about the diet modification. In which the major aspects we have discussed are definitions of therapeutic diet, meaning of modification, methods and principles of diet modifications etc. being in nursing profession this topic of nutrition subject is very essential. It is helpful in clinical practices and also prevention and promotion of various diseases in community.

Evaluation:-

- What do you mean by diet modification?
- Describe diet modification in diabetes, peptic ulcer, CVD and PEM

Assignment: - write an assignment on diet modification in various disease with examples.

Bibliography:-

1. Indrani T.K. “ Nursing manual of nutrition and therapeutic diet” Jaypee publisher, 1st edition, 2012 p.n.
2. Agrawal P. , Gupta V., gupta Y. “ saamudaayik swasthya nursing” jain publication 2nd edition, 2014 p.n.
3. Swarnkar K., community health nursing” N.R. Brothers, 2nd edition 2013, p.n. 267-278

LESSON PLAN

Subject	:	community health nsg-1 st (Nutrition)
Unit	:	V
Topic	:	SPECIAL DIET
Group	:	GNM 1 st year
Place	:	CLASS ROOM
Date & TIME	:	.....
Teaching method	:	Lecture cum demonstration
AV aids	:	Black board & chard, chart, PPT.
Student prerequisite	:	The student should have some knowledge about balanced diet, food groups, recommended calorie requirement of different age group.
General objective	:	At the end of class the students should be able to describe and prepare Special diet .
Specific objectives	:	At the end of the class students should be able to

1. To introduce hospital diets / special diet.
2. To define special diet
3. To classify special diets.
4. To learn about the factors affecting special diet.
- 5 . To learn about indications of various special diets.

Review of the previous class:

Introduction : Ask the students about various diseases in which diet modification is a treatment method such as diabetes mellitus, hypertension, liver diseases, gall bladder disorder, renal disorder, deficiency disorder etc.
Mention the objectives of the class

S.N .	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation
1.	5min	To introduce hospital diets / special diet.	<p><u>Introduction</u></p> <p>The diet of a patient during hospitalization depends on his disease. The types and preparation of diet is controlled by the principles and objectives of diet therapy.</p> <p>The diet served during hospitalization and their common preparation can be classified as follows.</p> <ol style="list-style-type: none"> 1. Liquid / fluid diet – <ul style="list-style-type: none"> • Absolute liquid or residue free diet. • Full liquid diet or residue containing diet 2. Light or soft diet 3. Full or normal diet 4. Bland/ non irritant diet 5. Special diet 	Lecture cum discussion	What are the changes made in diet of ppt ?

S.N	Time	Specific Objective	Content	Teaching Learning Activity	Evaluation
2	5 min	To define special diet.	<u>Special diet</u> Special diet is one, in which for therapeutic purpose, one or more nutrients are removed or added. This is done in those patients, in whom normal physiological functions are disturbed or changed.	lecture cum disussion	Define special diet?
3	5 min	To classify special diets.	<u>Types of special diet-</u> <ol style="list-style-type: none"> 1. Excess calorie or less calorie diet 2. Fat free or fat reduced diet 3. Excess protein or low protein diet 4. Salt free or low salt diet 	lecture cum discussion	Classify types of various special diet ?
4	5 min	To learn about the factors affecting special diet.	<u>Factors affecting the special diet</u> <ol style="list-style-type: none"> 1. Patient's or persons dietary habits. 2. Calculating calories/ nutrients in special diet 3. Making necessary changes in methods of cooking in accordance with the special diet 4. Informing the pt about the importance and gains of special diet. 5. Informing the pt and his relatives about the methods of preparing special diet and to impart nutrition education. 	lecture cum discussion	List the factors affecting special diet.

S.N	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation
5	20 min	To learn about indications of various special diets.	<p>LOW CALORIE DIET- Low calorie diet is given in following diet</p> <ol style="list-style-type: none"> 1. Obesity 2. Cardio-vascular diseases 3. Hepatic coma <p>EXCESS CALORIE DIET Excess calorie diet is given in following disease</p> <ol style="list-style-type: none"> 1. Malnutrition 2. Under weight 3. Infections 4. Fever 5. <p>FAT FREE / LOW FAT DIET – Fat free diet is given in following disease</p> <ol style="list-style-type: none"> 1. Malabsorption syndrome 2. Obesity 3. Gall bladder disease 4. <p>HIGH FAT DIET – It is given in following condition</p> <ol style="list-style-type: none"> 1. Under nutrition 2. Under weight 	lecture cum discussion	What are the indications of various types of special diet?

S.N	Duration	Specific Objective		Teaching Learning Activity	Evaluation
			<p>LOW CARBOHYDRATE DIET- It is given to the pt suffering from diabetes mellitus.</p> <p>HIGH CARBOHYDRATE DIET- It is given in following disease 1.Liver disease 2. addition's disease</p> <p>LOW PROTEIN DIET It is in following disease 1. Viral hepatitis 2. Jaundice 3. Hepatic coma</p> <p>HIGH PROTEIN DIET It is given in following disease 1. Protein energy malnutrition 2. Before and after surgery 3. Nephritis 4. Burn condition 5. Peptic ulcer</p>		

S.N	Time	Specific Objective	Contents	Teaching Learning Activity	Evaluation
			<p>LOW CALCIUM DIET It is given to the pt suffering from renal calculus.</p> <p>HIGH CALCIUM DIET- High calcium diet is given to the pt suffering from rickets and osteomalacia.</p> <p>LOW SODIUM DIET It is given to the pt suffering from cardiac failure , hypertension and oedema.</p> <p>HIGH SODIUM DIET It given during hypotension.</p> <p>HIGH IRON DIET – It is given to the pt suffering from anemia.</p> <p>HIGH VITAMIN DIET – It is given to the pt suffering from various vitamin deficiency disorders like night blindness, conjunctival xerosis(food rich in Vitamin A), to cure BERY-BERY (vitamin-B1 is given, during pellagra (vitamin B3 is given), during scurvy (vitamin C is given) .</p>		

S.N	Time	Specific Objective		Teaching Learning Activity	Evaluation
			<p>HIGH FIBER DIET – It is given to the pt suffering from constipation, obesity, diabetes, high cholesterol level and in cardio vascular diseases.</p> <p>FLUID OR LIQUID DIET Fluid diet or liquid diet is a constituent of diet which can be given in liquid form.</p> <p>Types of fluid diet-</p> <ol style="list-style-type: none"> 1. Clear fluid diet/ absolute liquid diet- in this type of diet no residue is left. Clear fluid diet has no nutritional or caloric value, but has important role in maintaining the fluid balance of the body. 2. Full fluid diet- full fluid diet is given when the pt is unable to accept solid food or is on tube feeding. The main constituent of full fluid diet is milk which can be mixed with egg or custard, vitamins, mineral, sugar, glucose or starch can also be given with milk. 		

S.N	Time	Specific Objective	Contents	Teaching Learning Activity	Evaluation
			<p>LIGHT OR SOFT DIET- Soft diet is comparable with full diet but the food articles served in it can be easily chewed, swallowed and digested. Soft diets are more useful for Old age, Those with less digestive power and convulsive pts.</p> <p>FULL DIET- This is a regular, normal and balanced diet which can be either vegetarian or non vegetarian. Full diet is served to those patients in whom diet modification is not necessary.</p> <p>BLAND OR NON IRRITANT DIET- Bland or non irritant diet is prepared from such articles of food which –</p> <ul style="list-style-type: none"> • Are easily digestible. • Are free from stimulation from stomach or intestine. • Have low roughage. 		

Summary & evaluation (10 min)

- we have discussed about common preparations and hospital, definition, types, factors affecting special diet with their brief description with examples

Assignment : Define special diet. List various special diets with their indication.

Evaluation : Unit test at the end of unit

Bibliography:

1. Swarnkar Kesav “Community Health Nursing” NR brothers, 2nd Edition pp 294,297.
2. Gupta Priti, Vinod and Yogesh, “ Community Health Nursing -I (Hindi)” Jain Publication, 1st Edition , pp-547-549.

LESSON PLAN

Subject : Community Health Nursing

Unit : III

Topic : **Factor affecting selection and planning of meal.**

Group : G.N.M 1st year

Place : CLASS ROOM

Date and time :

Teaching method : Lecture cum demonstration

A.V aids : Black board, charts and power point

Student's pre requisites : The students should be able to identify all the utensil and nutritive value of different food stuff that are needed in preparation and cooking food and also considered about the factor affecting selection and planning of meal.

General objectives : At the end of teaching students will be able to know about the Factor affecting selection and planning of meal.

Specific objectives : At the end of teaching students will be able to

1. Describe the need for selection of meal.
2. Enlist the factors considered in selection of meal.
3. Define meal planning
4. Describe importance of meal planning.
5. Describe about factors affecting meal planning

Review of Previous Class: - students have enough knowledge about normal dietary requirement.

Introduction:-

mother woke up this morning not knowing what to cook for her family. Even though she had all kinds of food commodities in the house, she was in deep thought trying to figure out what to feed her family with. mother is having a problem of selection, in other words she cannot choose what to give her family. Have you ever found yourself in such a situation? Many of us do a lot of times.

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
1	5min	Describe the need for selection of meal.	<p>Eating a healthy diet has a number of benefits that reach beyond just supporting weight loss. Eating foods from each of the core food groups provides us with energy, vitamins and minerals needed to support our body's proper functioning. A healthy diet is important for both our physical and mental well-being.</p> <p>Food is a major component of our lives. Not only does it provide us with the nutrients required to maintain our hectic lifestyles but it can provide an enjoyable experience and is a cornerstone of many social functions. On the other side, limiting food intake is a challenge for those struggling with health concerns and weight management. Learning to</p>	<p>Teacher Describe the need for selection of meal. by lecturer cum discussion method and by the help of power point presentation. Student listen attentively and taking</p>	Describe the need for food selection?

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>control eating habits without allowing food to become an enemy is an important part of a healthy lifestyle.</p> <p>Overweight and obesity are big problems.</p> <p>Resources are needed for the selection of food. A caterer must consider the best use of these resources to produce the best results.</p> <p>Selection or choice of food is very important in meal planning. Providing food in a manner which is satisfactory to many people can be a complicated issue. Many decisions are required and careful thought and planning is important.</p>	notes.	
2.	15 min	Enlist the factors	<u>Food selection</u>	Teacher Enlisting the	Enlist the factors considered in

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
		considered in selection of meal.	<p>The types of food we select depends on:</p> <p>THE MONEY</p> <p>The more money we have the more foods we can buy and the greater our choice. People who have a lot of money can afford a variety of meals and can eat away from home. People with small incomes have a limited choice and it becomes a hard task to buy enough food to meet family needs.</p> <p>If we have a limited food budget, we can save money by buying foods that in season and buying cheaper cuts of meat as well as comparing prices in different shops.</p> <p>LIKES AND DISLIKES</p> <p>we eat to keep alive and healthy. At the same time</p>	<p>factors considered in selection of meal.</p> <p>By lecturer cum discussion method and by the help of power point presentation.</p> <p>Student listen attentively and taking notes.</p>	selection of meal?

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>most people also eat to enjoy the food. People tend to eat foods they like and avoid those they dislike.</p> <p>Is there any food you dislike? Why do we dislike it?</p> <p>Is this food very nutritious?</p> <p>Foods are normally disliked because:-</p> <p>Of their colour, flavour and texture They are new and have never been tried They do not look attractive The food is associated with some ill feeling The way it is cooked is not appealing</p> <p>Food is enjoyed when it is liked. Food is enjoyed because it provides some sensations for we the aromas and flavours that come from food are detected by special nerves in the sense organs of taste and smell. Sight and temperature also have a</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>great effect on the enjoyment of food. Cooking food often develops the flavour and changes the texture of food. Many foods are traditionally eaten hot or cold. If food is too hot or too cold its true flavour may be masked and it may be uncomfortable to eat.</p> <p>ADVERTISEMENTS</p> <p>Another great influence on food choice is advertisement. Advertisements have a way of persuading people to make choices. Food manufacturers and shops advertise their products through television, radio, magazines, newspapers, posters and leaflets.</p> <p>Good adverts are decent, honest and truthful.</p> <p>They do not mislead the public about a product.</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>They show a sense of responsibility to people.</p> <p>They conform to fair competition behaviour different manufacturers and businesses.</p> <p>NUTRITIONAL NEEDS</p> <p>Our food choice will also depend on your need for food. Everyone has a biological need for food. It is essential for life without food one becomes weak and ill. People vary in the amount of food they need for reasons like health, age and activity.</p> <p>Our choice of food will therefore depend on each of these factors. our nutrition knowledge helps us to choose food that provides the necessary nutrients to meet our needs.</p> <p>FOOD PURCHASING</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>Food purchasing can be a boring or interesting adventure depending on one's approach to it. To make food purchasing interesting you have to know much about the market place and ways in which we can make the most out of your food budget.</p> <p>Now let us look at some of the things you can do to avoid waste of your time and money when purchasing food.</p> <p>First of all you need to know the factors that determine the cost of the things you want to purchase. *Production cost *The season *The market supply of the goods *The demand of the goods *Advertisements *Amount of processing</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>PRODUCTION COST</p> <p>This is the amount of money used to produce the item. In the case of food, the production cost will include the money spent on cleaning the land, sowing the seeds, harvesting and processing. The final cost of a product is determined by this amount plus others like transportation cost, profit and handling charges.</p> <p>THE SEASON</p> <p>Seasonal differences in the cost of food occur frequently in Ghana. Food items always cost less when they are in season because they are plenty and so the supply becomes high. When market supply of</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>a commodity becomes high the price of the commodity falls. Food items that are out of season become scarce and therefore their prices are higher.</p> <p>DEMAND FOR ITEM</p> <p>Usually when many people want a certain item, its price increases.</p> <p>ADVERTISEMENTS</p> <p>These are ways in which manufacturers and sellers tell us they have certain goods and services for sale. Advertisements cost money. The cost of advertising a product is added to the production cost to make up the price of a product. The more the advertisement the higher the cost of the product.</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>AMOUNT OF PROCESSING</p> <p>Processing adds value to products and it costs money. Foods that are processed to provide conveniences cost more than unprocessed ones.</p> <p>Do you now see why these factors affect the cost of products? Having learnt about these factors how would you buy your commodities so that we do not spend too much money</p> <p>FACTORS THAT DETERMINE THE AMOUNT OF MONEY WE SPEND ON FOOD.</p> <p>For most people food budget is one of the largest expenses. Careful planning and shopping can result in substantial savings. Normally if you are rich you tend to spend more money on food and if we are</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>poor we spend less.</p> <ul style="list-style-type: none"> • Our skills personal preferences, • Our values and your lifestyle will all determine your food selection and hence the money we spend buying food. • The skill of bargaining for example would help us to buy goods at the cheapest possible cost. • Buying foods in season and in bulk also helps to cut down cost. • Buying food from farm gates instead of from retailers also cuts cost. When we buy food, buy them from places where prices are lower and where food sold is of good quality. 		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> Buy food from places that are clean and where food is well stored. 		
3.	5 min	Define meal planning.	<p>Meal planning</p> <p>Meal planning is making a plan of meals with adequate nutrition for every member of the family within the available resources. The term ‘available resources’ means whatever the family has in terms of time, energy and money.</p>	Teacher would define meal planning thorough lecturer cum discussion method and by the help of power point presentation. Student listen attentively and take notes	Define meal planning

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
4	10 min	Describe Importance of meal planning.	<p><u>Importance of meal planning</u></p> <p>Meal planning is important for meeting the nutritional requirements of the family members. It helps us to decide what to eat each day and in each meal. We can call it our 'daily food guide'. MEAL PLANNING HELPS US TO:</p> <p>(a) fulfill the nutritional requirements of the family members</p> <p>(b) make the food economical</p> <p>(c) cater to the food preferences of individual members</p> <p>(d) save energy, time and money</p>	Describe about the Importance of meal planning. By lecturer cum discussion method and by the help of power point presentation. Student listen attentively and taking notes	Describe the Importance of meal planning?

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
5	15 min	Describe about factors affecting meal planning	<p><u>Factors affecting meal planning</u></p> <p>What guidelines do we keep in mind while planning meals? What all do we consider to make our meal planning effective? Yes, there are many factors such as-</p> <p>1. NUTRITIONAL ADEQUACY</p> <p>This is the most important factor, which means that the nutritional requirements of all the family members are fulfilled. For example, we know a growing child needs more protein, a pregnant or lactating woman needs calcium, etc. While planning meals you will include food items from various food</p>	Describe About factors affecting meal planning by lecturer cum discussion method and by the help of power point presentation.	Describe about factors affecting meal planning?

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>Groups, that is, energy giving foods, body building foods and protective end regulating foods.</p> <p>2. AGE</p> <p>People normally eat according to their age. We must have observed in our family that the diet of various members of different age groups differs in quantity. A new born baby drinks only milk, a small child's meal is also of very small quantity, an adolescent eats still more in amount and variety of foods. Similarly, we must have seen our grandfather eating less food and also that they prefer soft and easy to digest foods.</p> <p>3. SEX</p> <p>Sex is another factor which determines the dietary intake. Dietary requirement of adolescent and adult</p>	<p>Student listen attentively and taking notes.</p>	

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>males are more than their female counterparts.</p> <p>4. PHYSICAL ACTIVITY</p> <p>The kind of work a person does affects the kind and amount of food they need to take. Do we remember that RDA is different for people engaged in different activities? A laborer not only eats more quantity but needs more energy because he is engaged in hard work. His body uses up more energy while performing hard work. So, if you have to plan for such a person you will include more energy giving foods in the diet.</p> <p>5. ECONOMIC CONSIDERATIONS</p> <p>Money available to the family to be spent on food is another major factor. Foods like milk, cheese, meat, fruits, nuts etc. are expensive. However, alternative</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>sources like toned milk, seasonal fruits and vegetables are less costly and at the same time nutritious. We can therefore plan a balanced diet to suit every budget.</p> <p>Tips for economy</p> <ul style="list-style-type: none"> ➤ Buy food in bulk, if you have enough place to store. ➤ Buy from fair price shops like ration-shops, super bazaars, cooperative stores, etc. ➤ Compare prices and quality while buying. ➤ Make use of left-over food. <p>6. TIME, ENERGY AND SKILL CONSIDERATIONS</p> <p>While planning the meals, we should consider the resources like time, energy and skill available to the</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>family. Meals can be elaborate with different dishes but we can simplify them by cooking a simple but Nutritious dish. For example, a working mother could prepare a paucity pulao, instead of preparing three or four items for dinner.</p> <p>7. SEASONAL AVAILABILITY</p> <p>Some foods are available in summers while some in winters. The off season foods are expensive and less nutritious, while those in season are fresh, nutritious, tasty and cheap. Hence, while planning seasonal foods should be used.</p> <p>8. RELIGION, REGION, CULTURAL PATTERNS, TRADITIONS AND CUSTOMS</p> <p>Regional factors influence meal planning. For example, if we are a North Indian, you will consume</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation								
			<p>more of wheat, while those near the coastal region, will consume more of coconut, fish, etc. Similarly our staple food would be rice if you are a South Indian. Religious beliefs prevalent in the family also have an influence. For example, if we are a vegetarian, our diet will not have any meat or meat product, Hindus do not eat beef and Muslims do not eat pork etc.</p> <p>9. VARIETY IN COLOUR AND TEXTURE</p> <p>Examine the following two menus - which one is better?</p> <table border="1" data-bbox="770 1102 1556 1359"> <thead> <tr> <th data-bbox="770 1102 1160 1166">MENU- 1</th> <th data-bbox="1164 1102 1556 1166">MENU-2</th> </tr> </thead> <tbody> <tr> <td data-bbox="770 1169 1160 1217">Chapatti</td> <td data-bbox="1164 1169 1556 1217">Chapatti</td> </tr> <tr> <td data-bbox="770 1220 1160 1268">Rice</td> <td data-bbox="1164 1220 1556 1268">Rice</td> </tr> <tr> <td data-bbox="770 1272 1160 1359">Arhar dal</td> <td data-bbox="1164 1272 1556 1359">Rajmah</td> </tr> </tbody> </table>	MENU- 1	MENU-2	Chapatti	Chapatti	Rice	Rice	Arhar dal	Rajmah		
MENU- 1	MENU-2												
Chapatti	Chapatti												
Rice	Rice												
Arhar dal	Rajmah												

S.no.	Duration	Specific objectives	Content		Teaching learning activity	Evaluation
			Pumpkin Vegetable Curd Salad (Radish and onion)	Fried ladyfinger Carrot raita Salad (Cabbage, cucumber. Beet root) papad		
			<p>The second one, as it has variety in terms of colour, texture, flavour and method of preparation. These factors help us to make meals more appealing, attractive and hence more acceptable give it in the form of curd, paneer, etc. Similarly, if one does not want to take green leafy vegetables in cooked form, what alternative would we suggest, so that it can be taken in adequate amount? Yes, it can be used in a variety of ways -</p>			

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>mixed with flour and made into paranthas or poories; or as culets or pakodas. It can also be given in the form of koftas, idlis, vadas, etc.</p> <p>11. SATIETY VALUE</p> <p>While planning meals, take care that you select foods which provide satiety value. Meals which produce inadequate satiety, will lead to onset of hunger pangs, which in turn will affect the working capacity and efficiency of a person. Satiety : Feeling of fullness after eating</p>		

Summary and evaluation:- (10 min.)

1. Today we had discussed about the need for selection of meal, the factors considered in selection of meal, Definition meal planning, importance of meal planning. And about the factors affecting meal planning.

Evaluation:-

- What is the need for food selection of meal?
- What are the considered in food selection of meal?
- Define meal planning?
- What is the importance of meal planning?
- What are the factors affecting meal planning

Assignment : - Define meal planning describe the factors affecting selection and planning of meal?

Bibliography :-

1. Belasco, Warren (2008). Food: The Key Concepts. ISBN 978-1-84520-673-4.
2. Frewer, Lynn; Einar Risvik; Hendrik Schifferstein (2001). Food, people, and society: a European perspective of consumers' food choices. ISBN 978-3-540-41521-3.
3. Macbeth, Helen M. (1997). Food preferences and taste: continuity and change. ISBN 978-1-57181-958-1.
4. Macclancy, Jeremy; C. Jeya Henry; Helen Macbeth (2009). Consuming the Inedible: Neglected Dimensions of Food Choice. ISBN 978-1-84545-684-9.

LESSON PLAN

Subject	:	Community health nursing- 1 st (Nutrition)
Unit	:	III
Topic	:	Health education on nutritional need
Group	:	GNM 1 st year
Place	:	CLASS ROOM
Date & time	:	60 minutes
Teaching method	:	Lecture cum demonstration
AV aids	:	Black board & chart, PPT.
Student prerequisite	:	The student should have knowledge about food, diet, food groups, nutritional value of food, dietary requirement.
General objective	:	At the end of the class the students should be able to gain knowledge regarding health education on nutrition.
Specific objectives	:	At the end of the class students should be able to
		<ol style="list-style-type: none">1. To introduce about nutrition education and its objectives.2. To enlist opportunities for nutritional education.3. To learn about methods of nutrition education4. To learn the principles of education on nutrition5. Discuss about the responsibilities of nurse in nutrition education / teaching

Review of the previous class: ask questions regarding from previous class.

Introduction :

Ask the students about food, food groups, foods in a diet, constituents in a diet, changes in diet of different groups etc. Mention the objectives of the class.

S.N .	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation
1.	5min	To introduce about nutrition education and its objectives.	<p>Introduction: The basic objective of nutrition education is to raise the health status of the person, the, family and the community. Other objective and need of nutritional education are as follows.</p> <ol style="list-style-type: none"> 1. To avoid bad habits, prejudices, idiosyncrasies, wrong notions regarding diet. 2. To educate the individual, the family and the community about the food article and their nutritive value, balanced diet, proper cooking method and requirement of energy. 3. To explain the technique of balanced diet based on the availability and the income limits. 4. To inform about food substitutes, changes and modification in diet. 	<p>T:- discussion with students on ppt / black board S:- listening attentively and taking down notes</p>	List the objectives of health education regarding nutrition.

S.N	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation
			<ol style="list-style-type: none"> 5. To educate about the effect of various cooking methods on the nutrients. 6. To tell about the symptoms of deficiency disease and measures of prevention. 7. To underline the nutritional requirement of vulnerable group (children, pregnancy, lactation and old age). 8. To describe about the method of storage, preservation of food. 9. To underline the importance of food hygiene. 		
2	5min.	To enlist opportunities for nutritional education.	<p><u>Opportunities for nutritional education :-</u></p> <ol style="list-style-type: none"> 1. During home visit. 2. During conduction of special clinics like antenatal clinic, post natal clinic, well baby clinic, under five clinics, preschool clinic etc. 3. While conducting school health programmes. 4. With patients and their attendants in outdoor and indoor clinics. 5. In ladies club, meeting, during nutrition demonstration. 	<p>T:-discussion with students on ppt / black board</p> <p>S:- listening attentively and taking down notes</p>	List the places where health education on nutrition can be rendered to individuals, family and community.

S.N .	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation
3	10 minutes	To learn about methods of nutrition education.	<p><u>Methods of nutrition education -</u></p> <ul style="list-style-type: none"> • Individual nutrition education: during the pregnancy, lactation and to the mothers of malnourished children, nutrition education in their homes is more effective. Nutrition is more useful when imparted with school education. • For men, individual and group education should be given to inform them regarding importance of nutrition and its objective. • Cooking demonstration is more useful in group of mothers. • The following techniques can be used to make nutrition education more effective e.g. role playing, nutrition drama, puppet show, music and folk dance, posters, tape recorders, radio, journals, TV, films about nutrition etc. 	<p>T:- discussion with students on ppt / black board</p> <p>S:- listening attentively and taking down notes</p>	List the methods of nutrition education.

S.N .	Duration	Specific Objective	Contents	Teaching Learning Activity	Evaluation
4	5 min	To learn the principles of education on nutrition.	<p>Principles of health education on nutritional needs:</p> <p>It is difficult to change the dietary habit of person. Hence the nurse should be aware about her role and responsibilities while imparting nutritional education. For this, the nurse should observe following principles:</p> <ol style="list-style-type: none"> 1. The following factors are important in nutritional education- <ul style="list-style-type: none"> • The educational level of individual or the activity. • Culture religion dietary habit and idiosyncrasies. • Local availability of food stuff. • Cleanliness of house and surroundings. 2. The individual should be given sufficient time to adopt new idea and habits. 3. Any changes or suggestions regarding diet should be made according to individuals practice, religion and culture. 4. The individual/ patient should be made familiar with importance and objectives of nutrition education. 	<p>T:- discussion with students on ppt / black board</p> <p>S:- listening attentively and taking down notes</p>	What are the principles has to be followed by a nurse in education to individuals, groups, and families?

S.N	Duration	Specific Objective	Contents	Teaching Learning Activity	Evaluation
			<p>5. Locals name should be used for food stuff and the education should be imparted in day to day language.</p> <p>6. The person should be encouraged to ask question to satisfy their quarries regarding nutrition.</p> <p>7. Nutrition education should be combined with reproductive and child health.</p> <p>8. The food article which is not within the purchasing power of the individual or which is not consumed by him should not be advised to be included in diet.</p>		
5	5 min	Discuss responsibilities of nurse in nutrition education / teaching	<p>Responsibilities of nurse in nutrition education / teaching:-</p> <ul style="list-style-type: none"> - Assessing the health status of the individual/ the family/ and community. - Making an early diagnosis of nutritional diseases and deficiencies and their treatment - Paying special attention to nutrition of the vulnerable groups' e.g. Children, pregnant and lactating women and poor class people and to check adulteration. 	<p>T:- Explain with students on ppt / black board</p> <p>S:- listening attentively and taking down notes</p>	List out the responsibilities of nurse?

Summary & evaluation (10 min)

In this lesson we have discussed about the topic health education on nutritional need. In this lesson plan explained about the objectives, opportunities, methods and principles of nutrition education. It is targeted to raise the health status of not only individual but also family and community.

Evaluation:-

- Explain the principles and methods of nutrition education.

Assignment:-

- Write an assignment on objectives and various methods of nutrition education.

Bibliography:

1. Indrani T K , “nursing manual of nutrition and therapeutic diet” JP Brother’s , first edition(2012), pp 152-153.
2. Swarnkar K. “community health nursing” N.R. Brother. 2nd edition 2007 p.n. 287-288

LESSON PLAN

Subject	:	Community Health Nursing (nutrition)
Unit	:	VI
Topic	:	Nutritional problem and programs in India
Group	:	G.N.M 1 st year
Place	:	CLASS ROOM
Date and time	:	.....
Teaching method	:	Lecture cum demonstration
A.V aids/ instructional aids	:	LCD projector -PPT, black board, charts
Student's prerequisites	:	The students should be able to identify nutritional problem and knowledge about nutritional programmes.

General objectives : At the end of teaching session students will be able to know about nutritional problems and nutritional programme. The students will be able apply this knowledge in their clinical practices and in also in their life.

Specific objective:- At the end of class the group will be able

to:-

1. Enlist the nutritional problem in India.
2. Enumerate the causes and high risk group of nutritional problem in India.
3. Describe the nutritional problem.
4. Explain the community nutrition programme

Review of Previous Class: -

INTRODUCTION: -

As we all know about the various food and nutrients. But there are several nutritional problems which are very commonly seen in India. Which may includes lack of macronutrient and micronutrients also for example PEM, Nutritional anemia, iodine deficiency, vitamin A deficiency etc. it is very important for us to know about these deficiencies. To eradicate these deficiencies the government is running various local/state/ national programmes.

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
1	2 min	Enlist the nutritional problem in India.	<p><u>Nutrition problem in india</u></p> <ul style="list-style-type: none"> • protein energy malnutrition • low birth weight baby • xerophthalmia • nutritional anemia • Iodine deficiency disorder • Fluorosis • Lathyrism • Obesity • Cardiovascular disease • Diabetes • Cancer 	<p>T:- Teacher Enlist the nutritional problem in India with PPT and black board</p> <p>S:- listen attentively and taking notes.</p>	Enlist the nutritional problem in India?
2	5 min	Enumerate the causes and high risk group of	<p><u>Cause of nutritional problem</u></p> <ul style="list-style-type: none"> • Poor nutrition • Under nutrition • Over nutrition 	<p>T:- Teacher Enlist the nutritional problem in</p>	Enlist the causes and high risk group of nutritional

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
		nutritional problem in India.	<p>➤ High risk group</p> <ul style="list-style-type: none"> • Pregnant women • Lactating mother • Infant • Preschool children • Adolescent girls • Elderly • Socially deprived 	<p>India with PPT and black board</p> <p>S:- listen attentively and taking notes.</p>	<p>Problem in India ?</p>
3	25 min	Describe the nutritional problem.	<p><u>Protein energy malnutrition</u></p> <ul style="list-style-type: none"> • PEM refers to the deficiency of energy and protein in the body. • 1-2% preschool children in India suffer from PEM. <p><u>Main causes of PEM</u></p>	<p>T:- Teacher</p> <p>Enlist the nutritional problem in India with PPT and black board</p>	<p>Explain the nutritional problems ?</p>

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • Inadequate intake of food both in quantity and quality. • Infection (diarrhea, respiratory infection ,measles ,intestinal worms) <p>Contributing factors to PEM</p> <ul style="list-style-type: none"> • Poor environment condition • Large family size • Poor maternal health • Failure of lactation • Premature termination of breast feeding • Delayed supplementary feeding <p>Clinical forms of PEM</p> <ul style="list-style-type: none"> • Marasmus • Kwashiorkor <p>Marasmus:-</p> <ul style="list-style-type: none"> • Common type of PEM observed among 	<p>S:- listen attentively and take notes.</p>	

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>children below 1 year of age</p> <ul style="list-style-type: none"> • .Caused by sever deficiency of nearly all nutrient especially protein and calories. • Conditions are characterized by extreme wasting of the muscles and <p>Kwashiorkor:-</p> <ul style="list-style-type: none"> • Kwashiorkor occurs in between 2-3 year of age • Acute form of PEM due to deficiency of protein in the diet • Deficiency of micronutrient(fe, folic acid, Iodine and vitamin C) • Deficiency of antioxidant • Kwashiorkor is identified as swelling of the extremities and belly which is decreasing to their actual nutritional status. 		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Preventive measures of PEM</p> <ul style="list-style-type: none"> • HEALTH promotion measure • Promotion of breast feeding • Low cost weaning food • Nutritional education • Family planning and birth spacing • Protein energy rich food • Early diagnosis and treatment • Rehabilitation <p>LOW BIRTH WEIGHT</p> <p>Low birth weight (i.e., birth weight less than 2500gm) is a major public health problem in many developing countries. About 28%of babies born in India are LBW as compared to 4% in some developing countries.</p> <p>Causative factors</p> <ul style="list-style-type: none"> • Maternal malnutrition and anemia • Illness and infection during pregnancy 		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • High parity • Close birth intervals <p>Factors modifying prevalence of LBW</p> <ul style="list-style-type: none"> • More institutional deliveries • Improving quality of ANC including no. of ANC,TT, WEIGHT ,BP, EXAMINATION of blood , examination of urine <p>VITAMIN A DEFICIENCY:-</p> <p>VAD has been recognized as a major controllable public health and nutritional problem in India. An estimated 5.7%childern in India suffer from eye sign of VAD.VAD include:-</p> <ul style="list-style-type: none"> • Xerophthalmia • Bitot’s spots • Keratomalacia • Bilateral blindness 		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Prevention</p> <ul style="list-style-type: none"> • Short term action –oral administration of large dose of vitamin A • Medium term action- food fortification with vitamin A • LONG TERM action- promote BF , consumption of green leafy vegetable, immunization to infection <p>NUTRITIONAL ANEMIA</p> <ul style="list-style-type: none"> • A condition in which the Hb content of blood lower than normal as a result of a deficiency of one or more essential nutrients • Primarily due to lack of absorbable iron in the diet <p>Interventions</p>		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • Iron and folic acid supplementation • Nutritional anemia prophylaxis programme • Iron fortification-fortification of salt with iron • Control of parasite and nutrition education <p>IODINE DEFICIENCY DISORDERS</p> <p>Disease due to deficiency of iodine have some a major nutritional problem .some disease due to lack of iodine are as follows :</p> <ul style="list-style-type: none"> • Goiter • Cretinism <p>Preventive measures</p> <ul style="list-style-type: none"> • Encourage sale of iodized salt and monitoring its iodine content • Educate the community about intake of iodine and the disease caused by iodine deficiency. • Effective implementation of national iodine 		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>deficiency disease control programme .</p> <p>FLOUROSIS</p> <ul style="list-style-type: none"> • In many part of the world where drinking water contains excessive amount of fluorine (3-50mg/l). • Two type of Fluorosis <ul style="list-style-type: none"> Dental Fluorosis Skeletal Fluorosis <p>Prevention of Fluorosis</p> <ul style="list-style-type: none"> • Keep the drinking water fluorine level below 1mg/l • Deflouridation of water using nalgonda technique • Prevent use of fluoride toothpaste in areas of endemic Fluorosis • Deficiency of fluorine <p>LATHYRISM:-</p> <p>It is a paralyzing disease of human and animals. In the</p>		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>LATHYRISM:-</p> <p>It is a paralyzing disease of human and animals. In the humans, it is refers to as neurolathyrism because it affects the nervous system and in animals as osteolathyrism because the pathological changes occur in the bone. The cause is use of khesari dal.</p> <p>Intervention:-</p> <ul style="list-style-type: none"> - Removal of toxins. i. Steeping method <ul style="list-style-type: none"> • Soaking the pulse in hot water for about two hours and the soaked water is trained off completely. ii. Genetic method approach: development of low toxin varities of lathyrns. iii. Banning the crop: - prevention of food adulteration act in India has banned lathyrns in all forms. 		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>OBESITY:-</p> <ul style="list-style-type: none"> - Most prevalent form of malnutrition. - Abnormal growth of adipose tissue, due to enlargement of fat cells, increase in number of fat cell or combination of both. - Control of obesity:- <ul style="list-style-type: none"> • Eat food according to body requirement • At least 3-4 hours intervals between meals • Avoid in between snacks • Eat more leafy vegetables which contains high fibre • Avoid intake of fatty and fried food • Regular physical exercise <p>CARDIOVASCULAR DISEASE:-</p> <ul style="list-style-type: none"> - Classified as one of the food habit related illness - Change in food habits and life styles have increased the risk of CVD in Indian population mostly in middle class and upper middle class 		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>group.</p> <p>CANCER:-</p> <ul style="list-style-type: none"> - 80 % of cancer due to environmental factors • Dietary fat :- <ul style="list-style-type: none"> . positive correlation with colon cancer, breast cancer • Dietary fiber ;- risk of colon cancer is inversely related • Micronutrients:- lack of vitamin C and Vitamin A arise the risk of stomach cancer and Lung cancer • Food additives:- Saccharine, cyclamate, coffee , alfa toxin associated with bladder cancer • Alcohol:- liver cancer and rectal cancer 		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
4	15 min	Explain the community nutrition programme	<p><u>COMMUNITY NUTRITION PROGRAMME:-</u></p> <ol style="list-style-type: none"> 1. Integrated child development scheme 2. Vitamin A prophylaxis programme 3. Prophylaxis against nutritional anemia 4. Scheme for adolescence girl (kishori shakti yojana) 5. Iodine deficiency disorder programme 6. Mid day meal programme 7. Balwadi nutrition programme 8. National programme for nutrition support to primary education 9. Akshay patra yojana and private sector participation in mid day meal 10. Emergency feeding programme 2001 11. Village grain bank scheme 12. Wheat based nutrition programme 	<p>T:- Teacher Enlist the nutritional problem in India with PPT and black board</p> <p>S:- listen attentively and taking notes.</p>	Describe the various nutritional programme in India?

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>13.Smpoorna gramin rojgar yojana 14.National food for work programme 15.Pulse mission 16.National water supply and sanitation programme 17.Minimum need programme 18.20 point programme 1975 19.National rural health mission</p> <p>1. INTEGRATED CHILD DEVELOPMENT SCHEME:-</p> <ul style="list-style-type: none"> - ICDS scheme was launched on 2nd October 1975 (5th five year plan) in pursuance of national policy. - For children started in 33 experimental blocks - Success o f the scheme led to its expansion to 2996 projects by the end of march 1994 		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>- Now the goal (9th five year plan) is universalization of icds throughout the country</p> <p>- Beneficiaries:-</p> <ul style="list-style-type: none"> • Children below 6 years • Pregnant and lactating women • Women in the age group of 15 -44 years • Adolescent girls in selected blocks <p>- Objectives:-</p> <ul style="list-style-type: none"> • Improve the nutrition and health status of children in the age group of 0-6 years • Lay the foundation for proper psychological , physical and social development of the child • Affective coordination and implementation of policy among the various department • Enhance the capability of the mother to look after the normal health and nutrition needs through proper 		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>nutrition and health education</p> <ul style="list-style-type: none"> - The package of services provided by ICDS • Supplementary nutrition , vitamin A, iron and folic acid • Immunization • Health check up • Referral services • Treatment of minor illness • Nutrition and health education to women • Pre school education of the children in the age group of 3-6 years • Convergence of other supportive services like water supply and sanitation etc. <p>2. VITAMIN A PROHYLAXIS PROGRAMME</p> <ul style="list-style-type: none"> - Programme launched by ministry of health and 		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>family welfare</p> <ul style="list-style-type: none"> - Component of national programme for control of blindness 1968,1976 - Single massive dose of oily preparation of vitamin A containing 2 lakh international unit orally to all preschool children in the community every 6 month through peripheral health workers. <p>3. PROPHYLAXIS AGAINST NUTRITIONAL ANEMIA:-</p> <ul style="list-style-type: none"> - Launched by govt of india during 4th five years plan - Distribution of iron and folic acid tablets to pregnant women and young children (1-12 years) - MCH centre and ICDS project implement this programme 		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>4. SCHEME FOR ADOLESCENCE GIRLS (KISHORI SHAKTI YOJANA)</p> <ul style="list-style-type: none"> - A scheme for adolescence girls in icds was lauched by the department of women and child development,ministry of human resource development in 1991 - Targeted all adolescent girl in the age group of 11-18 years - Common services: <ul style="list-style-type: none"> • Watch over menarche • Immunization • General health check up once in every 6 months • Training for minor ailments • Deworming • Prophylactic measure against anemia, goiter, vitamin deficiency etc. 		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • Referral to PHC, district hospital in case of acute need <p>5. CONTROL OF IODINE DEFICIENCY DISORDER PROGRAMME:-</p> <ul style="list-style-type: none"> - Launched in 1962 - Use of iodine salt- replace of common salt with iodized salt, cheapest method to control IDD - Use of iodized tablets – iodized tablets administered to school children - Use of iodized oil – 1ml injection of iodized oil to those suffering from IDD, oral administration as prophylaxis in IDD in several areas. - Mass communication- public awareness through mass media and public health programme <p>6. MID DAY MEAL PROGRAMME</p>		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> - Also known as school lunch programme - Programme operation since 1961 - Objectives:- <ul style="list-style-type: none"> • To attract more children for admission to school - Principles of midday meal:- <ul style="list-style-type: none"> • The meal should be supplement and not a substitute to home diet • The meal should be supplied at least 1/3 of the total energy requirement and half of the protein needed. • The cost of meal should be reasonably low • The meal should be prepared easily in schools , no complicating cooking procedure involved. • Locally available food should be used • The menu should be frequently changed <p>7. BALWADI NUTRITION PROGRAMME:-</p>		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> - Started on 1970 under the department of social welfare - For children age group 3 to 6 years in rural areas - Programme implemented through balwadi - Food supplement • 300 kcal and 10 gm protein per children per day <p>8. NUTRITIONAL PROGRAMME FOR NUTRITIONAL SUPPORT TO PRIMARY EDUCATION:-</p> <ul style="list-style-type: none"> - This system was called provision of “dry rations” - Government of india will provide grains free of cost and the state will provide the cost of other ingredients , salary and infrastructure - On November 28, 2001 the supreme court of india gave direction that made it mandatory for the state government to provide cooked meal 		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>instead of dry ration</p> <p>9. AKSHAY PATRA AND PRIVATE SECTOR PARTICIPATION IN MID DAY MEAL:-</p> <ul style="list-style-type: none"> - Successfully involved private sector participation in the programme - The programme is managed with an ultra model centralized kitchen that is run through a public/private partnership. - Food is delivered to schools in sealed heat retaining container just before the lunch break every day . <p>10.EMERGENCY FEEDING PROGRAMME 2001</p> <ul style="list-style-type: none"> - This was introduced in may 2001 in selected state (orisa) - Provide cooked food especially for BPL people 		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>11.VILLAGE GRAIN BANK SCHEME:-</p> <ul style="list-style-type: none"> - Implemented by ministry of tribal affairs - To provide safe guard against starvation during the period of natural calamities or during lean season when the marginalized food insecure households do not have sufficient resources to purchase ration. <p>12. WHEAT BASED NUTRITION PROGRAMME:-</p> <ul style="list-style-type: none"> - Implemented by ministry of women and child development - Providing nutritious /energy food to children below 6 years of age and expectant / lactating women from disadvantage section - Implemented through ICDS 		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>13. SAMPOORN GRAMIN ROJAGAR YOJANA :-</p> <ul style="list-style-type: none"> - 50 lakh tons of food grains is to be allotted to the state/ UT free of cost by ministry of rural development <p>14.NATIONAL FOOD FOR WORK PROGRAMME:-</p> <ul style="list-style-type: none"> - To provide supplementary wage employment and food security - Implemented in tribal belts - Scheme will provide 100 days of employment at minimum wages for at least one able bodied person from each household in the country. <p>15. PULSE MISSION:-</p> <ul style="list-style-type: none"> - Pulse production has been stagnant for 5 decades - Pulse mission (indias food security mission) 		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Aimed at increasing pulse production</p> <p>16. NATIONAL WATER SUPPLY AND SANITATION PROGRAMME :-</p> <ul style="list-style-type: none"> - Launched in 1956 - Provide safe water supply and adequate drainage facility for the entire urban and rural population of country <p>17. MINIMUM NEED PROGRAMME :-</p> <ul style="list-style-type: none"> - Launched on 1974 - Objectives:- <ul style="list-style-type: none"> • Basic minimum needs and there by improve the living standards of people • It includes:- <ul style="list-style-type: none"> i. Rural health ii. Rural water supply 		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>iii. Rural electrification</p> <p>iv. Elementary education</p> <p>v. Adult education</p> <p>vi. Nutrition</p> <p>vii. Environmental improvement of urban slum</p> <p>viii. House for landless laborers</p> <p>18. TWENTY(20) POINT PROGRAMME 1975</p> <p>- Objectives:-</p> <ul style="list-style-type: none"> • eradication of poverty • Raising productivity • Reducing inequality • Improving quality of life • National children’s fund 1979 • This fund provided support to the voluntary organization that help the welfare of children . • National plan of action for children 1990 		

S.no.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • United nations children's fund • National rural health mission <p>19.NATIONAL RURAL HEALTH MISSION</p> <ul style="list-style-type: none"> • Reduce the infant mortality rate and the maternal mortality ratio • To have universal access to public health services • Prevent and control both communicable and non communicable diseases, including endemic disease • To have access to integrated comprehensive primary health care • Create population stabilization, as well as gender and demographic balance • Revitalize local health traditions and mainstream AYUSH • Finally , to promote healthy life styles 		

Summary and evaluation :-

In this lesson plan we have discussed about the various nutritional deficiency problem and national nutrition programme. As a nurse knowledge of these is very essential. Nurses works at each and every level of health department, even at grass root level.

Assignment: -

Write an assignment on nutritional deficiency problem and national nutritional programme.

Evaluation:-

- List out the nutritional problems?
- Explain national nutritional programmes?

Bibliography:-

1. Park K. "Parks text book of preventive and social medicine" M/s Banarasidas Bhanot Publication, 22nd edition, 2013, page no. 591-614
2. Indrani Tk "Nursing manual of nutrition and therapeutic diet. Jaypee Brothers, New Delhi 1st edition 2012(reprint) page no.
3. Swaminathan M. "handbook of Food and nutrition" the bangalr printing and publishing, 5th edition 2002 p.n.
4. Swarnkar K. "community health nursing" NR brothers 2nd edition 2007 p.n.

LESSON PLAN

Subject	:	Community Health Nursing
Unit	:	VI
Topic	:	Community food supply and food hygiene
Group	:	G.N.M 1 st year
Place	:	CLASS ROOM
Date and time	:	.....
Teaching method	:	Lecture cum demonstration
A.V aids/ instructional aids	:	Black board, charts
Student's prerequisites packing	:	The students should be able to identify all the measures used production, storage,

General objectives : At the end of teaching students will be able to know about the Community food supply and food Hygiene

Specific objectives: - - at the end of teaching students will be able to

1. Define community.
2. Define food.
3. Enlist purpose of food supply.
4. Enlist the functions of food supply and distribution systems
5. Describe the aims of food supply and distribution systems
6. Describe problems in food production and supply in urban and peri urban area
7. Describe the need of food production in urban community
8. Describe about food processing, preparation, food handling food packaging, food storage, supply and transportation
9. Define food hygiene
10. Describe practices used in food hygiene.

Review of Previous Class: - Students have enough knowledge about normal dietary requirement.

Introduction:-

All of you know well about the preparation of food in daily life you see your mother while cooking food in the kitchen some time many question arises in your mind that how food commodities were produced in farm and reaches to our kitchen.

S.no.	Durat ion	Specific objectives	Content	Teaching learning activity	Evaluation
1	2 min	Define community.	<p><u>Community:-</u></p> <ol style="list-style-type: none"> 1. A group of people living in the same place or having a particular characteristic in common."Montreal's Italian community" 2. The condition of sharing or having certain attitudes and interests in common. "the sense of community that organized religion can provide" 	<p>Teacher Define about community by lecturer cum discussion method Student listen attentively and taking notes.</p>	Define community
2.	2 min	Define food.	<p><u>Definition of food:-</u> Any Edible or potable substance (usually of animal or plant origin), consisting of nourishing and nutritive components such as carbohydrates, fats, proteins, essential <u>mineral</u> and vitamins, which (when ingested and assimilated through digestion) sustains life, generates energy, and provides growth, <u>maintenance</u></p>	<p>Teacher Define about food by lecturer cum discussion method Student listen attentively and taking notes.</p>	Describe about various cooking method used in cooking?

S.no.	Duratio n	Specific objectives	Content	Teaching learning activity	Evaluation
3	4	Enlist the purpose of food supply.	<p>Purpose of food supply</p> <p>The purpose of the analysis of FSDSs is to identify the strengths and weaknesses of each component of FSDSs with the factors influencing their efficiency and dynamism. To improve FSDSs, it is essential to:</p> <ul style="list-style-type: none"> • understand the structure of FSDSs; • interpret how FSDSs operate; • Identify and analyses the constraints encountered by the various FSDS players. 	<p>Teacher Enlist the purpose of food supply by lecturer cum discussion method Student listen attentively and taking notes.</p>	Enlist purpose of food supply?
4	4 min.	Enlist the functions of food supply and distribution systems	<p><u>Functions of food supply and distribution systems</u></p> <p>The various functions performed by FSDS can be grouped in two subsystems:</p> <p>1. The "food supply to cities" subsystem includes all the activities that are required to produce food and bring it to cities: production (including urban food production), imports as well as rural- and peri urban-urban linkages (processing, storage,</p>	<p>Teacher Enlist the functions of food supply and distribution systems by lecturer cum discussion</p>	Enlist the functions of food supply and distribution systems?

S.no.	Duraton	Specific objectives	Content	Teaching learning activity	Evaluation
			assembly, handling, packaging, transport, etc.); 2. The "urban food distribution" subsystem includes all the formal, informal, transport, retailing, street food, restaurants, etc. traditional and modern activities that are required to distribute food within the urban area: wholesale, intra-urban	method Student listen attentively and taking notes.	
5	4 min.	Describe the aims of food supply and distribution systems	<p><u>Aims of food supply and distribution systems</u></p> <p>Food production in urban and peri urban areas have being receiving increasing attention because it can contribute to:</p> <ul style="list-style-type: none"> • local supply of fresh, nutritious food such as poultry, small ruminant meat, fruits, vegetables and dairy products; • alleviating poverty and improving food security through consumption of self-grown products, employment and income generation; • cost-effective environmental management through productive use of organic waste for fertilizer; • Productive use of suitable and unused open 	<p>Teacher Describe the aims of food supply and distribution systems</p> <p>by lecturer cum discussion method</p> <p>Student listen attentively and taking notes.</p>	Describe the aims of food supply and distribution systems?

S.no.	Durati on	Specific objectives	Content	Teaching learning activity	Evaluation
			space, contributing to bio-diversity and watershed management.		
6	5 min.	Describe problems in food production and supply in urban and periurban area	<p><u>Problems in food production and supply in urban and periurban area</u></p> <p>There are a number of problems connected with urban and periurban food production which stem from its close proximity to densely populated areas sharing the same air, water and soil resources. Food production in the polluted environment of cities may cause food contamination. The inadequate use of chemicals, solid and liquid waste in farming can contaminate food, soil as well as water resources used for drinking and food processing.</p>	<p>Teacher Describe the problems in food production and supply in urban and periurban area by lecturer cum discussion method</p> <p>Student listen attentively and taking notes.</p>	Describe problems in food production and supply in urban and periurban area?

S.no.	Durati on	Specific objectives	Content	Teaching learning activity	Evaluation
7	5 min.	Describe the need of food production in urban community	<p><u>Need of food production in urban community</u></p> <p>Increasing quantities and varieties of fresh and processed food are required to meet the needs of urban dwellers. Other requirements are:</p> <ul style="list-style-type: none"> • land-use management to keep suitable land in urban and periurban areas for efficient and sustainable food production; • measures to protect human health and environment from contamination; • water supply commensurate in quantity and quality for food production, processing and drinking; • sufficient supply of fuel wood for food processing and cooking; • enough parking, loading and unloading facilities for a growing number of food trucks; • additional wholesale markets and slaughterhouses with plenty of facilities and professional management, away from city centres; • retail outlets easily accessible, adequately equipped and well managed, particularly in low-income areas; 	<p>Teacher Describe the need of food production in urban community by lecture cum discussion method</p> <p>Student listen attentively and taking notes.</p>	Describe the need of food production in urban community

S.no.	Duratio n	Specific objectives	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • facilities for spontaneous markets; • food producer markets, itinerant traders and retailer associations in low-income districts; • private investment in food shops, market improvement, transport facilities, etc.; • appropriate arrangements to manage escalating quantities of waste from markets and slaughterhouses; • market information for better production and marketing decisions; • better packaging and handling methods to reduce food losses; • Simple, coherent and well understood food production, processing and marketing regulations. 		
8	10min	Describe about food processing, preparation, food handling food packaging,	<p><u>Food processing</u></p> <p>Processing means changing a product's form, presentation and substance. Processing may occur several times before a given foodstuff is consumed, in advance (after harvesting) or just before the product reaches the consumer (in a food</p>	Teacher Describe about food processing, preparation, food handling	Describe about food processing, preparation, food handling food packaging, food storage, supply and

S.no.	Durati on	Specific objectives	Content	Teaching learning activity	Evaluation
		food storage, supply and transportation.	<p>processing unit, a restaurant or as street food). To meet the demand for processed products, there must be: <u>PREPARATION AND FOOD HANDLING</u></p> <p>Preparation includes cleaning, sorting and grading. At all stages in the marketing chain produce will have to be packed and unpacked, loaded and unloaded, put into store and taken out again. Each individual handling cost will not amount to much but the total of all such handling costs can be significant.</p> <p><u>FOOD PACKAGING</u></p> <p>Most produce needs packaging. Packaging serves Three basic purposes. First, it provides a convenient way of handling and transporting produce. Second, it provides protection for the produce. Finally, packaging can be used to divide the produce into convenient units for retail sale and to make the produce more attractive to the consumer, thus increasing the final sale price.</p> <ul style="list-style-type: none"> • a market for the processed product; 	<p>food packaging, food storage, supply and transportation. Student listen attentively and taking notes.</p>	<p>transportation?</p>

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • stable quantities of adequate raw material, inputs and safe water; • processing technology; • Infrastructure, facilities and services, including apparent, logistics and practices. <p><u>FOOD STORAGE</u></p> <p>The main purpose of storage is to extend the availability of produce over a longer period than if it were sold immediately after harvest. The assumption behind all commercial storage is that the price will rise sufficiently while the product is in store to cover the costs of storage. Such costs will vary, depending on the costs of building and operating the store but also on the cost of capital used to purchase the produce which is stored</p> <p><u>SUPPLY OF FOOD</u></p> <p>Cities depend to a varying extent on imported food. Imports require infrastructure, facilities and services, an administrative system and regulations. Issues of relevance to the analysis of FSDSs are:</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>the enforcement of import control regulations for health and environmental purposes, the efficiency of the administrative system for clearing imported goods, dockside storage conditions, the control of imports by importers, etc.</p> <p><u>RURAL- AND PERIURBAN-URBAN FOOD TRANSPORT</u></p> <p>In many countries the initial transportation may be the farmer or his laborer, carrying the produce themselves or using animal-drawn carts. Alternatively, traders may send agents around to farmers to collect produce for assembly in one central area. Transport costs will vary according to the distance between farmer and market.</p> <p><u>Food shops</u></p> <p>In the low-income districts of Latin American cities,</p> <p>a plurality of small, family-run food shops compete for the local market. Such competition, made more difficult by the growing presence of</p>		

S.no.	Durati on	Specific objectives	Content	Teaching learning activity	Evaluation
			supermarkets and hypermarkets, and the lack of an entrepreneurial mentality as well as technical and managerial expertise, are responsible for low and even negative returns which, in turn, do not stimulate self-development and expansion.		
9	2 min	Define food hygiene	<p>Food Hygiene</p> <p>Is a set of practices performed for the preservation of food? "Food hygiene refers to conditions and practices that help to maintain food and prevent it from contamination</p>	Teacher Defined food hygiene Student listen attentively and taking notes.	Define food hygiene?
10	12min	Describe practices used in food hygiene.	<p>PRACTICES USED IN FOOD HYGIENE</p> <p>Food hygiene pertains to the practices related to food management and cooking to prevent food contamination, prevent food poisoning and minimize the transmission of disease to other foods, humans or animals.</p> <p>Food practices include:</p>	Teacher Describe practices used in food hygiene Student listen attentively and taking notes.	Describe practices used in food hygiene?

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • Cleaning and disinfection of food-preparation areas and equipment (for example using designated cutting boards for preparing raw meats and vegetables). Cleaning may involve use of chlorine bleach, ethanol, ultraviolet light, etc. for disinfection. • Careful avoidance of meats contaminated by trichina worms, salmonella, and other pathogens; or thorough cooking of questionable meats. • Extreme care in preparing raw foods, such as sushi and sashimi. • Institutional dish sanitizing by washing with soap and clean water. • Washing of hands thoroughly before touching any food. • Washing of hands after touching uncooked food when preparing meals. • Not using the same utensils to prepare different foods. • Not sharing cutlery when eating. 		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • Not licking fingers or hands while or after eating. • Not reusing serving utensils that have been licked. • Proper storage of food so as to prevent contamination by vermin. • Refrigeration of foods (and avoidance of specific foods in environments where refrigeration is or was not feasible). • Labeling food to indicate when it was produced (or, as food manufacturers prefer, to indicate its "best before" date). • Proper disposal of uneaten food and packaging 		

Summary and evaluation:- (10 min.)

Today we have discussed about community, food, purpose of food supply, the functions of food supply and distribution system, the aims of food supply and distribution systems, problems in food production and supply in urban and periurban area, the need of food production in urban community, food processing, preparation, food handling food packaging, food storage, supply and transportation and food hygiene, practices used in food hygiene.

Evaluation:-

- Define food hygiene?
- What is the need of food supply in the community?

Assignment: - Describe about the food supply procedure in community?

Bibliography:-

1. k Park” Preventive and social medicine” 22nd edition Pp563- 569
2. Keshav Swarnkar” community health nursing” 2nd edition Pp292-293-
3. Priti Agrawal et al ”community health nursing” 22nd edition Pp547- 549
4. Trade Reforms and Food Security: Conceptualizing the Linkages. FAO, UN. 2003.
5. *Raj Patel (20 Nov 2013). "Raj Patel: 'Food sovereignty' is next big idea". Financial Times. Retrieved 17 Jan 2014. (registration required)*
6. *Food and Agriculture Organization (November 1996). "Rome Declaration on Food Security and World Food Summit Plan of Action". Retrieved 26 October 2013.*

LESSON PLAN

- Subject** : Community Health nursing-I
- Unit** : VI
- Topic** : National and international food agencies
- Group** : GNM 1st year
- Place** : CLASS ROOM
- Date and time :
- Teaching method : Lecture cum discussion
- A V aids : Chalk and Board, PPT
- Students Pre requisite : The students should be able to identify the national and international food agencies and Would be able the importance of food agencies.
- General objective : At the end of the teaching the students will be able to gain knowledge regarding national and International food agencies.
- Specific objective : At the end of the teaching the students will be able to
1. List all the type of national and international food agencies.
 2. Describe the national and international food agencies.
- Review of previous class: Ask question regarding food, food safety and slandered, nutrition, health and importance of food.

Introduction:

S. No.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
1.	5min.	List all the type of national and international food agencies.	<p><u>Introduction:</u> The food safety and inspection services is the public health agency in the U.S. department of agriculture responsible for ensuring that the nation's commercial supply of meat, poultry, and egg products is safe, wholesome, and correctly labeled and packaged.</p> <p><u>National and international food agencies:</u></p> <ol style="list-style-type: none"> 1. Central food technological research institute 2. Food and agriculture organization 3. National institute of nutrition 4. Food safety and standards authority of India 5. CARE 6. National institute of public co-operation and child development 	T: enlist the national and international food agencies with power point presentation. S: listen and taking notes.	Q. Enlist the national and international food agencies?
2.	15min.	Describe the national and international food agencies	<p>Central food technological research institute</p> <p>Abbreviated as CFTRI is one of the 40 national research laboratories in India</p>	T: describe with power point presentation.	Q. Describe the national and inter national food agencies?

S. No.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> ➤ It was opened on 21 October 1950 in Mysore, Karnataka. ➤ CFTRI Mysore the center also has extended resources centers in Hyderabad, Lucknow and Mumbai, rendering technical assistance to numerous entrepreneurs. ➤ There are sixteen research and development departments including laboratories, focusing on food, biotechnology, microbiology, sensory science, and food safety. ➤ The institute is engaged in research in the production and handling of grains, pulses, oilseeds, spices, fruits, vegetables, meat, fish and poultry. ➤ The institute develops technologies to increase efficiency and reduce postharvest losses, add convenience, increase export, find new sources of food products, integrate human resources in 	S: listen and taking notes.	food agencies?

S. No.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>food new sources of food products, integrate human resources in food industries, reduce losts, and modernize.</p> <p>Food and agriculture organization: Abbreviated FAO is an agency of the united nations that leads international efforts to defeat hunger.</p> <ul style="list-style-type: none"> ➤ It was opened on 16 oct. 1945. In Quebec City, Canada. ➤ Its headquarters in Rome, Italy. ➤ FAO currently in (2014) Director general – Jose Graziano da silva. ➤ FAO is also a sources of knowledge and information, and helps developing countries and countries in transition modernize and improve agriculture, forestry and fisheries practices, ensuring good nutrition and food security for all. <p>Food and agriculture organization working below seven department: 1. Administration and finance</p>		

S. No.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<ol style="list-style-type: none"> 2. Economic and social development 3. Natural resources management and environment 4. Technical co-operation 5. Agriculture and consumer protection 6. Forestry 7. Fisheries and aquaculture <p>National institute of nutrition: Abbreviated NIN is an Indian public health, biotechnology and translational research center located in Hyderabad, India.</p> <ul style="list-style-type: none"> ➤ NIN established in 1918 (Coonoor) and shifted on 1958, Hyderabad, Telangana, India. ➤ The institute is one of the oldest research centers in India and the largest centers, under the Indian council of medical research, located in the vicinity of Osmania University. ➤ The institute has associated clinical and pediatric nutrition research awards at various hospitals such as the Nilofer 		

S. No.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Hospital for women and children, the Government maternity Hospital, the Gandhi medical college and the Osmania general hospital in Hyderabad.</p> <ul style="list-style-type: none"> ➤ The national centre for laboratory animal science and the food and drug toxicology research centre, National nutrition monitoring bureau are the other wings of NIN. <p>Food safety and standards authority of India:</p> <p>Abbreviated FSSAI is an agency of the ministry of health and family welfare, Govt. of India. FSSAI formed Aug. 2011.</p> <ul style="list-style-type: none"> ➤ The FSSAI has been established under the food safety and standard Act, 2006 which is a consolidating statute related to food safety and regulation in India. ➤ The FSSAI is responsible for protecting and promoting public health through the regulation and supervision of food safety. 		

S. No.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>➤ The FSSAI has its headquarters at New Delhi. The agency also has 8 regional offices located in Delhi, Chandigarh, Lucknow, Guwahati, Mumbai, Kolkata, Cochin and Chennai.</p> <p>CARE: Cooperative for assistances and relief everywhere is a major international humanitarian agency delivering emergency relief and long-term international development projects.</p> <p>CARE founded in 1945. It is one of the largest and oldest humanitarian aid organization focused on fighting global poverty. Care also advocates at the local, national and international level for policy change and the rights of poor people.</p> <p>Care programming falls in to the following broad themes:</p> <ul style="list-style-type: none"> • Gender and women’s empowerment: Care worked in 50 countries by promoting support and access to service for survivors of sexual and gender-based violence and 		

S. No.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>implementing prevention programs for awareness raising and adoption of non-violent behaviors.</p> <ul style="list-style-type: none"> • Food security: Care provides emergency food aid and support the prevention of malnutrition through demonstrating proper breast feeding, providing. • Health: care health programs are focused on mental health and HIV/AIDS. • Climate change: • Education: Advocates for the importance of educating girls. • Water sanitation and hygiene: Care build and maintain clean water systems and latrines and provides education about hygiene and water borne illness. • Economic development: Care supports increasing market linkages, promotes diversified livelihoods, organizes village savings and loan association and provides 		

S. No.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>entrepreneurship training.</p> <ul style="list-style-type: none"> Advocacy: Care's advocacy for improved development policy s directed at local and national governments, as well as international organization such as united nation institutions. <p>National institute of public co-operation and child development (NIPCCD): NIPCCD is govt. agency formed in 1966. NIPCCD worked for female and children development.</p>		

Summary and evaluation: 10 min.

Today we have discussed about the national and international food agencies like CFTRI, FAO, NIN, FSSAI, CARE, NIPCCD.

Assignment:

Q. Describe the national and international food agencies?

Evaluation:

- List the national and international food agencies?
- How does work care?

Bibliography:

1. Park K. "Parks text book of Preventive and social medicine" M/s Banarsidas Bhanot Publication, 22nd edition, 2013. P.n.
2. Swaminathan M. "Hand book of food and nutrition" Bangalore printing and publisher, 5th edition 2002, p.n. 115
3. Indrani TK. "Nursing Mnuual of Nutrtrion and therapeutic diet" Jaypee bothers, first edition, reprint 2012 p.n.

LESSONPLAN

Subject : Community Health Nursing-I

Unit : VI

Topic : Nutritive value of common food items

Group : GNM 1st year

Place : CLASS ROOM

Date and time :

Teaching method : Lecture cum discussion

A V aids/ instructional aids : Chalk and board, PPT

Students Pre requisite : The students should be able to identify the nutritive value of common food items and
Would be able the importance of nutritive value of food.

General objective : At the end of the teaching the students will be able to gain knowledge regarding
nutritive value of Common food items.

Specific objective : At the end of the teaching the students will be able to

1. Define nutritive value
2. Classify general and common food articles.
3. Describe the general and common food articles.

Review of previous class: Ask question regarding food, general and common food.

Introduction:

S. No.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
1.	2min.	Define nutritive value	<p><u>Definition:</u> Degree of nutrition contain in a food.</p>	T: define nutritive value S: listen and takes notes.	Q: Define nutritive value?
2.	3 min.	Classify general and common food articles.	<p>General and common food articles can be classified as follows:</p> <ul style="list-style-type: none"> • Cereals with millets • Pulses • Vegetables • Milk and milk products • Fats and oils • Meat, fish and egg • Chilies and spices • Sugar and jaggery • Beverages <p>• <u>Cereals and millets:</u> Cereals mainly include wheat, rice and maize, while millets comprise coarse grains</p>	T: explains with power point presentation. S: listen and takes notes.	Q: Classify general and common food articles?

S. No.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
3.	15 min.	Describe the general and common food articles.	<p>like Jowar, Bajra, Raggi etc. cereals provide about 70 to 80 %of total energy requirement. 100gm of cereals yield about 350 kcal of energy. Some of these are described below.</p> <p>Rice: rice is the most consumed cereal in the world. This contains 6 to 9% protein. It is a good source of thiamine (B₁). Rice meets most of the dietary energy requirement, but is devoid of vitamins A, D and C. It contains calcium and iron in small quantities. Milling, washing and cooking of rice affect the nutrients. To preserve these, parboiling is a useful technique.</p> <p>Wheat: wheat is main staple food next to rice. Wheat flour and Maida are its other forms. Wheat contains 9 to16% of protein. It is also a chief source of energy.</p> <p>Maize: in some state of India, especially rural areas, maize and maize corns are highly popular. But this contains less lysine and tryptophan. The leucine present in it leads to niacin deficiency and causes pellagra.</p> <p>Millets: This includes Jower (sorghum or milo), Bajra and Ragi. Jower contains 9 to 14%, while Bajra</p>	<p>T: explains with power point presentation. S: listen and taking notes.</p>	<p>Q. Describe the general and common food articles?</p>

S. No.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>contains 10 to 14% of protein. Ragi is the chief source of calcium, like maize, jower products also predispose to pellagra.</p> <ul style="list-style-type: none"> • <u>Pulses:</u> Green gram, Bengal gram, Red gram, lentils and black gram are consumed by majority of Indians. The use of soya bean is also on the increase. Pulses contain 20 to 25% protein which is more than that obtained from cereals, meat and eggs. But the quality of pulse protein is inferior. • <u>Vegetables:</u> Vegetables include green leafy vegetables, roots and tubers and other vegetables. Vegetables are a chief source of vitamins and minerals. They also contain water in sufficient quality. However, except peas, all other vegetables contain very small amounts of protein and energy. The greener the vegetable, the higher the nutritive value. Green leafy vegetables are rich in vitamin C, pro-vitamin A, riboflavin, folic acid, calcium, iron etc. spinach, methi, cholal, radish and cauliflower comes in this category. Potato, radish, 		

S. No.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>carrot, onion and tapioca are chief roots and tubers. Of these, potato is the main source of carbohydrates. While tubers are deficient in proteins, carrot is rich in vitamin A.</p> <p>Brinjal, tomato etc. supply minerals and vitamins and enrich the variety in diet. Some vegetables add to the flavor and make the food palatable. The quantity of the vegetables in diet should be 150 to 200 gm per day.</p> <p><u>Milk and milk products:</u></p> <p>Milk is regarded as the best food. Milk protein contains all the essential amino acids. Similarly, it contains 3-4 to 8.8% fat. Lactose is naturally and minerals except Iron and vitamin C. milk are a chief source of vitamin A and calcium. As compared to animal milk (cow, goat) the energy content of breast milk is also equal.</p> <p><u>Fruits:</u></p> <p>Like vegetables, fruits are also protective food. These are rich in vitamins and are a good source of minerals. The cellulose present in fruits helps in peristalsis. Ordinarily, energy content of fruits is less</p>		

S. No.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>but banana, mangoes, grapes etc. are rich in energy. Ripe fruits contain more carbohydrate. Daily intake of 85 to 100 gm of fruit is recommended.</p> <p><u>Meat, fish, eggs:</u> Non-vegetarians comprise a majority of population in the world. Meat includes flesh of cattle, pigs, sheep etc. Meat protein contains essential amino acids in sufficient quantities. 15 to 20% protein, 10 to 20% fat and large quantities of minerals and vitamin B are found in meat. Fish is a good source of protein. They also provide sufficient quantities of essential amino acids, vitamin A and vitamin D. fish contains negligible amounts of carbohydrates.</p> <p>Eggs contain most nutrients; egg protein contains all the 9 essential amino acids, except vitamin C, all other vitamin are Obtained from egg. Boiled egg is considered more nutritious than raw egg. Eggs contain very small amount of carbohydrates.</p> <p><u>Fats and oils:</u> These are good sources of energy and fat soluble vitamins. Fat and oils are generally used in cooking. Vegetable fats like groundnut oil, mustered</p>		

S. No.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>oil etc. are considered superior to animal fats like butter, ghee etc. Dry fruits like cashew nut, almond chestnut etc. also provide fats.</p> <p><u>Sugar and Jaggery:</u> Sugar and Jaggery are important sources of carbohydrate and many food articles are prepared from them, Iron is obtained from jiggery and honey is a good source of carbohydrate.</p> <p><u>Condiments and spices:</u> These are used in diet to provide taste colour, flavor or pleasant odor to food. They increase appetite and power of absorption. Turmeric has antiseptic properties. Spices include cardamom, ginger, tamarind, cloves, saffron, garlic, asoefadita, cinnamon, mustered, nutmeg, methi, fenugreek etc. excess of spices and condiments is harmful.</p> <p><u>Beverages:</u> This includes hot drinks, cold drinks, and alcoholic beverages. Coffee contains caffeine and tannic acid. Cocoa is also a stimulant like tea and coffee. Their nutritional value depends on the amount</p>		

S. No.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>of milk and sugar added.</p> <p>Soft drinks contain carbon dioxide, sugar, citric or tartaric acid and mixture of colour and flavor. Fruit juices are comparatively more nutritious.</p> <p>Alcoholic beverages include beer, rum, whisky, gin etc. most of these have no significance in nutrition but in limited amounts they serve as appetizer.</p>		

Summary and evaluation: 10 min.

Today we have discussed about the nutritive value of common food items and its definition of nutritive value, general and common food articles like, cereals with millets, vegetables, fruits, fats and oils chilies and spices, pulses milk and milk products, meat, fish and egg, sugar and jiggery, beverages.

Assignment:

Q. Describe the nutritive value of common food items?

Evaluation:

- List the general and common food articles?
- What are the nutritive value and related facts of common food articles?

Bibliography:

1. Park K. "Parks text book of Preventive and social medicine" M/s Banarsidas Bhanot Publication, 22nd edition, 2013.
 2. Swaminathan M. "Hand book of food and nutrition" Bangalore printing and publisher, 5th edition 2002, p.n. 115
- Indrani TK. "Nursing Mnual of Nutrtrion and therapeutic diet" Jaypee bothers, first edition

LESSON PLAN

Subject	:	Community Health Nursing- 1 st (Nutrition) VII
Unit	:	BEVERAGES
Topic	:	GNM 1 st year
Group	:	CLASS ROOM
Place	:	.....
Date & time	:	
Teaching method	:	Lecture cum demonstration
AV aids	:	Black board & chard, chart, PPT.
Student prerequisite	:	The student should have some knowledge about various drinks and beverages
General objective	:	At the end of class the students should be able to gain knowledge regarding beverages.
Specific objectives	:	At the end of the class students should be able to <ol style="list-style-type: none">1. To introduce beverages.2. To classify the various beverages.3. To learn about coffee, tea and cocoa.4. To learn about various fruit beverages5 . To learn about miscellaneous beverages.6. To learn about alcoholic beverages?

Review of the previous class:

Introduction :

- Ask the students about various drinks, beverages such as coffee, tea, coconut water, soft drinks, carbonated drinks and alcoholic drinks. etc.
- Mention the objectives of the class.

S.N .	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation
1.	5min	To introduce beverages.	<p><u>Introduction</u></p> <p>In every culture and society, there are various drinks and beverages are consumed for human need. “a drink or beverage is liquid intended for human consumption.”</p> <p>Beverage includes tea, coffee, juices, soft drinks, carbonated drinks, alcoholic drinks etc.</p>	Introduction about beverages.	What is beverage?
2.	5min	To classify the various beverages.	<p>A large variety of beverages are being consumed by human beings. They have been grouped as follows.</p> <ol style="list-style-type: none"> 1. Coffee, tea and cocoa. 2. Fruit juices and squashes 3. Miscellaneous beverages such as coconut water, neera, sweetened carbonated drinks. 4. Alcoholic drinks. 	lecture cum discussion	Groups of various beverages.

S.N	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation														
3	10 min	To learn about coffee, tea and cocoa.	<p style="text-align: center;"><u>Coffee, Tea and Cocoa</u></p> <p>Coffee, tea and cocoa are commonly used beverage all over the world. They are invigorating drinks and remove sense of exhaustion due to stimulating action of substances like caffeine or theo-bromine present in them.</p> <p style="text-align: center;">COFFEE</p> <p>The stimulating effect of coffee is due mostly to its content of caffeine. Coffee also contains some essential oils which are pleasing to taste. Caffeine stimulate gastric secretions, and hence may aid digestion to certain extent. It has delaying time on emptying of stomach. Hence it allays the sense of hunger.</p> <p>Nutritive value; the chemical composition of a cup of coffee containing 6 oz, of decoction, 2 oz milk, 15 grams of sugar is given in following table –</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td>Protein (g)</td> <td>1.8</td> </tr> <tr> <td>Fat(g)</td> <td>2.2</td> </tr> <tr> <td>Carbohydrate (g)</td> <td>17.8</td> </tr> <tr> <td>Calcium (g)</td> <td>0.068</td> </tr> <tr> <td>Phosphorus (g)</td> <td>0.050</td> </tr> <tr> <td>Vitamin A (iu)</td> <td>102</td> </tr> <tr> <td>Calories (kcal)</td> <td>98</td> </tr> </tbody> </table>	Protein (g)	1.8	Fat(g)	2.2	Carbohydrate (g)	17.8	Calcium (g)	0.068	Phosphorus (g)	0.050	Vitamin A (iu)	102	Calories (kcal)	98	lecture discussion	cum What are the effects of coffee, tea and cocoa?
Protein (g)	1.8																		
Fat(g)	2.2																		
Carbohydrate (g)	17.8																		
Calcium (g)	0.068																		
Phosphorus (g)	0.050																		
Vitamin A (iu)	102																		
Calories (kcal)	98																		

S.N	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation														
			<p>Effect of excessive consumption: excessive consumption of coffee is likely to be harmful, due to high intake of caffeine. Caffeine in excess causes insomnia, irritability, and rapid heart action. And increase excitability in old and younger.</p> <p style="text-align: center;">Tea</p> <p>The stimulating effect of tea is due to its caffeine content.</p> <p>Nutritive value ; Since very little milk goes into making a cup of tea, its nutritive value is far less than the coffee. The nutritive value of a cup of tea containing 7 oz, of decoction, 1 oz milk, 15 grams of sugar is given in following table-</p> <table border="1" data-bbox="616 1050 1153 1364"> <tbody> <tr> <td>Protein (g)</td> <td>0.9</td> </tr> <tr> <td>Fat(g)</td> <td>1.1</td> </tr> <tr> <td>Carbohydrate (g)</td> <td>16.4</td> </tr> <tr> <td>Calcium (g)</td> <td>0.034</td> </tr> <tr> <td>Phosphorus (g)</td> <td>0.025</td> </tr> <tr> <td>Vitamin A (iu)</td> <td>51</td> </tr> <tr> <td>Calories (kcal)</td> <td>79</td> </tr> </tbody> </table>	Protein (g)	0.9	Fat(g)	1.1	Carbohydrate (g)	16.4	Calcium (g)	0.034	Phosphorus (g)	0.025	Vitamin A (iu)	51	Calories (kcal)	79		
Protein (g)	0.9																		
Fat(g)	1.1																		
Carbohydrate (g)	16.4																		
Calcium (g)	0.034																		
Phosphorus (g)	0.025																		
Vitamin A (iu)	51																		
Calories (kcal)	79																		

S.N	Duration	Specific Objective	Content	Teaching Learning Activity	Evaluation														
			<p>Effect of excessive consumption: excessive consumption of tea also has the same effect as like Coffee. Since it also contains large quantity of oxalic acid, hence it produces renal calculi.</p> <p style="text-align: center;">Cocoa</p> <p>Cocoa contains a substance called theobromine which has stimulating effect as like caffeine. Cocoa itself has a higher protein content than coffee or tea (without milk). Cocoa pleasant flavour to milk. Since more milk goes into the making of a cup of cocoa than the coffee or tea, a cup of cocoa has higher nutritive value than a cup of coffee or tea. The chemical composition of a cup of cocoa containing 8 oz milk, 6 gram of cocoa and 15 grams of sugar is given in following table –</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td>Protein (g)</td> <td>7.2</td> </tr> <tr> <td>Fat(g)</td> <td>8.8</td> </tr> <tr> <td>Carbohydrate (g)</td> <td>26.2</td> </tr> <tr> <td>Calcium (g)</td> <td>0.27</td> </tr> <tr> <td>Phosphorus (g)</td> <td>0.20</td> </tr> <tr> <td>Vitamin A (iu)</td> <td>408</td> </tr> <tr> <td>Calories (kcal)</td> <td>213</td> </tr> </tbody> </table>	Protein (g)	7.2	Fat(g)	8.8	Carbohydrate (g)	26.2	Calcium (g)	0.27	Phosphorus (g)	0.20	Vitamin A (iu)	408	Calories (kcal)	213		
Protein (g)	7.2																		
Fat(g)	8.8																		
Carbohydrate (g)	26.2																		
Calcium (g)	0.27																		
Phosphorus (g)	0.20																		
Vitamin A (iu)	408																		
Calories (kcal)	213																		

S.N	Duration	Specific Objective	Contents	Teaching Learning Activity	Evaluation
4.	10 min	To learn about various fruit beverages?	<p><u>FRUIT BEVERAGES:</u> The beverages based on the fruits include fruit juices, fruit drinks, squashes, cordials.</p> <ol style="list-style-type: none"> 1. Fruit juice is the natural product that contain few or no additives. It contains 100% fruits in drinks. It contains only fruits. The fresh fruit juices extracted from the various fruits contain mainly sugar, good amount of vit-C, other vitamins and minerals. 2. Fruit drinks: 10% fruit in drink. Fruit is liquefied and water is added. 3. Fruit juice squashes: Squashes are prepared by addition of sugar, organic acid, and preservatives to freshly expressed fruit juices. Squashes are usually diluted with water before consumption. 4. Fruit juice cordials: fruit juice cordials differ from the fruit juice squashes in that to suspended fruit pulp has been removed. They are usually diluted before consumption. 	lecture discussion	cum List the fruit beverages and describe them?

S.N	Duration	Specific Objective	Contents	Teaching Learning Activity	Evaluation
5.	5 min	To learn about various miscellaneous beverages.	<p><u>Miscellaneous beverages:</u></p> <p>1) Coconut water: The water present in tender coconut is a popular drink all over india. It contains about 6% sugar and small quantity of vitamins and minerals.</p> <p>2) Sweet toddy (neera) : The freshly drawn sap of different palms usually preserved by addition of calcium hydroxide is a popular drink in some parts of India. It contain about 14% sugar and small quantities of vitamins and minerals.</p> <p>3) Sugarcane juice: freshly expressed sugarcane juice with added lemon juice is commonly consumed in some parts on India. It contains about 9% sugar and small quantities of vitamins and minerals.</p> <p>4) Coconut milk : coconut milk is the milk emulsion expressed from freshly grated mature coconut kernel with addition of 6 times the amount of water. It is rich in fat (7.2 %) , small quantity of protein (0.80 %) , vitamins and minerals and fair amount of carbohydrate.</p>	lecture cum discussion	List miscellaneous beverages and their nutritive value?

S.N .	Duration	Specific Objective	Contents	Teaching Learning Activity	Evaluation												
6.	10 min	To learn about alcoholic beverages?	<p style="text-align: center;"><u>Alcoholic beverages</u></p> <p>A large variety of alcoholic beverages are being consumed by human beings all over the world. They contain varying amount of alcohol in it.</p> <p>Alcohol in moderate doses stimulate the gastric secretion and is absorbed and serve as the source of energy. Alcohol is a depressant of nervous system and excessive amount Alcohol causes severe depression and in-coordination of movements and loss of consciousness. The alcohol content of some beverages is given below :</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Alcohol (5%)</th> </tr> </thead> <tbody> <tr> <td>Beers</td> <td>3.5-5.0</td> </tr> <tr> <td>toddy</td> <td>3.5-7.0</td> </tr> <tr> <td>wines</td> <td>10-16</td> </tr> <tr> <td>Wines fortified with spirit</td> <td>17-23</td> </tr> <tr> <td>Spirits(brandy, gin, rum & whisky)</td> <td>35-45</td> </tr> </tbody> </table>		Alcohol (5%)	Beers	3.5-5.0	toddy	3.5-7.0	wines	10-16	Wines fortified with spirit	17-23	Spirits(brandy, gin, rum & whisky)	35-45	lecture discussion	cum List alcoholic beverages and their ill effect on health ?
	Alcohol (5%)																
Beers	3.5-5.0																
toddy	3.5-7.0																
wines	10-16																
Wines fortified with spirit	17-23																
Spirits(brandy, gin, rum & whisky)	35-45																

Summary & evaluation (10 min)

- Drinks and liquids intended for human consumption are beverages. There are variety of beverages consumed all over the world.
- Tea coffee and cocoa has stimulating effect due to caffeine and theobromine present in them.
- The beverages based on the fruits include fruit juices, fruit drinks, squashes, cordials. they contain sugar vitamins, minerals. And few also contain fats, protein and carbohydrate.
- Alcohol in moderate doses stimulate the gastric secretion and is absorbed and serve as the source of energy . Alcohol is a depressant of nervous system and excessive amount Alcohol causes severe depression and incoordination of movements and loss of consciousness.

Assignment : What do you mean by beverages. List the common beverages. Describe in detail about them.

Evaluation : Unit test at the end of unit

Bibliography:

1. Dr. Swaminathan M, “ handbook of food and nutrition” the Bangalore printing and publishing co. fifth edition (2002),pp 165-139.
2. Indrani T K , “nursing manual of nutrition and therapeutic diet” JP Brother’s , first edition(2012), pp 118-119.

LESSON PLAN

Subject : Community Health nursing-1(Nutrition)

Unit : VII

Topic : Egg Preparation

Group : G.N.M 1st year

Place : CLASS ROOM

Date and Time :

Teaching Method : Lecture cum Demonstration

AV aids : Black board and chalk, chart, PPT

Student Pre requisite : The student should be able to cook all the recopies of egg regarding treatment.

General Objective : At the end of the class the students will be able to-

1-List all types of Egg Preparation.

2-To explain each type of egg preparation .

3-To demonstrate and describe each preparation of egg .

Review of previous class : Ask question regarding principle of cooking, method of cooking, effect of cooking on food and various nutrients.

Introduction:

Ask the student if they know any method of egg preparation.

S.n.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
1	10 mins	List all the types of egg preparation	<p><u>Types of egg preparaton</u></p> <p>-Egg flip or egg nog</p> <p>-EGG RECIPES</p> <p>a-soft cooked egg</p> <p>b-Hard cooked Egg</p> <p>c-poached Egg</p> <p>d-Scrambled or Buttered Egg</p> <p>e-Omelette</p>	<p>T: explain with power point presentation.</p> <p>S: Listen and taking notes</p>	<p>Q: List all types of egg preparation.</p>
2	15 mins.	To explain each method of egg preparation	<p>EGG FLIP OR EGG NOG</p> <p>Beat an egg thoroughly (yolks not used in albumin water may be used) and add 250 ml of milk. Stir well and strain before serving. This may be flavoured with sugar, cinnamon or lemon juice.</p>	<p>T: Explain with power point presentation.</p> <p>S: Listen and taking notes.</p>	<p>Q: Explain each method of the egg preparation.</p>

S.n.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
3	25 mins.	To explain the procedure of each method of egg preparation.	<p><u>EGG RECIPES</u></p> <p><i>Soft Cooked Egg</i></p> <p>A . Lower the egg gently with a spoon into a saucepan of boiling water deep enough to cover it. Put the lid on the pan and allow to stand for 4-5 minutes. Serve immediately after the egg is removed from the hot water.</p> <p>The water should not be allowed to boil after putting in the egg.</p> <p>B. Place egg in cold water and bring it to boil. Let it boil for about ½ minute. Remove with spoon.</p>	T: Explain the procedure of each method of egg preparation with power point presentation.	Q: Explain the procedure of each method of egg preparation.

S.n.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p><i>Hard Cooked Egg</i></p> <p>Lower the egg into hot water and keep it simmering temperature for 10-15 minutes according to the size of the egg and how hard it is required. If the egg is to be used cold, it should be cooled immediately after cooking by placing in cold water. The shell may then be removed easily.</p> <p><i>Poached Egg</i></p> <p>Use a small pan with water coming about two-third up the pan. Add a level teaspoon of salt and a teaspoon of vinegar to each pint of water used. This helps to set the egg. Bring the water almost to boiling point break the egg into cup, taking care to keep it whole , and slide it gently into the</p>		

S.n.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p>water. Tilt the pan, and with a tablespoon gently gather the white round the yolk. Simmer until the white is nicely set, (about three minutes) lift out the egg carefully, draining off the water and serve on hot buttered toast.</p> <p><i>Scrambled or Buttered Egg</i></p> <p>Beat the egg well, adding salt and pepper and a tablespoon of milk, melt just enough butter in a saucepan to cover the bottom of the pan. Put the egg and cook slowly over a very gentle heat, stirring lightly to prevent the egg from sticking to the pan. The egg should be soft and creamy when cooked and should be served immediately.</p>		

S.n.	Duration	Specific objective	Content	Teaching learning activity	Evaluation
			<p><i>Omelette</i></p> <p>Use a perfectly clean, smooth, flat frying pan. Beat two eggs lightly, just enough to mix the whites and yolks and season with salt and pepper. Add just enough butter to cover the bottom of the pan, and when very hot. Pour in the eggs and cook quickly stirring gently with a knife. As the egg sets, tilt the pan slightly to allow the uncooked egg to run down on to hot pan. As soon as all the egg is set, roll the omelette over, turning in the edges, and roll on to a very hot plate serve immediately.</p> <p>If the omelette is to be filled, add the hot cooked filling, e.g. mixed meat, chopped tomato, just before the omelette is rolled over.</p>		

Summary and evaluation (10 mins.)

- List various types of egg preparation.
- Explain the procedure of each method off egg preparation (ask to 6 students).

Assignment: List and explain the procedure of each method of egg preparation.

Evaluation: Unit test for 50 marks once the unit IV is completed.

Bibliography:

1. Indrani T.K. “ Nursing Manual Of Nutrition and Therapeutic diet” Jaypee Brothers Publisher, 1st edition
2001 (reprint-2012), p.n. 22-95
2. Park K. "Community Health Nursing"

LESSON PLAN

- Subject** : Community Health Nursing
- Unit** : VII
- Topic** : Soft diet
- Group** : G.N.M 1st year
- Place** : CLASS ROOM
- Date and time** :
- Teaching method** : Lecture cum demonstration
- A.V aids** : Black board, charts and power point
- Student's prerequisites** : The students should be able to identify all the utensil and food item needed for soft diet.

General objectives : At the end of teaching students will be able to know about the Factor affecting selection and planning of meal.

Specific objectives : At the end of teaching students will be able to

1. Define soft diet.
2. Enlist the need of soft diet.
3. Describe concern related to soft diet.
4. enumerates the indications of soft diet
5. Enlist the equipment and item needed in preparation of soft diet.
6. Enlist instruction for soft diet.
7. Describe the food that are includes in soft diet.
8. Describe the food that is avoided in soft diet.

Review of Previous Class: Students have enough knowledge about classification of nutrients and food.

Introduction

This diet is designed to help us from becoming tired and having to chew so much this will help eat more and be able to heal; this diet is helpful if you are missing teeth or have just had surgery and are not able to chew hard foods. this diet does includes soft breads and rice so it is important that we are able to move food in our mouth and be able to swallow

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
2.	5 min	Enlist the need of soft diet.	<p><u>Need of soft diet:-</u></p> <p>Our speech pathologist has identified that we have a swallowing problem. Swallowing problems can occur as a result of head and neck cancer, and / or as a possible side effect of your treatment.</p> <ul style="list-style-type: none"> ➤ A soft diet can decrease fatigue during meals as it reduces the amount of chewing required; ➤ A soft diet may reduce any pain on swallowing during chemotherapy and radiotherapy; ➤ A soft diet minimizes the risk of unchewed food particles being aspirated or entering the airway. 	<p>Teacher</p> <p>Enlisting the need of soft diet.</p> <p>By lecturer cum discussion method and by the help of power point presentation.</p> <p>Student listen attentively and taking notes.</p>	Enlist the need of soft diet?

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
3.	10 min	Describe concern related to soft diet.	<p>Nutritional Concerns on a Soft Diet</p> <p>Constipation Soft diets can be lower in fiber that can lead to constipation. To increase fiber:</p> <ul style="list-style-type: none"> ➤ Use whole meal cereals ➤ Add soaked All bran or a small amount of unprocessed bran into soups, breakfast cereal and drinks. ➤ Consume prune juice regularly. ➤ Ensure you have at least 6-8 glasses of fluid each day - thicken if required ➤ Ensure fruit and vegetables are eaten regularly. ➤ Alternatively fiber supplements may be required. Our dietitian will advise if these are necessary. <p>Diets Low in Energy</p> <p>Soft diets are often low in energy that can result in</p>	Teacher Described concern related to soft diet by lecturer cum discussion method and by the help of power point presentation. Student listen attentively and taking notes.	Describe concern related to soft diet?

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>unintentional weight loss. Strategies to increase the energy density:</p> <ul style="list-style-type: none"> ➤ Use milk in soups and desserts instead of water. ➤ Use sauces and gravies on meals. ➤ Add cream, margarine, oil and/or melted cheese to meals. ➤ Include between meal snacks and nourishing fluids. <p>Troubleshooting</p> <p>If you are experiencing coughing/choking during meal times or recurrent chest infections If you are experiencing loss of weight, feelings of thirst or hunger please contact our General Practitioner and Speech Pathologist and dietician</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
4	10 min	enumerates the indications of soft diet	<p><u>Indication for soft diet</u></p> <p>A soft diet is recommended in many situations, including</p> <ul style="list-style-type: none"> ➤ dysphasia (difficulty swallowing) ➤ surgery involving the jaw and mouth or gastrointestinal tract ➤ Pain from newly adjusted dental braces. ➤ Patients who need to avoid excessive reflux such as those recovering from esophageal surgery for achalasia, are also instructed to stay away from foods that can aggravate reflux. 	Teacher enumerates the indications of soft diet By lecturer cum discussion method and by the help of power point presentation.	Enumerates the indications of soft diet?

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
5	5 min	Enlist the equipment and item needed in preparation of soft diet.	<p><u>Equipement and item needed in preperation of soft diet</u></p> <p>Blender, storage containers, strainer or metal coffee filter.</p> <p>Emergency Food Options for last minute or on-the-go Instant breakfast, protein or nutritional shakes (like Ensure)</p> <p>Fruit Smoothies, Milk shakes, yogurt, and puddings.</p> <p>Baby Food</p>	Teacher Enlist the equipment and item needed in preparation of soft diet. by lecturer cum discussion	Enlist the equipment and item needed in preparation of soft diet?
6	5min.	Enlist instruction for soft diet.	<p><u>Instruction for soft diet</u></p> <p>While preparing soft diet we should follow certain instruction that are as follows:-</p> <ul style="list-style-type: none"> ➤ Eat 5-6 meals a day. ➤ Rinse our mouth after every meal to help keep 	Teacher enumerates the indications of soft diet By lecturer cum discussion	Enlist instruction for soft diet?

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>it clean.</p> <ul style="list-style-type: none"> ➤ Think Fiber. As you adjust to a soft/liquid diet constipation can be a problem, as can some medications. ➤ The best way to keep us nutrition, calories, and protein up is to vary our diet. So mix it up, try different things. ➤ Vitamins and supplements can help you stay healthy. 	<p>method and by the help of power point presentation. Student listen attentively and taking notes.</p>	
7	5 min	Describe the food that are includes in soft diet.	<p><u>MILK AND MILK PRODUCT</u></p> <ul style="list-style-type: none"> ➤ Smooth or fruited yogurt ➤ Cottage cheese ➤ Soft sliced cheese <p><u>MEAT AND PROTEIN</u></p> <ul style="list-style-type: none"> ➤ Ground cooked meat and poultry ➤ Baked. Poached or boiled fish ➤ Casseroles with ground or ¼ inch diced meat ➤ Eggs ➤ Cottage cheese ➤ Sandwiches with soft bread ➤ Shaved deli turkey or ham 	<p>Teacher Describe the food that is includes in soft diet by lecturer cum discussion method and by the help of power point presentation. Student listen</p>	Describe the food that are includes in soft diet?

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> ➤ Tuna salad or egg salad without celery or raw vegetables <p><u>VEGETABLES</u></p> <ul style="list-style-type: none"> ➤ Soft cooked vegetables ➤ Legumes, potatoes ➤ Minced 1/8 or diced ¼ inch vegetables <p><u>FRUITS</u></p> <ul style="list-style-type: none"> ➤ Apple sauce ➤ Drained canned fruits ➤ Soft, fresh fruits such as peaches, nectarines without skin, melon, berries and banana <p><u>BREADS, CEREALS AND STARCHES</u></p> <ul style="list-style-type: none"> ➤ Cream of wheat, cream of rice, oatmeal, malt-o-meal or co-co wheat. ➤ Pancakes, soft French toast ➤ Soft pasta ➤ White rice ➤ Soft bread, rolls, or muffins ➤ Plain cold cereal softened with milk <p><u>DESSERTS</u></p> <ul style="list-style-type: none"> ➤ Custard or pudding 	attentively and taking notes.	

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> ➤ Rice or bread pudding without dried fruit ➤ Sherbet or sorbet ➤ Gelatine ➤ Ice cream and popsicles ➤ Cakes and pies without nuts ➤ Soft cookies without dried fruits or nuts ➤ Chocolate candy without nuts <p><u>BEVERAGES</u></p> <ul style="list-style-type: none"> ➤ All beverages <p><u>OTHERS</u></p> <ul style="list-style-type: none"> ➤ Butter , margarine, oils, vegetable shortening ➤ Salad dressings ➤ Vinegar ➤ Gravies ➤ Salt, pepper, spices ➤ Catsup, muster jelly ➤ Sugar, honey, molasses, or syrup ➤ Horseradish ➤ Chilly and other sauce 		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
8	5min	Describe the food that is avoided in soft diet.	<p><u>MILK AND MILK PRODUCT</u> Hard cheese cubes</p> <p><u>MEAT AND PROTEIN</u> Thick cold cuts, sausage, wieners, hamburgers, large chunks of cheese, and casseroles with of meat.</p> <p><u>VEGETABLES</u> corn</p> <p><u>FRUITS</u> Canned fruit with juice or syrup unless allowed to drink thin liquids skins and seeds.</p> <p><u>BREADS, CEREALS AND STARCHES</u> Brown or wild rice, cold cereals with dry fruit or nuts.</p> <p><u>DESSERTS</u> Brown or wild rice, cold cereals with dry fruit or nuts.</p> <p><u>BEVERAGES</u> None, unless we have been told to thicken our liquid</p> <p><u>OTHERS</u> Cream cheese olives</p>	Teacher Describe the food that are avoid in soft diet by lecturer cum discussion method and by the help of power point presentation. Student listen attentively and taking notes.	Describe the food that is avoided in soft diet?

Summary and evaluation:- (10 min.)

we have discussed about the soft diet, need of soft diet, concern related to soft diet, indications of soft diet, equipments and item needed in preparation of soft diet, instruction for soft diet, the food that are includes in soft diet and the food that are avoid in soft diet

Assignment: -

Define soft diet, enlist need of soft diet describe the food item that is to be included and avoided in preparing soft die

Evaluation:-

- What is soft diet?
- What is the need of soft diet?

What are the equipments and item needed in preparation of soft diet,?

Bibliography:-

1. Benjamin Siegel "Sweet Nothing: The Triumph of Diet Soda", American Heritage, June/July 2006.
2. "Cadbury Global :: Our Brands :: History of our Brands". Cadbury.com. Archived from the original on 2010-08-15. Retrieved 2010-07-28.
3. Franz, Mary MS, RD, LD. Diabetes Self-Management, "AMOUNTS OF SWEETENERS IN POPULAR DIET SODAS" http://static.diabetesselfmanagement.com/pdfs/DSM0310_012.pdf
4. "Official Site for PepsiCo Beverage Information | Find". Pepsicobeveragefacts.com. 2014-08-06. Retrieved 2014-

LESSON PLAN

Subject	:	Community Health Nursing
Unit	:	VII
Topic	:	Low cost high nutritious diet
Group	:	G.N.M 1 st year
Place	:	CLASS ROOM
Date and Time	:	.....
Teaching method	:	Lecture cum demonstration
A.V aids	:	Black board, charts and power point
Student's prerequisites	:	The students should be able to identify all the utensil and food item needed for preparing low cost meal.
General objectives	:	At the end of teaching students will be able to know about the Factor affecting selection and planning of meal.

Specific objectives: at the end of teaching students will be able to

1. Define low cost diet.
2. Describe instructions that have to be follow in choosing low cost food item for preparing low cost meal.
3. Describe the methods used for preparing at low cost meal/ recipe

Review of Previous Class: students have enough knowledge about classification of nutrients and locally available food item.

Introduction :

As a lot is already well known about the therapeutic diet and other diet/ meal that is used for different age group and conditions but the cost of food is more so poor and poorer family cannot afford but we can cut the cost of meal by choosing locally produce and locally available food item in this class we will discuss various aspect used in preparing low cost meal.

S.no.	Duration	Specific objectives	Content	Teachig learning activity	Evaluation
1	5min	Define low cost diet.	<p><u>Definition of low cost diet:-</u></p> <p>This diet is designed for people who may not afford costly diet or meal they have to included food item that are locally available and supply all the nutrient that full fill the needs of individual, family society and community people in various conditions and different age group.</p>	<p>Teacher</p> <p>Define low cost diet by lecturer cum discussion method and by the help of power point presentation.</p> <p>Student listen attentively and taking</p>	Define low cost diet?

S.no.	Duration	Specific objectives	Content	Teachig learning activity	Evaluation
				notes.	
2.	25 min	Describe Instructions that has to be follow in choosing low cost food item for preparing low cost meal.	<p><u>Instructions that has to be follwed in choosing low cost food item for prepering low cost meal</u></p> <p>If cost is discouraging us from trying to make changes to us and our families diet then read on: healthy eating doesn't have to cost more so we have to follow certain principles that are as follows.</p> <p><u>WRITE A SHOPPING LIST</u></p> <p>Draw up a weekly meal plan using up ingredients we already have and make a shopping list of any missing items. Try not to shop when hungry. People who shop when hungry are more likely to spend more, especially on less healthy foods, such</p>	Teacher Enlisting the need of soft diet. By lecturer cum discussion method and by the help of power point presentation. Student listen attentively	Enlist the need of soft diet?

S.no.	Duration	Specific objectives	Content	Teachig learning activity	Evaluation
			<p>as high-fat and sugary snacks.</p> <p><u>WASTE NOTHING</u></p> <p>The average family with children throws away almost of good food every month. Be strict about buying only what we'll actually eat. Plan our meals so that all ingredients on our list get used. Freeze any unused food. Food storage bags and boxes will come in handy.</p> <p><u>EAT LEFTOVERS FOR LUNCH</u></p> <p>Cook extra portions for our evening meal so that we can have the leftovers for lunch the next day. Any leftovers can be frozen for another day. Eventually, we'll have a freezer full of homemade ready meals on tap.</p>	<p>and taking notes.</p>	

S.no.	Duration	Specific objectives	Content	Teachig learning activity	Evaluation
			<p><u>BUY FROZEN</u></p> <p>Frozen fruit and vegetables are underrated. They come pre-chopped and ready to use, are just as good for us (try to avoid those with added salt, sugar or fat), and are often cheaper than fresh varieties. Frozen vegetables are picked at the peak of freshness and then frozen to seal in their nutrients.</p> <p><u>TRY CHEAPER BRANDS</u></p> <p>we could save money by buying cheaper brands than we normally do. There's not always much difference between value and premium ranges. Give it a go and let our taste buds be the judge, not the shiny label.</p>		

S.no.	Duration	Specific objectives	Content	Teachig learning activity	Evaluation
			<p><u>EAT MORE VEG</u></p> <p>We could save money by buying cheaper brands than we normally do. There's not always much difference we could save money by buying cheaper brands than we normally do. There's not always much difference between value and premium ranges. Give it a go and let our taste buds be the judge, not the shiny label.</p> <p>Between value and premium ranges. Give it a go and let our taste buds be the judge, not the shiny label.</p> <p>Meat and fish are typically the most expensive food ingredients on a shopping list. How about adding vegetables to meat dishes such as casseroles to make our meals go further? Or try a</p>		

S.no.	Duration	Specific objectives	Content	Teachig learning activity	Evaluation
			<p>few vegetarian meals during the week to keep costs down?</p> <p>Make it fun by joining the thousands of people who regularly take part in <u>meat-free Monday</u>.</p> <p><u>COOK WITH PULSES</u></p> <p>Pulses, such as beans, lentils and peas, are some of the cheapest foods on the supermarket shelf. These pulses are low in calories and fat but packed with fiber, vitamins and minerals and also count towards our DAY. Use them in dishes to replace some of the chicken or meat, such as a chili con carne with kidney beans or a chicken curry with chickpeas.</p> <p><u>FREEZE LEFTOVER BREAD</u></p> <p>Bread is one of the most wasted household foods.</p>		

S.no.	Duration	Specific objectives	Content	Teachig learning activity	Evaluation
			<p>Reduce waste by freezing bread, preferably in portions (for convenience) and when it's at its freshest (for taste).</p> <p>Store bread in an airtight container (such as a freezer bag) to avoid freezer burn.</p> <p><u>KNOW YOUR KITCHEN</u></p> <p>Know what's in our kitchen store cupboard, fridge and freezer. we may find we've got enough ingredients to make a meal! Plan our week's meals to include ingredients we've already got in and avoid buying items we already have. Check <u>use-by dates</u> to make sure you use up ingredients before they go off.</p> <p><u>BUY CHEAPER CUTS</u></p> <p>If we're prepared to take a little more time with</p>		

S.no.	Duration	Specific objectives	Content	Teachig learning activity	Evaluation
			<p>your cooking, buying cheaper cuts of meat is a great way to save money. Choosing a cheaper cut of meat, such as braising steak, shin or shoulder, doesn't mean missing out on a tasty meal. Slow cooking gradually breaks down the fibers in cheaper cuts, giving great taste at a lower cost.</p> <p><u>LOOK UP CHEAP RECIPES</u></p> <p>Cheap doesn't have to mean less tasty. There are plenty of websites offering recipes for cheap eats and leftover ingredients.</p> <p><u>EAT SMALLER PORTIONS</u></p> <p>Try eating smaller portions by saying no to a second helping or using smaller plates. We'll have more left over for lunch the next day and your waistline may benefit, too! Try weighing or</p>		

S.no.	Duration	Specific objectives	Content	Teachig learning activity	Evaluation
			<p>measuring out staples such as pasta and rice when cooking to stay in control of portion size and reduce waste.</p> <p><u>COOK FROM SCRATCH</u></p> <p>Save money by cutting back on takeaways. Preparing and cooking your own meals is generally cheaper than buying a takeaway or a ready meal, and because it's easier to control what goes in to your dish, it can be healthier.</p> <p><u>BUY CHICKEN WHOLE</u></p> <p>The cheapest way to buy chicken is to buy a whole chicken. From a whole chicken, we'll get two breasts, two thighs, drumsticks and wings, plus a carcass for making stock. Consider using the deli counter for cheese and cured meats. We</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>can get exact amounts, which is cheaper and less wasteful.</p> <p><u>COMPARE PRE-PACKED WITH LOOSE</u></p> <p>Fruit and vegetables sometimes cost more pre-packed than loose. Check the price per weight. Stores know that consumers want to buy in bulk, and so they mix it up: sometimes the packed produce is cheaper, sometimes it's more expensive. Also, pre-packed isn't always the freshest and you may end up with more than you need.</p> <p><u>CUT DOWN ON LUXURIES</u></p> <p>If your regular shopping basket tends to include fizzy drinks, crisps, snack bars, biscuits and cakes, try trimming down on these non-essential items.</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>Many of these are high in sugar and fat so we'll be doing your waistline as well as your bottom line a favour. They can also contain a lot of salt. Think about cheaper and healthier alternatives – such as sparkling water and fruit juice instead of cola, or fruit and plain yoghurt.</p> <p><u>BEWARE OF BOGOF OFFERS</u></p> <p>Special discounts such as buy-one-get-one-free (BOGOF) deals can offer good value, but be careful: only buy items we actually need and are likely to keep and use – tinned or frozen fruit and veg or rice and pasta are a good example.</p> <p>Markdowns on perishables at the end of the shopping day are another way to bag a saving – but make sure the item gets used before the <u>use-</u></p>		

S.no.	Duration	Specific objectives	Content	Teachig learning activity	Evaluation
			<p><u>by-date</u> and doesn't go off sooner than expected.</p> <p><u>TODDLERS EAT THE SAME</u></p> <p>If we've got a toddler in tow, get them used to eating the same meals as you instead of relying on costly pre-prepared toddler food. Simply blend or chop up their portion to suit their age and freeze extra child-sized portions for later. Make sure not to add any salt to their portions and be careful with spicy food.</p> <p><u>SHOP ONLINE</u></p> <p>Price comparison websites, such as <u>mysupermarket.com</u>, let you select a basket of products and then choose the cheapest supplier.</p>		

S.no.	Duration	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>The price differences can be significant. Unlike going to the shops yourself, you'll know how much we've spent before going to the till, which can make it easier to stay within budget.</p> <p><u>SHOP DURING THE 'HAPPY HOUR'</u></p> <p>Most supermarkets discount fresh items towards the end of the day. However, with longer opening hours it's a case of finding out just the right time to grab those bargains.</p>		

Summary and evaluation:(10 MIN.)

We have discussed about the low cost diet, instructions that has to be follow in choosing low cost food item for preparing low cost meal. and the methods used for preparing at low cost meal/ recipe

Assignment:

Define low cost diet, enlist. instructions that has to be follow in choosing low cost food item for preparing low cost meal describe methods used in preparing low cost diet for an infant.

Evaluation:

- What is low cost diet?
- What are the instructions that have to be follow in choosing low cost food item for preparing low cost meal?

Bibliography:

1. Pauly, Daniel and Watson, Reg (2009) "Spatial Dynamics of Marine Fisheries" In: Simon A. Levin (ed.) The Princeton Guide to Ecology. Pages 501–509.
2. Windsor, M L. (2001). Fish Meal. Department of Trade and Industry Torry Research. TORRY ADVISORY NOTE No. 49
3. Miles RD and Chapman FA (2006) "The Benefits of Fish Meal in Aquaculture Diets" University of Florida. Document FA122, p.6.
4. "Manufacture, Storage, Composition And Use Of Fish Meal".
5. Johnston, I. A., S. Manthri, et al. (2002). "Effects of dietary protein level on muscle cellularity and flesh quality in Atlantic salmon with particular reference to gaping."Aquaculture 210(1-4): 259–283.