FREE Promotional Sample

TEACHER'S MANUAL

Lesson 15

By PAOLA BROWN

Endorsed by the Academy of Homeopathy Education
Lesson 15

DIG DEEPER

“Socrates, the Greek philosopher once said: ‘True knowledge exists in knowing that you know nothing.’ Sometimes, the more you learn, the more you realize that there is so much more you don’t know. You have to stay humble in order to really discover truth.”

—Grandma Annette, Evie and the Secret of Small Things

Materials Needed:

• Student Workbook

Attention Activity: Spoons!

• Spoons

Art Journal Activity: Hahnemann in the News

• Scissors
• Tea bags and cup of hot water, prepared coffee, or lemon juice
• Paper towels
• Blow dryer
• Pen for journaling
• If art journaling, you will need Mod Podge, or something similar

Attention Activity - Spoons!

Step 1: Set Up

Split the students into two or more teams and designate a spot on the blackboard or a notebook for each team to write on. Choose a topic from the list below, then write that topic at the top of the board. The topic can be anything related to the unit, but make sure the topic is general enough that there could be many responses from the students.

Some good topics could be:

• Bloodletting
• Conventional medical practice
• Doctors during Hahnemann’s time
• Paradigms
• Side-effects
• Conventional drugs (allopathic drugs)
• Homeopathy

Each team selects a scribe, who then writes the numbers 1–5 on their team’s section of the board or page in a notebook. In an area close-by the scribes, place an amount of spoons equal to the number of teams, minus one, and ensure they are within equal reach of each scribe. (If you have two teams, only place one spoon; for three teams, place two spoons, and so on.) Prior to beginning play, decide on a way you will settle debates when a given answer is in question. For example, if there is a disagreement, the teacher can have the final say.

Step 2: Start Playing!

When the teacher gives the signal to begin, the scribes must quickly write down words related to the chosen topic, placing a related word next to each number written. Team members shout answers to their scribe as fast as they can so their team can be the first to write five words.

When the first team succeeds at getting all five words written—its scribe must run to grab a spoon. Once the first scribe finishes and runs to grab a spoon, time to respond also ends for the other scribes, and they join in the race to grab a spoon. Since there is one less spoon than there are teams, there will be one team who does not get a spoon.

Once all the spoons are claimed, the teacher counts and records the number of correct responses for each team, awarding one point for each correct response. The team of the scribe who didn’t grab a spoon does not get any points for that round. Play three or four rounds, alternating scribes.

Highest score wins!
Historical Study!

Step 1: Read-Aloud
In the story, *Franz Voss and the Vicious Flu*, Hahnemann tells Martha and Frederik Voss about his frustration with the conventional medical doctors, and their practice of bloodletting. Today, bloodletting may not be popular, but each year there are many medications and practices that are discovered to be dangerous and get recalled, or pulled off the market entirely. Hahnemann gives some advice on how we can avoid falling into the trap of using dangerous medicine. According to Hahnemann, it can be useful to learn how to think for oneself rather than trusting the opinions of experts alone.

The story below paraphrases some actual quotes by Samuel Hahnemann. In 1792, Samuel Hahnemann published the following public service announcement in the German newspaper, *Der Anzeiger*.

The article was written in response to the abrupt and unprecedented death of the brother of Marie Antoinette, Kaiser Leopold II, Emperor of Austria.

Hahnemann writes:

> On the morning of February 28, 1792, Emperor Kaiser Leopold II of Austria was seen by Dr. Lagusius, who found Leopold sickly with a severe fever and a distended abdomen. Lagusius tried to fight the condition by venesection [bloodletting], and as this failed to give relief, he repeated the process three times more, without any better result. We ask, from a scientific point of view, according to what principles has anyone the right to order a second venesection when the first has failed to bring relief? As for the third, Heaven help us! But to draw blood for the fourth time when the three previous attempts failed to alleviate! To abstract the fluid of life four times in twenty-four hours from a man who has lost flesh from mental over-work combined with the continued diarrhea without procuring relief for him! Science pales before this!

Step 2: Comprehension
First, ask the students to explain what they think the quote above means, in their own words.

Then, ask the students these questions:

Q) What happened to Emperor Leopold?
A) Possible answer: He got sick and had a fever. To treat him, his doctor drained his blood through a bloodletting. Then, when he didn’t feel better, they did it a second and third time. He got worse, instead of better. They did it a fourth time and he died.

Q) Why would they keep doing something that wasn’t working?
A) Possible answer: Sometimes people get so used to doing the same things over and over that they forget there are other solutions to the problem.

Q) What was Samuel Hahnemann trying to teach people in this public service announcement?
A) Possible answer: He was trying to get people to use their own mind and observational skills to understand for themselves why bloodletting was dangerous to their health. He was encouraging them to change their paradigm.

---

22 Der Allegemeine Anzeiger der Deutsche [The General German Gazette]
23 Trevor M. Cook, Samuel Hahnemann: His Life and Times, P. 60
Lesson 15

Step 3: Character-Building

Recall how Dr. Armleuchter really scared Frau and Herr Voss in the flu story.

Ask the students:

Q) How did Dr. Armleuchter scare Franz’s parents?  
A) Possible answer: He told them that Franz would die if they did not allow him to conduct the bloodletting.

Q) Tell about a time when you have ever been in a difficult situation where you felt like you were pressured into making a decision you weren’t sure about? What happened?  
A) Allow students to share their own experiences—or the experience they learned about during their interview—and offer your own example if students need encouragement or support.

Q) How can we avoid being pressured into making a decision we don’t want to make?  
A) We should think about our options, and make a plan before getting put in a tough situation.

Q) What did Franz’s parents do to avoid being forced into a bad choice by Dr. Armleuchter?  
A) Possible answer: They had a strong relationship and good communication skills. During the situation, they made a decision together during a private conversation, not to treat Franz with another bloodletting, and supported each other in that decision.

Q) Why do you think it’s harder to make decisions in moments of stress?  
A) Possible answers: Stress can cloud your thinking and can make you forget simple things. Sometimes people panic and make decisions out of fear instead of logic.

Q) Can you think of a time when your parents made a medical decision that was for your good, but maybe not a mainstream choice? If so, talk to them about that decision, and ask them to explain how they reached it.

Step 4: Conclusion

Restate to the students that in times where medical problems cause stress, it can be difficult to make a wise choice.

Q) What are ways you can reduce stress when you face a medical problem?  
A) Possible answers:
• Before a medical procedure, make sure you do your research and make a plan ahead of time.
• Remember that every choice you make has a consequence. Slow down and think about potential consequences before you make a decision.
• Ask lots of questions of people, especially different kinds of medical professionals. When it comes to your health and your body, all the questions you have are important ones, so don’t withhold any, no matter how inconsequential you may think they are.
• Talk to as many trustworthy people as you can who you know have gone through something similar.
• Work with a medical practitioner who you trust and supports your philosophy regarding health.
• Before you get married, talk with your future spouse about your beliefs around health (among many other things!). Make sure you surround yourself with people who understand and support the way you want to approach health, as you build your new family.
• Take deep breaths to clear your thinking. Go for a walk or exercise to help deepen your breath and clear your mind.
• Prayer can often give you guidance, and meditation can bring clarity and peace.
• As you grow into adulthood, remember to trust your own instincts. You are the expert on yourself. Your doctor is a good resource, but do not discount the value of what you think and feel in a certain circumstance.
• Remember that your body is designed to take care of you and carry you through illness. It already knows how to heal itself.
• Ultimately, you are in charge of your body—by seeking and applying knowledge, you can confidently make healthy decisions, even when others may not agree.
Student Workbook
Art Journal Activity: Hahnemann in the News

In their workbook, students will find the original newspaper article that discusses Leopold's death, and Hahnemann's concerns over the bloodletting that was done to Leopold.

Have students follow the instructions to make the newspaper article look old and antiqued. Students should take some time decorating the page. It's fun to make a collage out of the article and layer stickers, stamps, or even some watercolors to make the page look unique.

They should spend some time journaling about what they have learned. To do this, have students read the prompt(s) in their workbook and respond to them.