

Fourth Edition

Nutrition, Health, and Safety for Young Children

Promoting Wellness

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Joanne Sorte

I extend loving appreciation to my parents, Jean and Burrell Godard; to my husband Bruce, our children, their spouses, and our grandchildren: Cascade, Matt, Caden, Finley, Jerry, Misty, Isabelle, Nathaniel, Sally and Austin; to the Oregon Head Start Directors, and all the children who have taught me many things including the joys of playing outdoors.

Inge Daeschel

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Carolina Amador

I extend genuine appreciation to all children, each of whom bring wisdom, courage, and joy to the world. I also would like to extend an extra special thanks to my family: Scott, Lucia, Oscar, and Felix, who bring me great peace, joy, and awe.

Lauren Au

I would like to acknowledge my husband Justin, and my siblings, Steven, Nancy, and Rebecca, for their love and support.

About the Authors



Joanne Sorte MS has worked in the fields of child development and early childhood education for more than 45 years. She received a Bachelor of Arts degree in Child Development and Family Life and a Master of Science degree in Human Development and Family Sciences from Oregon State University. Her early experiences included working as a home visitor-teacher, directing and teaching a community college preschool program and serving as family services coordinator for Head Start. She then joined the faculty at Oregon State University as Senior Instructor and director of OSU's Child Development Laboratory Preschool. In this role she developed course curriculum and supervised evaluation of undergraduate practicum student teachers, mentored graduate teaching assistants, and facilitated research investigations. Joanne designed a blended model preschool program which provided enrollment opportunities for children from tuition paying families, those placed by Early Childhood Special Education and Oregon's Head Start Prekindergarten Program. She administered grant funded special projects including the lab school's OHSPk and Child and Adult Care Food Program contracts. Under her guidance the Lab Preschool achieved and maintained NAEYC accreditation and attained the highest "star" rating for Oregon's Quality Rating Improvement System. She worked with partners from local high schools, community colleges, and universities to develop an articulation agreement for practicum coursework, and has presented at the conferences of the NAEYC, Oregon Association for the Education of Young Children, and National Head Start Association. She has participated on state and community initiatives and boards focused on services to children and families, child abuse prevention and child protective services.



Inge Daeschel is a licensed and registered dietitian whose area of expertise is pediatric nutrition. She received her Bachelor of Science Degree in Foods and Nutrition Science at Plattsburgh State University in New York. She completed her dietetic internship at Massachusetts General Hospital in Boston and received her Master of Science degree in Nutrition Science from the University of Tennessee, Knoxville. She worked at Duke University Medical Center, first as pediatric dietitian clinician and later as assistant chief clinical dietitian. This position was instrumental in developing her interest in helping families understand the nutritional needs of their children.

She and her family relocated to Oregon, where she worked at the Corvallis Clinic. Later she accepted a faculty position as an instructor for the College of Public Health and Human Sciences at Oregon State University where she was Health and Nutrition Services Coordinator of the OSU Child Development Laboratory and the OSU Oregon Head Start Prekindergarten Program. Currently Inge is retired although she continues to provide nutrition consultation services to an area WIC program. Her expertise in feeding children is based on personal as well as professional experience that she gained from raising four children, including one with multiple food allergies. She has coauthored with Joanne Sorte an intervention program called "Health in Action: 5 Steps to Good Health," which promotes wellness by providing focused messages that address nutrition and physical activity in early childhood programs.

Carolina Amador, M.D., M.P.H. is a board-certified general pediatrician. She received a Bachelor of Education degree in Speech Pathology at the University of Georgia in Athens. She earned her medical degree from the Medical College of Georgia in Augusta and completed her residency in pediatrics at West Virginia University in Morgantown. She worked as Chief Resident in Pediatrics at West Virginia University, where she developed a lactation clinic as well as a focus on advocacy for breast-feeding mothers. She has a master's degree in Public Health from the University of Washington in Seattle with a focus on maternal and child health. She moved with her husband to Corvallis, Oregon, and has worked as a general pediatrician for 17 years. She is currently employed by a community health center that serves a large percentage of Hispanics and migrant workers. During these years as a general pediatrician, she has developed professional interests in childhood obesity prevention, health disparities, and Latino health. She has been involved in community events and organizations advocating for children's health, including the Oregon State University Oregon Head Start Prekindergarten Program Health Services Advisory Committee, the Benton County Healthy Weight and Lifestyle Coalition, the Benton County Oral Health Coalition, and the Breastfeeding Coalition of Benton County. Throughout her years of education and medical practice, she has participated in several international health experiences in Ecuador, Honduras, Uganda, and Malawi.



Lauren Au, PhD, RDN is a nutrition and public health researcher. She received her Bachelor of Science in Nutritional Sciences and Dietetics at the University of California, Berkeley. She earned her Master of Science degree in Nutrition and Public Health and completed her dietetic internship at Columbia University. Dr. Au received her Doctor of Philosophy in Food Policy and Applied Nutrition from Tufts University. She then completed an American Association for the Advancement of Science and Technology Congressional Fellowship in the U.S. Senate. After working on Capitol Hill, Dr. Au completed a post-doctoral fellowship at the University of California, Berkeley. Currently, she is an Associate Researcher at the University of California's Nutrition Policy Institute. Dr. Au has experience in conducting nutrition evaluations to prevent obesity in low-income community settings. Notably her research in WIC includes a rigorous assessment of online vs. in-person nutrition education; creating a novel diet quality measure for infants; and evaluating the contribution of WIC foods to overall nutrient intake.



Preface

Welcome to the wonderful world of early childhood education! You are joining with educators from across the world, whose passion is to contribute to the health, wellbeing, and education of young children.


It is an exciting time! There is renewed and enthusiastic confirmation that early childhood professionals play a crucial role in helping young children establish the foundations of wellness and learning which will support them both now and in the future. With this strong support for the value of the early years comes a call to strive for high-quality care and education. Our communities have high expectations that teachers will learn and use teaching strategies that will help all children attain wellness and be ready for success in school. And more than ever before, we are being held accountable for children's progress in learning. It is a time of challenge, innovation, and evolution. We welcome you as a participant on this journey, and look forward to your contribution!

New to this Edition




In this edition we provide a variety of new information and enhanced opportunities to help students understand the vital impacts of nutrition, health, and safety on children's wellness and ability to learn. We have gleaned ideas and feedback from professionals in practice to enhance the format and increase opportunities for active student reflection and learning. Our goal is to ensure that students have access to the most current information and ideas, and are prepared and ready to apply their knowledge in the classroom. Aspects that are new to this edition are discussed below.

Pearson Etext Features

Fully digital text format is available for use with face-to-face, online, and hybrid classes, extending the nutrition, health, and safety message to future teachers. The Pearson eText includes familiar interactive features incorporated throughout the last edition as well as updated and exciting new features that further enhance student learning and retention of content.

-  **Video Application Exercises, new to this edition**, provide videos that expand on content presented in the text with accompanying short answer questions and immediate feedback to enhance student understanding

of important chapter concepts and to illustrate how these concepts are applied in real life early childhood scenarios.

-  **Video Examples, new and updated in this edition**, give guidance that directs students to pay special attention to how a teacher discusses or demonstrates a concept, offering opportunity for students to see and consider how concepts are put into action.
-  **Self-Check Quizzes** continue to follow each chapter section, guiding students to link to an electronic multiple-choice quiz to check their understanding of important section topics. Explanations, **new to this edition**, clarify why responses are correct or incorrect, giving students immediate feedback and allowing them to review the material before moving on, which helps ensure that learning outcomes are understood and achieved.
-  **End-of-Chapter Quizzes** connect students to multiple choice questions that measure their understanding of the chapter's learning outcomes. Explanations, **new to this edition**, clarify why incorrect responses are not correct, giving students immediate feedback to help them understand important chapter concepts.

Format Changes

Section heading titles have been updated throughout this edition to focus reader attention on chapter learning outcomes. Revised format reduces redundancies. Most nutrition chapters are presented in a new order and have been renamed to help concepts build from foundational content to application, providing a better flow of topics and information for students.

New Content to Address Current and Emerging Issues:

In this fourth edition of *Nutrition, Health, and Safety for Young Children*, new content has been included to address current issues throughout the chapters. This information helps readers recognize some of the wide range of topics, challenges, and opportunities that teachers of young children are addressing today. New content to guide this exploration includes the following:

- Chapter 1 (the introductory chapter) includes a new section discussing the importance of cultural competency

and explores ways that teachers use this perspective to create more culturally relevant practices and appropriate classroom environments.

- Nutrition chapters offer new discussion of the American Academy of Pediatrics recommendations for peanut allergies and the increasing incidence of food allergies.
- Techniques for cooking with toddlers and pre-schoolers as well as strategies for promoting healthy school fundraisers have been added.
- New information explores the status of soft drink sales in schools, provides strategies to reduce the sales of soft drinks and processed foods in schools, and ideas for how to make school fundraisers healthy and active.
- Strategies to help families access important year-around nutrition services for feeding children, especially those from low income families, have been included.
- Health chapters provide new content addressing infectious disease outbreak, childhood immunizations, and strategies to improve health and wellness for children with special health care needs.
- New discussion explores the findings of the Adverse Childhood Experiences (ACES) project, inspiring special focus on children's social and emotional health and the need for teachers to understand trauma-informed education – what it means and how to create a trauma-informed classroom to assist children to attain positive mental health and wellness during the early years.
- Safety chapters provide a new diagram and discussion of Maslow's Hierarchy of Needs to help students understand the importance of having basic needs met and sustained in order for children to be able to explore and learn.
- New data on the incidence of unintentional injuries is provided with discussion about how this awareness influences the development of environments, classroom practices, and supervision.
- Information and resources have been added to help programs prepare to address new kinds of threats to children's safety including active shooter, extreme weather, wildfires, and flooding events.
- New content discusses the use of an Automatic External Defibrillator (AED) in emergency situations.

In this edition these topics are explored by helping students understand the interrelationships among nutrition, health, and safety and discover strategies to share their knowledge with children and their families.

Scope and Purpose of this Book

This practical text provides students with a comprehensive understanding of the nutrition, health, and safety needs of young children, birth into school age. In-text examples, case scenarios, and questions promote thinking about professional situations and give students a glimpse into the everyday contemporary classroom environment. These concrete illustrations prepare teachers to serve diverse populations of young children in family child care, child care centers, preschools, and elementary school settings.


The intention is to provide students with a strong understanding of wellness concepts, equipping them to implement healthful practices which teach young children ways to contribute to their own wellness, and helps establish each child's ability to learn. These skills emerge as students gain insight into the basic approaches used to enhance children's well-being:

- **Partnering with children and families and with nutrition, health, and safety professionals to promote wellness in young children.** Students learn that they will work within a network of support to meet children's nutrition, health, and safety needs.
- **Implementing and modeling appropriate wellness practices.** Students will be able to design and use practices that are fitting for children's age and developmental capabilities, that are in tune with children's interests, developmental, and health needs, and that are responsive to family cultural practices.
- **Recognizing the important contributions of nutrition, health, and safety to children's learning and overall well-being.** Students will be ready to:
 - Provide wholesome nutrition that promotes optimal growth, development, and learning.
 - Attend to children's individual health needs and implement healthful classroom routines that build wellness habits to last a lifetime.
 - Establish environments and implement practices that ensure children's physical and emotional safety, creating the foundations that allow children to explore, discover and learn.

Students are invited to join early childhood professionals everywhere who cherish the important early years of growth and development and who celebrate each child's potential for a healthy, happy, and productive future. The following pages describe what is new to this edition and how this text helps students to understand, see, and teach wellness concepts.

Helps Students to *Understand* Wellness Concepts

- Through anecdotes and authentic examples, the authors use a storytelling approach that helps **contextualize** wellness concepts for students. Chapter-opening **scenarios** reveal common situations involving teachers, children, and their families grappling with nutrition, health, and safety issues. These scenarios are woven through each chapter to bring the teacher’s role to life.
- The text advocates for the need to develop **cultural competency** when teaching nutrition, health, and safety concepts, including content about understanding dietary practices, feeding young children, building healthy behaviors, and teaching safety concepts in partnership with families from diverse backgrounds.
- A unique chapter on **children’s mental health** explores current thinking about children’s emotional health needs. (Chapter 12)
- Pedagogical features reinforce concepts and terminology: Learning Outcomes, key terms and glossary definitions, Self-Check quizzes located at the end of chapter sections (digital only), Video Application Exercises and Video Examples placed throughout the chapter content (digital only), end-of-chapter quizzes (digital only), and application items.



Chapter Quiz 1.1 Complete this end-of-chapter quiz to check your understanding of chapter concepts.

- Topical features in each chapter—**Nutrition Notes, Safety Segments, Policy Points, and Health Hints**—introduce readers to current issues in health, safety, and nutrition to create awareness and develop effective practices.

Nutrition Note

Adults Are Important Models for Healthful Eating

The American Dietetic Association tracks eating practices as a measure of diet trends. A recent survey revealed that adults have increased consumption of these healthy foods in the past 5 years:

- Whole grains
- Fruits and vegetables
- Fish and chicken
- Foods with health-related benefits such as berries and omega-3-rich foods

Overall, more adults report that toward diet and exercise” and that t eat healthfully.” This is a promising t being of both adults and children. model eating nutritious foods and ot encourage children’s acceptance of positive eating habits. This contribu

SOURCE: *Nutrition and You: Trends 2011* at the American Dietetic Association Food Exposition, September 24, 2011.

Policy Point

Advocating For Healthy Child Development Supports Strong Communities

Policies that support healthful child development are founded on scientific research and emerge from the belief that all children can learn. The publications and resources of the Center on the Developing Child at Harvard University promote this understanding by reinforcing the concept that healthy growth and development are the foundation for strong communities and economic prosperity and that science can be used to enhance child well-being. The mission statement of the Center on the Developing Child presents the notion that equalizing opportunities for all children is essential to creating the

responsible and productive citizens on which society depends. Early childhood teachers are important advocates for the creation of policies designed to address issues that put children at risk for failure in school. Research-based practices help to “close the gap between what we know and what we do to support positive life outcomes for children” (Center on the Developing Child, 2007).

SOURCE: The President and Fellows of Harvard College. (2012). The Center on the Developing Child. Retrieved April 2012 at <http://developingchild.harvard.edu/>.

Health Hint

Talking with Families About Children’s Health

Sometimes teachers need to communicate concerns about a child’s health. When talking with families, remember to:

- Be sensitive; know that most parents care about their child’s health.
- Communicate respectfully.
- Be prepared to state your concerns carefully and simply.

- Recognize family challenges.
- Assist with creating strategies for impro
- Be a positive member of the child’s sup
- Be aware of resources in the communit refer the family.

Safety Segment

Laws Governing Toy Safety

The Consumer Product Safety Improvement Act prohibits the sale of toys that contain lead-based products or various chemicals (such as *phthalates*) present in some plastics. Manufacturers must prove compliance with the law, which requires testing by independent labs to prove that every accessible toy component


meets the guidelines. The laws governing toy safety aim to remove dangerous products present in children’s play things.


SOURCE: *Consumer Product Safety Improvement Act, as Amended H.R. 2715, Public Law 112-128 (August 12, 2011 Version)*. Retrieved September 1, 2017, from www.cpsc.gov/businfo/cpsa.pdf.

Helps Students to See Wellness Concepts . . . and Apply Them

- **Video Application Exercises** and **Video Examples** are embedded directly into pages of the Pearson eText. These allow students to immediately see examples of teaching and wellness practices in action and learn further from them.

Video Application Exercise 1.1 In this video, an early childhood professional describes the importance of cultural competency. Review the video and complete the activity.





Video Example 1.1
In this video, two girls each draw a picture of their respective neighborhoods and answer questions about their neighborhoods. Notice how each child is able to express what she likes best about her neighborhood. Think about the detail the older child uses in describing how laws are developed and how one law was used in her neighborhood.

- **Example forms and check-lists** are provided in several chapters allowing students to complete a self-inventory (Chapter 1), see a health check tracking form (chapter 9), or conduct a playground safety review (Chapter 13).

Figure 1-14 Self-Inventory for Wellness Practices

Rate yourself on these practices that promote health and wellness for adults. Then set some goals to work on to make yourself a healthy role model for children.

Personal Wellness Practices	Always	Sometimes	Never	Goals for improvement
I eat a variety of vegetables.				
I eat a variety of fruits and drink unsweetened 100% fruit juice.				
I include whole grains (brown rice, quinoa, oats) in my diet.				
I eat a variety of protein foods.				
My diet includes low fat or 1% dairy foods.				
I smoke.				(Consider signing up for a smoking cessation program.)
I get at least 150 minutes of light/moderate or 75 minutes of vigorous physical activity every week.				
I wash my hands with soap and water after I use the bathroom.				
My vaccinations are up to date.				
I have a primary care physician.				
I get a flu shot every year.				
I get a dental check up at least once each year.				
I recognize signs of illness and stay home when I am ill.				
I wear a seatbelt and do not read or send text messages when I drive.				
I get 8 hours of sleep most nights, and wake up feeling rested.				
When I teach children I dress appropriately so I am comfortable playing outdoors with them.				
I have activities or strategies that I use when I am stressed				
I develop friendships and enjoy socializing and laughing with others.				
I have hobbies, art, music, yoga or other activities that I enjoy.				
I have friends/family with whom I can consult when I have worries or concerns.				

Figure 9-4 Daily Health Check and Attendance Tracking Chart

Option 1: Attendance and daily health check information overlap.

Month: February	Date									
Child's Name	1	2	3	4	5	6	7	8	9	10
Asma M.		SL	C, V	A	A					
Shay R.					C, V			A	A	A
Liliana T.								A	A	A
Riki H.G.								C, V	A	A

Option 2: Attendance and daily health check are recorded separately.

Month: February	Date									
Child's Name	1	2	3	4	5	6	7	8	9	10
Asma M.				A	A					
Shay R.			SL	C, V				A		
Liliana T.					C			A	A	A
Riki H.G.					C, V				A	A

Attendance:
 Mark if present
 Mark if absent A

Codes for Symptoms:
 B = behavior change I = report of injury ST = sore throat
 CP = chicken pox L = lice SR = skin rash
 C = coughing P = complaint of pain T = suspected temperature
 D = diarrhea SL = sleepy or withdrawn V = vomiting

SOURCE: American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education (2019)

Table 13-5 Playground Maintenance Checklist

Maintenance Problems	Details and Follow-Up	Initial When Corrected
Play Area Review		
<input type="checkbox"/> Garbage, debris, broken glass, other hazardous materials		
<input type="checkbox"/> Gaps in fencing or other safety barriers (entrapment hazards)		
<input type="checkbox"/> Broken gate latches; latches that do not work		
<input type="checkbox"/> Cables, ropes, wires in the area (entanglement hazards)		
<input type="checkbox"/> Decayed or splintered wooden structures, benches, tables		
<input type="checkbox"/> Trip hazards		
<input type="checkbox"/> Rust or chipped paint exposing metal on toys, bikes, wagons		
<input type="checkbox"/> Standing water; problem with drainage		
<input type="checkbox"/> Sandbox cover is missing; sand is not protected from animals		
<input type="checkbox"/> Cracks in plastic equipment		
Play Equipment Assessment		
<input type="checkbox"/> Sharp points, corners, edges		
<input type="checkbox"/> Head entrapment areas		
<input type="checkbox"/> Crush or shear points		
<input type="checkbox"/> Corrosion, rust, deterioration on structural components that connect to the ground		
<input type="checkbox"/> Damaged equipment or missing components		
<input type="checkbox"/> Equipment footings are exposed		
<input type="checkbox"/> Surfacing under equipment is not sufficient		
<input type="checkbox"/> Other		

SOURCE: Based on U.S. Consumer Product Safety Commission. (2015). *Public playground safety handbook*. Retrieved October 10, 2019, from <https://www.cpsc.gov/33fs-public/325.pdf>.

- Reflective **What If . . .** situations place students in the classroom to think about how they would solve day-to-day challenges related to nutrition, health, and safety. **A Matter of ETHICS** questions in the margin notes ask readers to consider ethical questions in keeping with NAEYC's Code of Ethical Conduct.

What If . . .

one of your relatives asked you about your plans to be a prekindergarten teacher? What could you tell them about the issues in nutrition, health, and safety that you would be helping to address as an early childhood educator?

A Matter of ETHICS Imagine that you want to have the children in your class make "community soup," an activity for which each child is asked to bring in a food item to contribute to the soup. Making a food contribution might be difficult for some of the low-income families in your class. How might you arrange this activity in a way that respects the dignity and worth of each child and family?

- **Progressive Programs & Practices** features allow students to view wellness topics through the experience of early childhood professionals who are addressing issues and concerns in their communities.

Progressive Programs & Practices

Training Teachers in Healthy Practices

By Tracy Moran and Tom Browning, Erikson Institute and Illinois Action for Children

New standards were recently recommended for Chicago's center-based child care centers to reduce childhood obesity and improve overall health. The standards include serving children reduced-fat milk, reducing sweetened beverage consumption, limiting screen time, and increasing daily physical activity.

Local organizations¹ collaborated with early childhood providers to develop training seminars to help child care providers implement the standards. Brainstorm sessions were held to share ideas and talk about managing challenges related to health and wellness. Topics that evolved included motivating child care providers to be healthier role models, finding ways to address challenges with accessing and affording healthy foods, recognizing high-crime activity in neighborhoods, and addressing perceived apathy of parents. Suggestions for promoting physical activity were shared, such as having relay races with plastic eggs on spoons and giving each child a magnifying glass and letting them explore the outdoor environment. From this conversation, a curriculum was designed to positively influence providers' knowledge and behaviors regarding nutrition, physical activity, health, and child well-being.

Then for 9 months, five trainers conducted 87 trainings engaging more than 1,000 participants. Training locations were selected to ensure broad participation. Large numbers of participants agreed to implement the new standards. Many



providers rated the reduced-fat milk standard as the most difficult to implement due to perceived cost increases or expected disagreement from children and/or parents.

According to child care provider Maria Salazar, "I started to implement the change from 2% to 1% milk in my day care. I was afraid when I started, but the children have assimilated and taken to the change easily. I have the children stand while putting together a puzzle so that they can be more active throughout the day. They are sleeping better because they are now tired. I also participate in the activities with the children and I love it."

¹Including the Otho S.A. Sprague Memorial Institute, Erikson Institute, Illinois Action for Children, the Chicago Department of Public Health, and the Consortium to Lower Obesity in Chicago Children.

- The theme of being a good **role model** to children is emphasized throughout.

Helps Students Teach Wellness Concepts to Children

- **Your Role in Children’s Wellness** establishes the importance of integrating nutrition, health, and safety concepts throughout learning activities and in the daily curriculum. A suggested activity plan format supports students who need to create learning activities in a practicum or field experience.
- **Teaching Wellness curriculum lesson activities** are provided in each chapter. The activities address a specific learning outcome, and are presented in developmentally appropriate ways for infants and toddlers, preschoolers, and school-age children. Some of these can be viewed in videos.
- The text content aligns with **NAEYC Standards** for professional preparation and program standards.

Support Materials for Instructors

The following resources are available for instructors to download from www.pearsonhighered.com. Instructors select Instructor Resources, enter the author or title of this book, select this particular edition of the book, and then click on the “Resources” tab to log in and download textbook supplements.

Instructor’s Resource Manual

The revised Instructor’s Resource Manual provides chapter-by-chapter tools to use in class. In-class activities, discussion questions, and additional resources will reinforce key concepts and applications and keep students engaged.

Test Bank

These multiple-choice and essay questions tied to each chapter provide instructors with a variety of assessment items to evaluate student understanding of chapter content. An answer key is included.

PowerPoint™ Lecture Slides

The PowerPoint slides include key concept summarizations, diagrams, and other graphic aids to enhance learning. They are designed to help students understand, organize, and remember core concepts and theories.

TestGen™

TestGen is a powerful test generator that instructors install on a computer and use in conjunction with the TestGen test bank file for the text. Assessments, including equations, graphs, and scientific notation, may be created for both print and online testing.

TestGen is available exclusively from Pearson Education publishers. Instructors install TestGen on a personal computer (Windows or Macintosh) and create tests for classroom testing and for other specialized delivery options, such as over a local area network or on the Web.

The tests can be downloaded in the following formats:

- TestGen Testbank file—PC
- TestGen Testbank file—MAC
- TestGen Testbank—Blackboard 9 TIF

The screenshot shows a page titled "Teaching Wellness Health Care Checkups". It lists learning outcomes and activity plans for three age groups: Infants and Toddlers, Preschoolers and Kindergarten, and School-Age Children. Each section includes a goal, materials, and an activity plan. The page is formatted with bullet points and bold text for key terms.

- TestGen Testbank—Blackboard CE/Vista (WebCT) TIF
- Angel Test Bank (zip)
- D2L Test Bank (zip)
- Moodle Test Bank
- Sakai Test Bank (zip)

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PART 1

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