



HOW EARLE DICKSON
TOOK HIS CLEVER
IDEA FOR
FIRST-AID AND
FIRST-AID AND
CHANGED OUR LIVES
FOREVER,
WHILE ADDING A
NEW WORD TO THE
DICTIONARY.

Conquering Cuts



A letter from the publisher



Dear Reader,

This playful book-series is a publication of AlligatorZone®, where students meet startups, an impact initiative as well as a community of life-long learners who explore the world through the eyes of the entrepreneurial problem-solver.

AlligatorZone® is proud to present this series of stories and related playful explorations designed to surface the delightful conversationalist that lurks within each of us, and to shine a light on our charismatic side, while we explore the world of future careers, and perhaps find a calling, sooner than later. This activity book can be enjoyed by students of ages ten through the teens. In fact, any life-long learner will enjoy this booklet.

If you choose to read this book aloud, enunciate like your favorite TV newscaster, actor or YouTuber. If you post it online outside of AlligatorZone, tag @alligatorzone or even #alligatorzone. If reading aloud, slow down so that audiences of all backgrounds may understand you clearly. This exercise fine-tunes our personality, making people pause and listen when we speak. That's because the knowledge in this book series will appeal to most people, and this exercise powers up style with substance.

These stories and explorations will make you look at the world through the eyes of an entrepreneur and observe opportunities to solve problems everywhere around you. Included with this story, is a set of questions to jog your thinking, and an activity for you to go on a journey of discovery, somewhat like an investigative journalist. After you read this book, you can continue learning about more lessons drawn from this book through additional programs offered by AlligatorZone online.

LIFE-LESSONS: With this exploration-book and program, readers will understand, among other things, that

- opportunities to improve things and make a difference exist all around us
- industries require a variety of skills
- there is something to learn even from the most mundane things around us
- the world is an encyclopedia, when we don't hesitate to ask questions
- with practice, one can learn to ask the right questions and solve problems
- persistent efforts can accumulate to grand outcomes despite humble beginnings
- your voice matters
- even learning to think like an innovator makes one a standout leader
- mindfulness is possible in everyday activities
- understanding a company and its leaders makes us better consumers and investors
- those who make a difference do it regardless of their circumstances, and
- curiosity, listening and observation are super-powers that we all have and can use everyday

Enjoy more advanced explorations and collaborative learning that we bring to you by extending stories from this book to an online environment as a member of AlligatorZone. Visit AlligatorZone.org for more.

Have fun with this story and exploration.

Ramesh Sambasivan
Instructional Designer
AlligatorZone® Academy
January 15, 2020



Conquering Cuts.

(To be read aloud to an audience at home, in school, or online)



This is a story from the early 1900's. Young Josephine Knight had just gotten married to a caring and loving young man by the name of Earle Dickson. Earle was doing well in his career. After studying at Yale, he eventually became a cotton buyer at Johnson & Johnson, the company that made gauze and bandages to take care of wound and injuries.

Coincidentally, Josephine wasn't very comfortable with cooking, and often ended up with cuts on her fingers while using the kitchen knife for cooking meals. Earle naturally used the gauze and bandages that his employer made, to help cover the cuts that Josephine suffered.

This happened too often for their liking. Waiting for someone to come and dress the wound was also very inconvenient. In every problem lurks an opportunity to make things better. Earle started thinking of a simpler way for dressing the cuts his wife had to endure. Eventually, Earle took the adhesive tape that his employers made and unrolled it as a long adhesive portion. Then he cut pieces of gauze, and placed them at regular intervals on the tape. In order to keep the gauze in place and to protect the adhesive portion until it's going to be used, he used a stiff fabric called crinoline as a shield and rolled it up. Josephine had to merely snip pieces of this assembled bandage, peel off the crinoline and use the adhesive tape to protect any cuts from the kitchen knife she would get while cooking.

Back in his office, Earle mentioned to a colleague about how he had made a tape that his wife could instantly and independently use at home for first-aid. At the colleague's urging, Earle took his idea to his bosses. That's how the BAND-AID® Brand Adhesive Bandages was born.

In its early days, it was hand-made. Not until it was made with an automated machine, and until Johnson & Johnson gave away free lifetime supplies of the Band-Aid brand of adhesive bandages to the Boy Scouts of America, did it become extremely popular.

Johnson & Johnson, the company where Earle Dickson worked, rewarded him for his ingenuity with a promotion as Vice President, a position that he held until his retirement. Earle was also on the Board of Directors of Johnson & Johnson by the time he retired in 1957.

Johnson & Johnson have kept innovating with the original Band-Aid brand adhesive bandage. Lately, they have even launched a kind of bandage that will still allow one to use a touch-screen device even with the bandage on the tip of one's finger. The BAND-AID® Brand Adhesive Bandages are said to have sold over 100 billion bandages since its invention in 1920. Earle Dickson was awarded a patent for it in 1926. During World War II, millions of bandages were shipped overseas to help the troops. The BAND-AID® Brand Adhesive Bandages was also in the medical kit of astronauts on several space missions.

The BAND-AID® Brand Adhesive Bandages are so popular, that Johnson & Johnson has to constantly watch out against the brand name becoming genericized. It means it makes no difference to you whether a bandage is of The BAND-AID® Brand, or another brand, because in a consumer's mind, all adhesive medical bandages are Band-Aid. That becomes a problem for brand-owners because it will become difficult for them to distinguish their product's special qualities by simply using their brand name. That is why even though the term Band-Aid has become an adjective in the dictionary, Johnson & Johnson continues to maintain the The BAND-AID® trademark and always refers to their product as 'BAND-AID® Brand Adhesive Bandages'.

In the United States alone, at the time we were writing this story, people are expected to spend close to \$400 million each year on bandages. Nearly half of that is expected to be the BAND-AID® Brand Adhesive Bandages. The next time a nurse offers a BAND-AID®, take a moment to appreciate it's humble beginnings in a kitchen in New Brunswick, New Jersey.

Quiz your audience.

(Your audience could be a family member, a classmate, teacher or viewer).



How many years ago was the BAND-AID® Brand Adhesive Bandages first created by Earle Dickson? (Don't use a calculator).

In which city in New Jersey, in the United States, did Earle Dickson sit in his kitchen and come up with the design for what became the BAND-AID® Brand Adhesive Bandage?

What is the word that describes the characteristic of a trade mark for a brand name used generically to refer to similar products made by any company?

Name any one special group of people that has used BAND-AID® Brand Adhesive Bandage?

What kind of innovation has Johnson & Johnson introduced in its BAND-AID® Brand Adhesive Bandage for users of touch-screen devices?

In which year was the patent for surgical dressing awarded to Earle Dickson?

Next?

Continue to the next page for participating in an exploration, as part of the premium AlligatorZone plan. Not yet a premium member? Visit our website <https://alligatorzone.org>

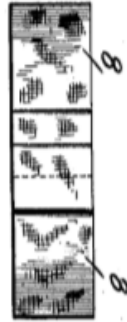


AlligatorZone[®] Exploration

(for life-long learners who are members of AlligatorZone)



1. The next time you see a pack of adhesive bandages, of BAND-AID[®] or other brand, observe it carefully. Observe the packaging and wrapper. Read the promises that the company makes to you. Feel the texture of the adhesive bandage and pause to think of why it's designed the way it is.
2. Think of the complete experience of applying an adhesive bandage over a wound, right from the time you pick up a package, open it, remove a bandage, uncover it, put it on, and replace it. Think of all the possibilities for improvement in that experience. Can the adhesive bandage be redesigned for anyone to use it with just one hand? Can they peel without hurting?
3. If you have been to a drugstore recently, or if you have seen it at a doctor's office, what are the new kinds of bandages you have seen?
4. If you had the knowledge, what aspects of an adhesive bandage would you change?
5. Can adhesive bandages be packed differently, sold in sheets with cut-outs like a sheet of postage stamps?
6. Have you seen any unintended uses of an adhesive bandage?
7. Do you think new technologies can be introduced in adhesive bandages? For what purpose?
8. What components of an adhesive bandage are recyclable? Can something be done differently, with regard to making them fully recyclable?
9. Talk to a nurse and ask about the problems they see with adhesive bandages.
10. Summarize your findings and observations, and post them on AlligatorZone's online learning platform.
11. Share your findings and learn collaboratively with our online community of life-long learners.
12. Visit AlligatorZone.org for other more advanced learning activities and programs.




Not yet a premium member of AlligatorZone[®].
Visit our website <https://alligatorzone.org>

Tips for a Parent, Teacher or a Mentor

(For mentors and coaches using AlligatorZone's Premium Plans)



Here are time-tested tips for mentors who may want to steer the learning at home or in class.

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- 1) **Keep it simple.** If the suggested activity calls for going to a specific location, try slipping the field activity into a routine trip to a store or a mall, and make it an 'oh-by-the-way-let-us-stop-and-look' kind of detour on an errand, rather than making a special trip for it. The idea is to remove any semblance of pressure to perform and focus purely on the joy of learning something new in a shared experience for a student and the teacher.
 - 2) **Go Improv.** Avoid planning and scheduling in advance. Our goal with the activities is to help children make learning a life-long pursuit and a hobby, not a checklist item that will result in angst until it is completed and cleared.
 - Where an activity involves having a conversation with a stranger at a facility or a manager, consider making it a walk-in experience.
 - This improv-like approach, we believe, teaches the child to be comfortable with uncertain outcomes ("Sorry, the manager is out sick.") and improvise. They learn to play the hand they are dealt in the project (just like in life). They learn to find alternative sources of information and piece things together.
 - We believe it helps them learn how to focus on things they can control and not worry about things beyond their control.
 - We believe that it teaches them to find insights amid chaos and stay focused on the task at hand despite distractions.
 - 4) **Learning, not shopping.** We strive to design activities that do not require making purchases. We strive not to make field activities specific to any particular brand. Use on-site observation to complete the learning with your student. Do not make a purchase for this purpose.
 - 5) **Feel free to make a script, if it helps.** If you prefer to schedule a meeting in advance with a store manager or supervisor, prepare a script and encourage your student to be a part of the initial phone request while you stay on the call. Let the student own the process. In our recent summer workshop under the coach's supervision and guidance we had the 11-year old student conduct a market research. He told us later that it was the first time he had left a voice message and his first time on a business call. The sense of accomplishment and the confidence gained, were priceless.
 - 6) **Let the child lead the conversation.** If the student is not yet ready to speak and start a discussion on topics in our activities, try making it a 3-way conversation and keep it casual, referring decision-making to the child ("What do you think?" or "Does that sound reasonable?") so everyone knows that the student is in charge of the discussion. After the first few times we often see kids lead and handle conversations with aplomb. Let there be no pressure on the student to produce a certain result. Let there be no pressure to use big words or business jargon. If a store owner or employee uses industry parlance or acronyms, seek clarification so the child knows there are no dumb questions.
 - 7) **Going off-script is perfectly fine.** Allow the students to find alternative sources of information *under your supervision*, and let them piece things together for their learning. They might find something on TV or Netflix, Youtube, Pinterest or TikTok (if they already use those sites and apps) and be able to connect the dots to fresh insights for improved findings.

Last, but not the least, no matter what, keep it light-hearted and make it a spontaneous and shared experience for both, you and the student.



Sources

(These are the publicly available sources used to compile this story)

Sources:

Please visit AlligatorZone's online learning community to see links to the sources used to pull this story together.

