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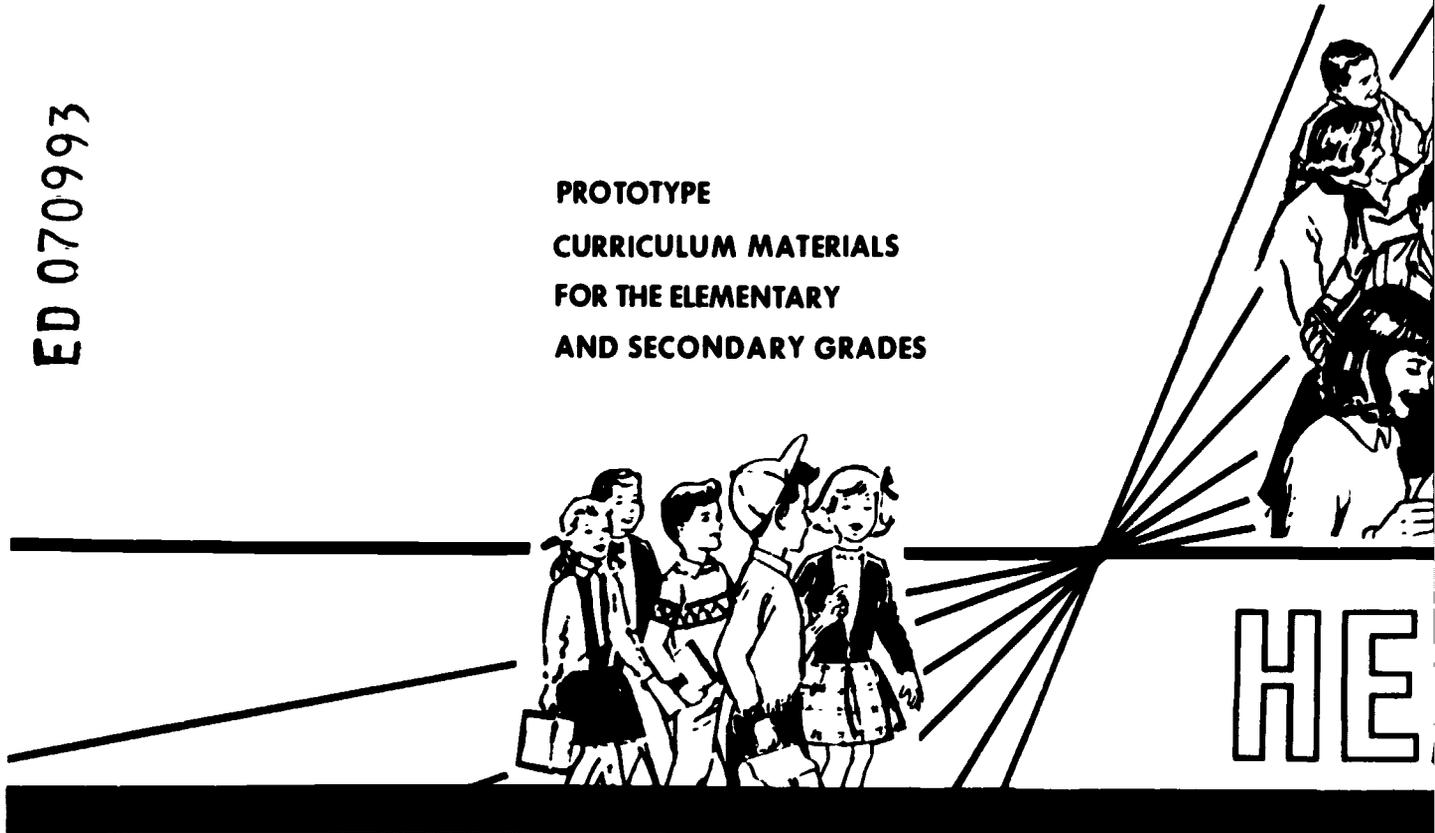
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ABSTRACT

This health curriculum guide, intended for use with children in kindergarten through grade three, is based upon the discovery of the multi-dimensionality of the concept of health and fitness, with its physical, emotional, and social components. The contents of the guide are presented in outline form and cover health measurement, getting to know the school health team, others in the community interested in health, and keeping well and happy. For each content area and its sub-divisions fundamental concepts and understandings, teaching aids, and learning activities are suggested. The guide also supplies supplementary information which a teacher could incorporate into the lessons at a simplified level. Outcomes of this unit in physical health are given in terms of (1) the child's awareness of his own growth and development and recognition of the need for body fitness; (2) the realization that health is a quality of life that can be appraised and measured; (3) familiarity with the school health team and its role; (4) appreciation of the role of "Community Helpers" in health problems; (5) basic understanding of the interrelatedness of the physical, mental, emotional, and social aspects of the individual; and (6) attitudes that will motivate the student to practice wholesome habits of personal health. Extensive multimedia resources are listed. (SES)

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PROTOTYPE
CURRICULUM MATERIALS
FOR THE ELEMENTARY
AND SECONDARY GRADES

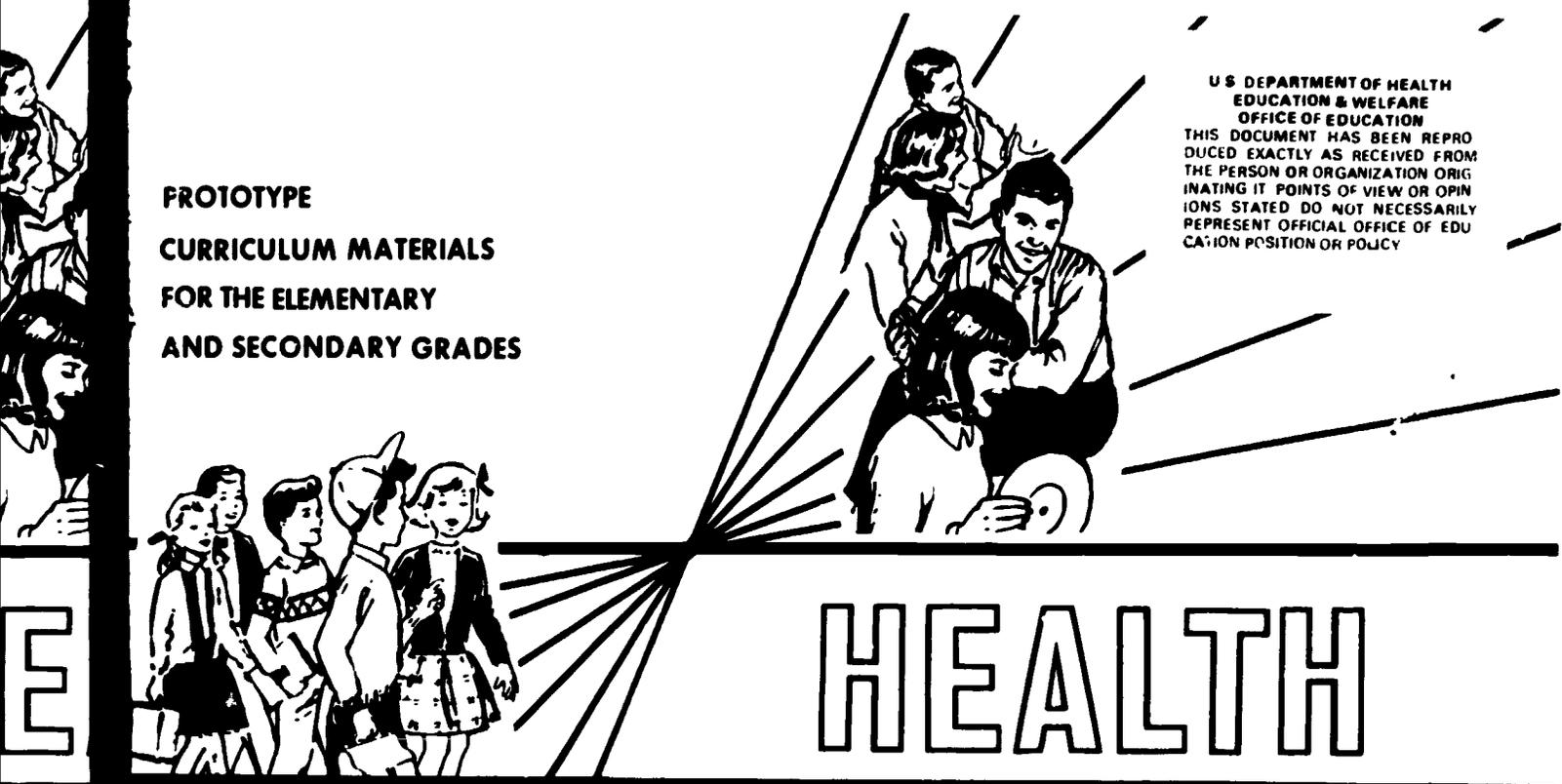


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STRAND I PHYSICAL HEALTH

HEALTH STATUS FOR GRADES K-3
SPECIAL EDITION FOR EVALUATION AND DISCUSSION

THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT
THE CURRICULUM DEVELOPMENT CENTER / ALBANY, NEW YORK 12244



**PROTOTYPE
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AND SECONDARY GRADES**

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STRAND I
PHYSICAL HEALTH

Health Status
K-3

1970 Reprint

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
CURRICULUM DEVELOPMENT CENTER/ALBANY, NEW YORK 12224

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OVERVIEW

The curriculum materials on Health Status have been designed as an introduction to other curriculum strands, and provide a broad foundation for much of the health education throughout the child's school experience.

Many children will discover the multi-dimensionality of the concept of health and fitness, with its physical, emotional, and social components. As they are introduced to the school health team and its integral function in the total school program, primary children will come to appreciate the close relationship between health and fitness, and school performance.

The extent to which teachers in grades K-3 succeed in promoting desirable attitudes and behaviors among their pupils will be largely dependent upon their imagination, adeptness at integrating health status concepts with other activities, and their willingness to exemplify those health attitudes and practices that are characteristic of individuals who enjoy a high level of health status.

OUTCOMES

PUPIL OBJECTIVES:

Pupils in grades K-3 should:

1. be aware of their own growth and development and recognize the need for body fitness.
2. realize that health is a quality of life that can be appraised and measured.
3. be familiar with members of the school health team and their role in the total school program.
4. appreciate the role of "community helpers" in preventing health problems and enhancing health status.
5. begin to understand the interrelatedness of the physical, mental, emotional, and social aspects of the individual.
6. possess attitudes that will motivate them to practice wholesome habits of personal health.

REFERENCE

I. Measuring Our Health

A. Importance

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

There are many ways to measure how we feel and grow.

Each person is different and yet alike.

B. School health appraisal

Growth, vision, hearing, and dental health are evaluated as part of the total school program.

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Introduce the topics with the aid of the captioned filmstrip - "How We Keep Ourselves Healthy," Curriculum Materials Corporation or "The Road to Good Health."

Have children bring in recent pictures of themselves and pictures of themselves as babies.

Questions:

1. Are all babies the same size?
2. How are people alike?
3. How are people different?
4. Are all children of the same age equal in weight and body length?
5. Are boys and girls different? How? Why?

Show movie and discuss: "Our Wonderful Body: How It Works", Coronet Film.

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SUPPLEMENTARY INFORMATION FOR TEACHERS

Many aspects of health are measurable, qualitatively and quantitatively.

Measurement begins when we are born (weight and body length).

When a pupil is old enough to cooperate in a testing situation, he is ready to be measured. (A 3-year old can respond to the symbols on a Snellen E. chart.)

Screening tests most frequently used in the school are those designed to identify children with impairments of vision and hearing and those which measure the child's growth in terms of height and weight.

REFERENCE

MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

C. Vision and hearing

Since vision and hearing are vital to school performance, it is important that the school health team appraise these senses periodically.

Captioned filmstrip - "Care of Your Ears and Eyes" - Health Habits, Curriculum Materials Corporation.

D. Body growth

It is most difficult to measure our feelings while it is easy to measure body changes and characteristics.

Do we all grow at the same rate? Why?

Growth record charts are available from the National Dairy Council. Have students keep a personal record to see how much they grow.

E. How we feel

The mental, emotional, and physical dimensions of the individual interact to determine how we feel and behave.

Film: "Alexander Learns Good Health," Coronet Film.

Role-play common courtesies

1. kindness
2. courtesy
3. acceptance of others
4. pleasure in sharing (taking turns "giving in" occasionally)

Discuss - "What is a friend?" List the characteristics of a friend on the chalkboard.

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SUPPLEMENTARY INFORMATION
FOR TEACHERS

Health appraisal techniques
are designed to discover
certain problems quickly
and inexpensively, and are
not as comprehensive as
examinations one might ex-
pect from the family phy-
sician.

It is not wise to make in-
dividual comparisons. The
class may wish to note
the growth variations in
and discuss why they exist.

There is a considerable
relationship between a
child's mental health and
emotional stability.

Man is seen as a total en-
tity with physical, mental,
and social dimensions -
interrelated and inter-
dependent.

REFERENCE

MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

SUPPLEMENTA
FOR T

F. Total fitness

1. physical

To be fit means the body is able to do the things it needs and wants to do because it is healthy.

Show pictures of healthy, vigorous and zestful people.

Total fitness (best health that can be attained by e

Coronet sound filmstrip - "Your Exercise and Posture".

Although each person has limitations which may not allow him to do all he would like to do, this does not necessarily mean he is unfit.

Read a story about a person who achieved recognition because of being fit. (Helen Keller)

2. emotional

Total fitness is assessed by the ability of an individual to function daily require extra demands mentally, and occasionally.

3. social

Social fitness helps to make us more effective when we work with others.

Children may enjoy describing how they show that they are socially fit in home, school, and community activities.

Appraisal of fitness
1. observation resulting in
2. check list scales
3. posture
4. class check

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

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SUPPLEMENTARY INFORMATION FOR TEACHERS

Total fitness is the optimal (best) state of health that can be attained by each individual.

Total fitness can be assessed by the capacity of an individual to effectively function in meeting daily requirements and extra demands physically, mentally, and social-emotionally.

Appraisal can include:

1. observation of practices resulting from instruction
2. check lists and rating scales
3. posture charts
4. class charts, diaries

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MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

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AND LEARNING ACTIVITIES

SUPPLEMENTARY
FOR TEACHERS

Physical handicaps may be compensated for by more fully developing another aspect of total fitness.

5. opinion of
6. mental ability
7. health knowledge
8. self-testing
9. survey
10. evaluation lessons
11. sociometric

II. Getting To Know the
School Health Team

Teachers, nurses, doctors, and other members of the school health team work together to help keep children healthy.

As an art activity, children can draw pictures of a member of the school health team and then tell a story about what the person is doing.

The teacher should observe health observations to evaluate health habits when they are in the school in the morning. During the course of the day's activities, the teacher continues to observe changes in the appearance and

A. Your teacher

Show filmstrip "How We Keep Ourselves Healthy".

The classroom teacher could call upon the school nurse-teacher as an aid or resource person to strengthen or enrich

A primary responsibility of teachers is to make periodic visits to the health team members for preventive purposes, encourage children to see the dentist and periodically for a physical examination.

Basic functions of the school nurse-teacher:
1. Helps students and parents recognize health problems and

MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

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SUGGESTED TEACHING AIDS
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SUPPLEMENTARY INFORMATION
FOR TEACHERS

5. opinion of parents
6. mental ability tests
7. health knowledge tests
8. self-testing activities
9. survey
10. evaluation of health lessons
11. sociometric techniques

The teacher skilled in health observation begins to evaluate her (his) pupils when they arrive at school in the morning. During the course of the day's activities, the teacher continues to note changes in the pupils' appearance and/or behavior.

A primary responsibility of teachers is to encourage periodic visits to school health team members for preventive purposes. Encourage children to visit the dentist and doctor periodically for an examination.

Basic functions of the school nurse-teacher:

1. Helps students and parents resolve health problems and encourages

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY F
<p>C. School physician</p> <p>D. Dental health teacher</p> <p>E. Psychologist</p>	<p>There are many community helpers who assist in building and maintaining health.</p>	<p>instruction for particular areas.</p> <p>Visit the medical office. Have the school nurse-teacher describe her function and show the children her office, equipment, etc.</p>	<p>fam hea 2. Wit of sta hea pup 3. Uti al tio</p>
<p>III. Others Interested In Health (Community)</p>	<p>A. Family doctor</p>	<p>Introduce this area with sound filmstrip "Tommy and His Health Department," Educational Activities.</p> <p>The family doctor is valuable as a resource specialist. The doctor could bring in models and measuring instruments he uses to assess one's health.</p> <p>Book - <i>Doctor's Tools</i></p> <p>The school nurse-teacher may assist teachers in interpreting results of medical examinations and</p>	<p>The pub assist 1. by p of e made work home</p>

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FOR FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION
FOR TEACHERS

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instruction for particu-
lar areas.

Visit the medical office.
Have the school nurse-
teacher describe her func-
tion and show the children
her office, equipment,
etc.

families to provide for
health examinations.

2. With other key members
of the school health
staff, plan for the
health appraisal of
pupils.
3. Utilize health apprais-
al activities as educa-
tional experiences.

Introduce this area with
sound filmstrip "Tommy
and His Health Department,"
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to assess one's health.

Book - *Doctor's Tools*

The school nurse-teacher
may assist teachers in in-
terpreting results of
medical examinations and

The public health nurse may
assist

1. by providing a schedule
of examinations to be
made by physicians. She
works closely with the
home in all matters.

REFERENCE

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SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

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2.

3.

B. Public health
workers

Many of the community
helpers work with fami-
lies to keep them well.

A fieldtrip to a community
health facility (e.g., im-
munization clinic, well-
baby clinic, water treat-
ment plant) may be planned
as either a motivating
activity or a culminating
experience.

1. health
department

Everyone has a share in
making our town healthful--
some people make this
their life work.

Have the children roleplay
the ways in which the fol-
lowing health team members
may help us:

- . teacher
- . school nurse-teacher
- . family doctor
- . public health nurse
- . dentist
- . social worker
- . custodian

The school dentist and

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MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
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SUPPLEMENTARY INFORMATION
FOR TEACHERS

2. Many of the community helpers work with families to keep them well.

3. Everyone has a share in making our town healthful-- some people make this their life work.

A fieldtrip to a community health facility (e.g., immunization clinic, well-baby clinic, water treatment plant) may be planned as either a motivating activity or a culminating experience.

Have the children roleplay the ways in which the following health team members may help us:

- . teacher
- . school nurse-teacher
- . family doctor
- . public health nurse
- . dentist
- . social worker
- . custodian

2. by providing non-confidential medical history and report forms to the schools.
3. by cooperating with the teacher in enlisting social and community agencies as resources to enrich classroom instruction (community action approach).

The school dentist and

REFERENCE

MAJOR UNDERSTANDINGS AND
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SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

IV. Keeping Well and
Happy

Following good personal
health habits helps to
make boys and girls
grow effectively.

dental hygienist can di-
cuss the importance of
proper dental care.

Students should read the
following:

1. *Dentist's Tools*
2. *Doctor's Tools*
3. *How We Hear*
4. *How We Talk*
5. *Our Remarkable Feet*
6. *Medicine Maker*
7. *Why Glasses?*

All by Lerner Publicati-
on Company.

Ask children to keep a
daily habit chart that
includes the topical areas
of nutrition, sleep, rest,
relaxation, safety, cleanness,
grooming, and
physical activity.

Use the remaining sound
filmstrips in the Coronet
Series

- "Good Health Habits"
- "Keeping Clean"
- "Your Clothes"
- "Your Rest and Sleep"

Pupils may wish to read
and discuss the following
books:

1. *Dear Little Mary's
Child*

MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

Following good personal health habits helps to make boys and girls grow effectively.

SUGGESTED TEACHING AIDS
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1. *Dear Little Mary's Child*

SUPPLEMENTARY INFORMATION
FOR TEACHERS

Children are guided in developing desirable health behavior through their daily experiences with the classroom teacher.

Appendix A provides a guide for health appraisal via teacher observations.

REFERENCE

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2. *Fun, Feathers, Hair*
3. *Horns, Hooks, Nails*
4. *Karen Gets A Fever*
5. *Lefty*
6. *Michael Gets the Measles*
7. *Peter Gets the Chicken Pox*
8. *Red Man, White Man, African Chief*
9. *Twins*

A. Foods for health
and growth

See Strand I, Nutrition
K-3.

Foods help keep individuals well and enable them to grow.

Show an appropriate film or filmstrip such as "Good Health Habits," "Your Food" - Sound Filmstrip, Coronet Film.

There is a common growth pattern which all people experience, though they do so at their individual rate.

Display on bulletin board examples of three growth levels - first, fifth and seventh grades.

Discuss the size of children's parents and grandparents.

MAJOR UNDERSTANDINGS AND
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SUPPLEMENTARY INFORMATION
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2. *Fun, Feathers, Hair*
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Unless instruction is directed toward the basic health needs and characteristics of children, minimal learning and little behavior change will occur.

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Foods help keep individuals well and enable them to grow.

Show an appropriate film or filmstrip such as "Good Health Habits," "Your Food" - Sound Filmstrip, Coronet Film.

Heredity, diet, and physical activity have a direct relationship to body types and development.

There is a common growth pattern which all people experience, though they do so at their individual rate.

Display on bulletin board examples of three growth levels - first, fifth and seventh grades.

Teachers should compare the child's growth with his own progress rather than with that of a standard table of averages. Such tables can only reflect averages, and fail to take into account normal individual differences.

Discuss the size of children's parents and grandparents.

REFERENCE

MAJOR UNDERSTANDINGS AND
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SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

B. Body activity

Growth and development
are affected in many ways
by many conditions.

Compare the height and
weight of children of the
same age.

Explain "why" individuals
of the same chronological
age and grade level may
differ in physical struc-
ture (development age).

Film - "Our Wonderful
Body: How It Grows,"
Coronet Film.

Examine family photographs
to determine resemblance
and hereditary patterns.

Physical activity helps
us to grow and increase
our strength and endur-
ance.

Film: "Our Wonderful Body:
How it Moves," Coronet
Film.

S MAJOR UNDERSTANDINGS AND
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Body: How It Grows,"
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Examine family photographs
to determine resemblance
and hereditary patterns.

Inheritance provides the
pattern, while environment
influences potential.

Physical activity is one
way to total fitness, how-
ever; it is dependent on
the interaction of many
other components of fit-
ness.

Physical activity helps
s to grow and increase
ur strength and endur-
nce.

Film: "Our Wonderful Body:
How it Moves," Coronet
Film.

The child is more adept
at activities involving
the whole body than those
requiring finer movements
and coordination.

The large muscles of the
arms and legs are more
developed than the small
muscles of the hand and
fingers. Physical ac-
tivity provides for develop-
ment of specific parts of
the body.

REFERENCE

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AND LEARNING ACTIVITIES

SUPPL

C. Posture

1. standing
2. sitting
3. importance

Good posture while standing, sitting, and walking creates a good impression and improves one's appearance.

Display drawings or pictures of proper sitting, standing, and walking posture.

Show film - "Beginning Good Posture," Coronet Film.

Use pipe cleaners to make skeletal characters showing good and poor posture habits. Emphasize good posture.

Display charts of the muscles and bones, (skeleton) with captions or illustrations showing their relation to exercise, movement, and body mechanics.

Have children observe their own posture in a full length mirror.

Make full size silhouettes on a white piece of paper using the shadow from a lamp.

Measure children's height while they are slouching and while they stand erect. Emphasize that erect posture makes them appear taller.

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MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

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SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

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Display charts of the muscles and bones, (skeleton) with captions or illustrations showing their relation to exercise, movement, and body mechanics.

Have children observe their own posture in a full length mirror.

Make full size silhouettes on a white piece of paper using the shadow from a lamp.

Measure children's height while they are slouching and while they stand erect. Emphasize that erect posture makes them appear taller.

SUPPLEMENTARY INFORMATION FOR TEACHERS

Every child needs sufficient muscular strength and coordination to maintain good posture at rest and in motion and to handle the tasks of each day.

The physical education teacher is a resource person for understanding good posture and body alignment.

Good posture habits maintained through regular physical activity will help develop and maintain strength and endurance.

Mirror posture test. Stand sideways to a mirror. When the ears are directly over the shoulders the head is erect and in good alignment.

Body proportions change at this stage of physical growth. The spine loses its exaggerated lumbar curves (lower third of the vertebral column), the child becomes less potbellied and

REFERENCE

MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

D. Social skills

Respect for, and interest
in, others helps one grow
socially.

Study standards of good
posture by looking at each
other in a mirror.

Use a jointed doll of
heavy cardboard to il-
lustrate good and poor
posture.

Discuss the feelings a
newcomer has on his first
day at school.

List some of the things
children can do to make
a newcomer feel they want
him as a friend.

Write "The easiest way to
make friends is to be
friendly" on the board
and have children react
to its meaning.

Learning more about one's
self helps one to under-
stand others better.

Role-play a problem of
getting along with others.
Discuss possible solutions.

Though all people are ba-
sically alike, it is im-
portant to understand

The United States is large-
ly peopled by immigrants
and their descendants.

FOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION
FOR TEACHERS

acquires a more adult posture.

Study standards of good posture by looking at each other in a mirror.

Some postural defects may be acquired by the age of 5 years. In a healthy child they usually correct themselves as the child grows.

Use a jointed doll of heavy cardboard to illustrate good and poor posture.

Poor posture may be exaggerated by long hours in ill-fitting seats. This can lead to permanent structural deformation.

Subject for, and interest
others helps one grow
ally.

Discuss the feelings a
newcomer has on his first
day at school.

List some of the things
children can do to make
a newcomer feel they want
him as a friend.

Write "The easiest way to
make friends is to be
friendly" on the board
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REFERENCE

MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

SUP

cultural differences which
influence their behavior.

Discuss contributions to
American life by various
ethnic, cultural, reli-
gious, and national groups.
This could be related to
a fourth grade social
studies unit.

E. Be safe

When accidents happen,
there are people who pro-
vide care.

Dramatize safe and unsafe
practices.

At
ment
quit

Take a trip around the
playground and point out
safe and unsafe places to
play.

Much
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We can avoid accidents
by playing in safe places.

Discuss what the child
can do when hurt.

The
such
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2. b
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F. Time to sleep,
rest, and relax

Sleep, rest, and relaxa-
tion give the body time
to grow and rebuild.

Proper sleep and rest are
among the most important
needs of childhood.

Chil
ally
slee

SUPPLEMENTARY UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION FOR TEACHERS

Cultural differences which influence their behavior.

Discuss contributions to American life by various ethnic, cultural, religious, and national groups. This could be related to a fourth grade social studies unit.

At what accidents happen, men who are people who provide care.

Dramatize safe and unsafe practices.

At this period of development, accidents may be quite common.

Much group neighborhoods can be found in each environment.

Take a trip around the playground and point out safe and unsafe places to play.

Much time is spent at playgrounds, in homes, and neighborhoods. Children can learn how to be safe in each environment.

The child can avoid accidents such as playing in safe places.

Discuss what the child can do when hurt.

The child can understand such basic first aid as to:

1. notify an adult immediately
2. be able to tell how and where an accident happened

1. notify an adult immediately
2. be able to tell how and where an accident happened

Proper sleep, rest, and relaxation give the body time to grow and rebuild.

Proper sleep and rest are among the most important needs of childhood.

Children usually need 11-12 hours of sleep each night.

Children 5-6 years old usually need 11-12 hours of sleep each night.

REFERENCE

MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

G. Caring for our
feet

Early recognition of
potential foot problems
will add to a healthy
body.

The feet need exercise to
maintain a healthy state.

Shoes should be worn to
protect the feet from in-
jury and infection.

Have children record when
they go to bed and when
they get up for a week.
This can be done on a
teacher-made ditto and
combined with arithmetic
to find how long they
slept each night and how
many hours of sleep they
had in a week.

The teacher, with the co-
operation of the school
nurse, can include foot
examination as part of the
health appraisal. A po-
diatrist may also be con-
sulted.

Have children remove shoes
and socks and curl toes a
few times. See how many
marbles they can pick up
with their toes.

UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION
FOR TEACHERS

Children 7-8 years old usually need 10-11 hours of sleep each night.

There is a need for the child to alternate activity with rest, relaxation, and sleep.

A child should be able to assume some responsibility for his own rest and sleep time.

Have children record when they go to bed and when they get up for a week. This can be done on a teacher-made ditto and combined with arithmetic to find how long they slept each night and how many hours of sleep they had in a week.

recognition of
potential foot problems
add to a healthy

feet need exercise to
maintain a healthy state.

shoes should be worn to
protect the feet from in-
jury and infection.

The teacher, with the cooperation of the school nurse, can include foot examination as part of the health appraisal. A podiatrist may also be consulted.

Have children remove shoes and socks and curl toes a few times. See how many marbles they can pick up with their toes.

During childhood the feet react to many stresses and strains.

Early foot care should begin when the small bones are building and the muscles developing.

Children's foot problems include warts, skin rashes, foot imbalance and possibly athlete's foot.

REFERENCE

MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION
FOR TEACHERS

X-ray devices for viewing
foot structures are banned
in New York State and many
other states.

APPENDIX A

Appraisal of Health Status

Positive Signs

1. a strong well-built skeleton
2. sound well-formed teeth
3. erect posture
4. healthy color to skin

5. well-developed muscles
6. a moderate padding of fat
7. eyes bright and clear

8. facial expression alert and happy
9. hair smooth, glossy, and luxuriant
10. Child reports sound and refreshing sleep.

11. Child reports good appetite, good digestion, and regular elimination.
12. Mucous membranes of mouth and eyes are reddish pink. Finger nails and ears are a reddish pink as seen under light.
13. Mental health excellent. There is an air of contentment, good naturedness, vigor, and interest in life.

Negative Signs

1. Body is undersized and shows poor development.
2. Teeth may be poorly formed and contaminated.
3. Poor posture may indicate fatigue.
4. Skin may be pale, dry. (Pale skin may be characteristic of some children.)
5. Muscles may be small, flabby, and weak.
6. Child may be too thin or too fat.
7. Eyes are dull and without luster with dark circles underneath.
8. Facial expression is drawn, worried, or angry.
9. Hair is dull, dry, and without luster.
10. Child reports poor sleeping habits and does not feel refreshed.
11. Child reports lack of appetite, poor digestion, and irregular bowel habits.
12. Mucous membranes of mouth and eyes are pale. Finger nails and ears are pale underneath.
13. Child exhibits poor mental health. Child is irritable, disinterested, and unable to concentrate.
14. Child fails to gain weight steadily.
15. Child avoids normal play.
16. Sores at corner of mouth.
17. Increased susceptibility to infection.

Appraisal of Health Status

Signs

Negative Signs

poor development
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 tongue.
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 er with
 rried, d happy
 luster, xuriant
 bits a refreshing sleep.
 , poor e, good digestion, and
 eyes u and eyes are reddish pink.
 under a reddish pink as seen
 lth. There is an air of con-
 unable , vigor, and interest
 adily.

1. Body is undersized and shows poor development.
2. Teeth may be poorly formed and contain cavities.
3. Poor posture may indicate fatigue.
4. Skin may be pale, dry. (Pale skin may be a normal characteristic of some children.)
5. Muscles may be small, flabby, and weak.
6. Child may be too thin or too fat.
7. Eyes are dull and without luster with dark circles underneath.
8. Facial expression is drawn, worried, and strained.
9. Hair is dull, dry, and without luster.
10. Child reports poor sleeping habits and does not feel refreshed.
11. Child reports lack of appetite, poor digestion, or irregular bowel habits.
12. Mucous membranes of mouth and eyes unusually pale. Finger nails and ears are pale under light.
13. Child exhibits poor mental health. Is nervous, irritable, disinterested, and unable to concentrate.
14. Child fails to gain weight steadily.
15. Child avoids normal play.
16. sores at corner of mouth
17. susceptibility to infection

HEALTH STATUS

Multimedia Resources

TEACHER REFERENCES (K-6)

Explanatory Note:

The multimedia materials in this listing include materials from many different curriculum strands. The nature of *Health Status* and its relationship to all curriculum strands make such a listing both desirable and necessary.

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HEALTH STATUS
Multimedia Resources
TEACHER REFERENCES (K-6)

These supplementary aids have not been evaluated. The list is appended for teacher convenience only, and teachers in the field are requested to critically evaluate the materials and to forward their comments to the Curriculum Development Center.

Explanatory Note:

The multimedia materials in this listing include materials from many different curriculum strands. The nature of *Health Status* and its relationship to all curriculum strands make such a listing both desirable and necessary.

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