This health curriculum guide, intended for use with children in grades four through six, contends that the school is in a unique position to supplement efforts by home and community in raising the levels of physical, mental, and social-emotional health for each child. The contents of the guide are presented in outline form and cover observing signs of positive health, planning for total fitness in each individual's life, and other environmental and community factors which may influence health. For each content area and its sub-divisions, fundamental concepts and understandings, teaching aids, and learning activities are suggested. The guide also supplies supplementary teacher and student references; these include books, filmstrips, and other audio-visual aids. Outcomes of this health unit are given in terms of the student's understanding of personal health practices, his appreciation of health measurement techniques, and the importance of periodic health assessment, his knowledge of the school health team and other community helpers, and his awareness of certain physical, mental, and social-emotional commonalities and differences which exist between himself and his peers. (Author)
STRAND 1
PHYSICAL HEALTH STATUS FOR GRADES 1-8
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
THE ELEMENTARY AND SECONDARY GRADES

PHYSICAL HEALTH STATUS FOR GRADES 4-6

ON FOR EVALUATION AND DISCUSSION

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
OFFICE OF EDUCATION

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STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
RECTOR, CURRICULUM DEVELOPMENT CENTER/ALBANY, NEW YORK 12224
HEALTH CURRICULUM MATERIALS

FOR GRADES 4, 5, 6

Strand I - Physical Health
Health Status

1970 Reprint

The University of the State of New York/The State Education Department
Curriculum Development Center/Albany 12224
1969
THE UNIVERSITY OF THE STATE OF NEW YORK

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Overview

The annual United States investment in health and medical care is over 35 billion dollars, or 5 per cent of the country's total gross national product. These figures will continue to increase unless we utilize our existing resources more fully and "immunize" through education.

The school is in a unique position to supplement efforts by the home and community in raising the level of health for each child. Preventive measures and services must be utilized to the fullest through the cooperative effort of all agencies involved with the total fitness of children.

Many conditions of a physical, mental, and social-emotional nature can be detected and corrected early during the child's formative years thus involving optimal growth and development and optimal learning while helping each child attain his best educational achievement.

Health Status can serve teachers as an introduction to other strand areas.
Outcomes

Pupil Objectives:

Pupils in grades 4-6 should be able to:

1. realize that their peers are different physically, mentally, and socially-emotionally and yet alike in many ways.

2. know the role of the school health team and other community helpers concerned with prevention and control of various health problems.

3. understand that through measurement one can assess vision, hearing, nutrition, mental, physical and social fitness.

4. understand that their personal health practices are directly related to their total fitness and level of health.

5. understand the significance and importance of periodic health assessment.
REFERENCE

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

I. Observing Signs of Positive Health

Getting a clear picture of oneself will help one to better understand one's self and others.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Have children devise checklist for self-evaluation of health.

After class experiences with this unit, have pupils go over checklists again. How would they change it? What are important for consideration?

A. Responsibility to self and others

The individual has a definite responsibility for his personal health, and factual knowledge is essential in making decisions.

Have class develop an inventory of characteristics of a health-educated individual. Include personal living, social relations, and relations.
STANDINGS AND ONCE CLEAR PICTURE WILL HELP ONE UNDERSTAND ONE'S OTHERS.

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Have children devise a checklist for self evaluation of health.

After class experiences with this unit, have pupils go over checklists again. How would they change it? What areas are important for consideration?

SUPPLEMENTARY INFORMATION FOR TEACHERS

Pupil health appraisal is the process of determining a child's status through teacher and nurse observations, health histories, screening tests, medical, dental, and psychological examinations.

Classroom appraisal methods could include:
1. observation of practices resulting from instruction
2. checklists and rating scales
3. posture tests
4. class charts, diaries
5. motor ability tests
6. opinions of parents
7. health knowledge tests
8. self-testing activities
9. surveys
10. evaluation of health lessons

Great care needs to be exercised in relation to "normals". There is a great range within which normal falls.

Have class develop an inventory of characteristics of a health-educated individual. Include personal living, social relations, and relations in
Good health enables one to enjoy life more.

Many physical handicaps can be overcome, resulting in a more meaningful, productive and useful life.

Overcoming a physical handicap may be a great social and emotional achievement.

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Invite a pediatrician and a psychologist to class to discuss how individuals grow and develop physically and emotionally.

Show appropriate film.

Read stories of Great Americans who overcame physical handicaps and became an inspiration to others.

Glenn Cunningham
Wilma Rudolph
Franklin D. Roosevelt

Discuss some current figures who are accomplishing in spite of handicaps.

With the use of a checklist have the pupils identify the positive signs of health in themselves.

RSI AND LEARNING ACTIVITIES

the community.

TALK TO THE COMMUNITY.

Invite a pediatrician and a psychologist to class to discuss how individuals grow and develop physically and emotionally.

Show appropriate film.

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RSTANDINGS AND TAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

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Glenn Cunningham
Wilma Rudolph
Franklin D. Roosevelt

Discuss some current figures who are accomplishing in spite of handicaps.

Emphasize the "ability" rather than the "disability" of an individual.

With the use of a checklist have the pupils identify the positive signs of health in themselves.

Children are guided in developing desirable health behavior through their daily experiences with the classroom teacher. The chart below can be useful for the teacher and also the parent for health appraisal.

SUPPLEMENTARY INFORMATION FOR TEACHERS

Emphasize the "ability" rather than the "disability" of an individual.
REFERENCE

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION FOR TEACHERS

Check List

Positive Signs
1. a strong, well-built skeleton
2. sound, well-formed teeth
3. erect posture
4. healthy color to the 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
10. child reports sound refreshing sleep
11. child reports good appetite, good digestion and regular elimination
12. mucous membranes of mouth and eyes are reddish pink; fingernails and ears are a reddish pink as seen under the light
13. mental health excellent—there is an air of contentment, good naturedness, vigor, and interest in life.

For further details refer to sub-strand on Health Status, grades K-3 and also to Strand III, Mental Health.

Unless instruction is directed toward the basic
B. Role of health personnel

1. Health service staff

It is important for the individual to appreciate and to understand the findings of the many people concerned with his health status.

The physician, nurse-teacher, and dental hygiene teacher cooperate to help students keep well by periodic examination.

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Discuss the reasons for visits to the:
- physician
- dentist
- dental hygienist
- school psychologist

Have the class name and describe other health personnel. Discuss the similarities and the differences in their functions. Which is the latest health occupation added to the team?

Have class discuss the topic: Why the individuals concerned with health services are so important to the individual and community?

a. Physician
MAJOR UNDERSTANDING AND FUNDAMENTAL CONCEPTS.

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SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Have class discuss the topic: Why the individuals concerned with health services are so important to the individual and community?

SUPPLEMENTARY INFORMATION FOR TEACHERS

Health guidance by teachers, nurses, physicians, and others is extremely important in interpreting to parents and pupils their health status.

The CUMULATIVE HEALTH RECORD is a functional instrument and invaluable when kept up-to-date:

Contents --
- positive and negative signs observed by the teacher
- immunization and tests record
- growth records and screening data
- dental and medical appraisal
- recommendations for referral

The teacher should keep in mind that one of the primary purposes in learning about the health service staff is for the learner to understand the relationships between health personnel and himself so that...
Ask the children to list as many preventive services as they can in the school and community.

b. Nurse-teacher

c. Dental hygiene teacher

2. Other school personnel

There are many people in the school family who help the students keep well while contributing to their growth and development.

As appropriate to class needs, discussions, and interests, invite members of the health team to:
1. discuss their role
2. work with pupils in small group discussion or research (consultant)
3. assist pupils in independent study and
UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Ask the children to list as many preventive services as they can in the school and community.

Organize a panel. Have individual members do research - library and interview - on one health specialist. The rest of the class can write questions they would like answered about health specialists. Have panel discuss and answer class questions.

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3. assist pupils in independent study and

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

The classroom teacher should assist in the screening whenever possible. The experience is valuable in interpreting results. The classroom teacher has valuable information about each child.

SUPPLEMENTARY INFORMATION FOR TEACHERS

he is better able to make decisions about his health and to function more effectively.

The experience is valuable in interpreting results. The classroom teacher has valuable information about each child.

Some of the other school personnel involved in the health team might include: the psychologist, guidance counselor, speech therapist, social worker, attendance teacher, physical education teacher, and reading specialist.

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Some of the other school personnel involved in the health team might include: the psychologist, guidance counselor, speech therapist, social worker, attendance teacher, physical education teacher, and reading specialist.
C. Measurement and evaluation of health status and fitness

Everyone should establish a life-long practice of having his total fitness evaluated at regular intervals.

1. Health examination

Discuss the values of an annual health examination.
UNDERSTANDINGS AND DENTAL CONCEPTS

Research in a particular area.

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Discuss the values of an annual health examination.

SUPPLEMENTARY INFORMATION FOR TEACHERS

A thorough health examination, according to the American Medical Association, is considered the most effective evaluation procedure to appraise one's health potential.

See Article 19, State Education Law - students who are not able to produce evidence of a health examination by their own physician annually are examined by the school physician.

An annual health examination can help the doctor:
- find minor problems which can be healed before they become big problems
- check height and weight to see about gain or loss
- to explain how the student is growing in terms of age and body type
- see if the student needs to go to the dentist to have his teeth fixed
- interpret the screening tests (vision, hearing, dental) and advise if there is need for further action
- answer any questions that may be causing concern.
2. Kinds of tests and evaluations

a. Vision and hearing screening

Vision and hearing enable individuals to be aware of their surroundings.

b. Dental screening

The teeth contribute to good speech, proper eating and improved appearance.

The dentist and dental hygienist provide preventive services to promote dental health.

The health examination is valuable in detecting early signs of defects, disease and growth variations.

There are many tests available to help one detect various defects and understand one's health status better.

Vision and hearing enable individuals to be aware of their surroundings.

The teeth contribute to good speech, proper eating and improved appearance.

The dentist and dental hygienist provide preventive services to promote dental health.

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Discuss the history and use of one or more of the instruments used by the physician in his examination evaluation, e.g., sphygmomanometer (measures blood pressure).

Bring in pictures of instruments used by physicians in health examinations.

Relate to Strand I - Physical Health, sub-strand on Sensory Perception.

Relate to Strand I - Physical Health, sub-strand on Dental Health.

Discuss: Tooth decay. Describe the factors involved in tooth decay.
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SUPPLEMENTARY INFORMATION FOR TEACHERS

Most schools are unable to provide a complete, annual, medical examination for students. Time and expense preclude such an examination. The comprehensive examination is one that is generally provided by one's private or family physician, or community health center.

According to the New York State Education Law, Article 19 (Medical and Health Service), Section 901, "medical inspection shall be provided for all pupils attending the public schools in this state".

Studies have shown that a good school dental health program combines effective classroom instruction with dental inspections and prophylaxis.
c. Physical fitness tests

3. Evaluating daily living (checklist)

The state of fitness and dynamic body movement can be measured and is significant to health.

Physical activity should be planned as part of one's daily routine.

There is a positive relationship between practicing desirable health practices and body fitness.

Invite the physical education teacher into class to discuss and demonstrate kinds of physical fitness tests being used and their values.

Read and discuss with pupils what "total fitness" involves.

Have pupils evaluate their current health practices, for example:
1. Do you eat a wide variety of foods?
2. Are you physically active regularly?
3. Do you wash your hands before you eat?
4. Do you see your doctor for a checkup once a year?
5. Do you visit your dentist once a year?
6. Do you brush your teeth after every meal?
7. Do you solve most of your problems yourself?
8. Do you ask for help when you need it?
9. Can you handle disappointment as well as success?
II. A Health Spectrum -
   In Perspective:
   Planning for "total" fitness
   in our lives

The individual has a responsibility for striving toward optimal health.

The various kinds of fitness are interrelated.

Discuss the kinds of fitness that make up total fitness: physical, intellectual, social, emotional.

Discuss the fact that when an individual is upset, his appetite, sleep habits and desire for exercise may be affected.

No one function of total fitness is independent of the others.

Fitness (best) is the capacity to function well not only daily but also during extra demands. Physical fitness includes not only physical but also social, emotional and psychological factors.

It is important for a child to participate in physical activity from an early age and be able to maintain this activity over his lifetime.

Some of the fitness activities that can be done at home include:

10. Do you have any hobbies?
SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

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Discuss the kinds of fitness that make up total fitness: physical, intellectual, social, emotional.

Discuss the fact that when an individual is upset, his appetite, sleep habits and desire for exercise may be affected.

SUPPLEMENTARY INFORMATION FOR TEACHERS

Fitness is the optimal (best) state of health that can be obtained and maintained by each individual.

Fitness can be measured by the capacity of a person to function in meeting daily requirements and extra demands in activity: physically, intellectually, socially, and emotionally.

No one part of the body functions independently. Total fitness is more than physical fitness. It also includes intellectual, social, and emotional factors which are mutually interdependent.

It is important for the child to learn the need for vigorous physical exercise early in life. Until he is able to take this responsibility, there has to be a planned program for him.

Some of the factors which have caused a decrease in physical activity are:
A. Good nutrition

The body is built by the food eaten.

Choosing a variety of foods from the "Basic Four" food groups will help develop the body and keep it healthy.

Body processes are regulated by the food eaten.

B. Balanced program of sleep, rest, and relaxation

Sleep, rest, and relaxation prepare the body for work and play.

Engaging in hobbies, or changing one's activities helps one to relax.

C. Developing good posture

Discuss how exercise and good posture help.
The body is built by the food eaten.

Choosing a variety of foods from the "Basic Four" food groups will help develop the body and keep it healthy.

Body processes are regulated by the food eaten.

Sleep, rest, and relaxation prepare the body for work and play.

Engaging in hobbies, or changing one's activities helps one to relax.

Discuss:
1. how eating habits affect growth
2. how foodstuffs are changed into bones, muscles, and blood cells
3. how energy comes from the food eaten

Show an appropriate film or filmstrip.

During sleep the body processes slow down - muscles relax, heart and lungs work more slowly and the blood carries a new supply of food and oxygen to the bones, muscles, and nerves, thus restoring body reserves.

Discuss how exercise aids good posture. Demonstrate
### MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

When posture is good, the bones and muscles are aided in working properly to keep the body in balance.

Each individual has a characteristic way of standing, sitting, and walking which is determined by learning and the way his or her body is made.

Good body dynamics is important in work and play.

### SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

- **good posture when standing, sitting and walking.**
  - Show an appropriate film.
  - Make stick drawings of good posture.
  - Demonstrate and have students practice various examples of good body mechanics.
  - Demonstrate good walking, sitting posture. Practice correct way to lift chairs, books, scrapbooks, etc.

### SUPPLEMENTARY INFORMATION FOR TEACHERS

The values of good posture can be related to:

- an attractive appearance
- efficiency in movement, i.e., in basic motor skills for games and sports and in everyday standing, sitting, walking.
- correction of defects
- improved fitness, i.e., in improved circulation, proper alignment of organs
- good mental and emotional outlook
D. Caring for the feet

Proper care of the feet enhances posture as well as provides a sense of well-being.

Joint project with physical education teacher or school nurse-teacher: demonstration of foot exercise.

Discuss the importance of cutting toenails correctly.

Properly fitted shoes should take priority over "the latest style", if one is concerned with total fitness.

Discuss the types of materials and styles used in shoes.

Supplementary for

The story for health
Age to the illustrations
Through this

Feet can be
by simple

Toe nails straight
the development
nails or

Shoes with
and tops

Poorly fit
cause position to poor
foot condition

When buying
should be
weight of
the foot
should fit
should be
ment of the
### UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

Care of the feet can improve posture as well as provide a sense of well-being.

- The skin and its appendages are often indicators of the body's health.
- Feet can be strengthened by simple daily exercises.
- Poorly fitted shoes may cause poor posture in addition to corns and other foot conditions.
- When buying shoes, allowance should be made for the weight of the body in spreading the foot. The heel should fit snugly. There should be freedom of movement of the toes for walking.

### SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

- Joint project with physical education teacher or school nurse-teacher: demonstration of foot exercise.
- Discuss the importance of cutting toenails correctly.
- Discuss the types of materials and styles used in shoes.
- The story of man's search for health from the Stone Age to the present is well illustrated in "Health Through the Ages."

### SUPPLEMENTARY INFORMATION FOR TEACHERS

- Feet can be strengthened by simple daily exercises.
- The nails should be cut straight across to avoid the development of hangnails or ingrown toenails.
- Shoes with leather soles and tops permit free circulation of air.
- Poorly fitted shoes may cause poor posture in addition to corns and other foot conditions.

- When buying shoes, allowance should be made for the weight of the body in spreading the foot. The heel should fit snugly. There should be freedom of movement of the toes for walking.
1. Skin
   Regular bathing removes perspiration, oil, and dirt from the skin.

2. Hair
   Proper care of the hair keeps it clean, healthy and attractive.

3. Nails
   Proper care of the nails is important to grooming and the prevention of infection.

III. Other Factors Influencing Health
    Health is being influenced more and more by environmental and community factors outside of the individual's control.

    SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES
    Discuss the values of cleanliness as a health measure.
    Discuss the importance of caring for nails, including the cuticles.
    Panel discussion or symposium - What factors, other than the individual, influence health? Examples for consideration are:
    1. environment
    2. community
    3. income
    4. availability of services
UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

Personal care - bathing removes perspiration, oil, and dirt from the skin.

Hair care - keeping it clean, healthy, and attractive.

Nail care - important to grooming and the prevention of infection.

Environmental factors - it is being influenced more and more by environmental and community factors outside the individual's control.

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Discuss the values of cleanliness as a health measure.

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1. environment
2. community
3. income
4. availability of services

SUPPLEMENTARY INFORMATION FOR TEACHERS

Improper care of fingernails may result in hangnails.

There are individual differences among children from different socio-economic backgrounds. Some of the aspects one could explore are:

1. attitudes toward the teacher and other "authority-figures"
2. parents' level of expectancy concerning achievement
3. the use of language as a weapon against the teacher and others
4. attitude of the peer group toward learning

The standard of living for a majority of our people is adequate but for millions of other Americans it remains below the acceptable
The National Health Survey of 1963-64 reveals that lower income people in spite of their increased level of illness and greater need for health care, receive fewer health services. The findings of the survey, for example, confirm the generally accepted idea that there is a positive relation between poor health and low income.
Multimedia Resources

TEACHER REFERENCES

Books


Multimedia Resources

TEACHER REFERENCES

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.


Education and Health Education in the Elementary School.


Books (continued)


Books (continued)


STUDENT REFERENCES

Books

New Road to Health Series. Health - 1, 2, 3, 4, 5, 6, Laidlaw Brothers Incorporated. Summit, New Jersey. 1966.
Just Like Me
Being Six - 1st
Seven or So - 2nd
From Eight to Nine 3rd
Going on Ten - 4th
About Yourself - 5th
About All of Us - 6th


New York State Curriculum Outlines - New York State Education Department, Albany, New York.
SSC - Social Studies Curriculum - K-3, 4-6 Experimental. Social Studies Bureau.

Bureau Regulations

New York State Bureau of Physical Education and Recreation
Regulations of the Commissioner of Education governing Health, Physical Education and Recreation.
Books (continued)

Voluntary and Professional Agencies


AUDIO-VISUAL AIDS

Films K-3

Animal Babies Grow Up. Coronet. 11 minutes.
Beginning Posture Habits. Coronet. 11 minutes. sound.
Eat Well, Grow Well. Coronet. 11 minutes. sound.
How Billy Keeps Clean. Coronet. 11 minutes.
Kert Cleans Up. Coronet. 10 minutes.
Learning About Our Bodies. Coronet. 11 minutes. sound.
Living and Non-Living Things. Coronet. 11 minutes.
Playing Safely. Young America.
Playground Safety. Coronet. 10 minutes.
Primary Safety on the Playground. Coronet.
Films K-3 (continued)

Safety on the Playground. EBF. 12 minutes.
Sleep and Rest. EBF. 6 minutes.
They Grow Up Fast. American Association of Health, Physical Education & Recreation. 27 minutes.
Your Body Grows. Coronet. 11 minutes.
Your Friend, the Doctor. Coronet. 11 minutes. sound.
Your Posture. Young America.

Filmstrips K-3

Fun on the Playground. EBF. black and white #3180. 11 minutes.
Health Habits Series. Keeping Clean and Neat. EBF. #7660.
Learning About Living Things. Series EBF. #10970.
Safety on the Playground. EBF. color. #608. 14 minutes.
Your Sleep and Rest. EBF. color. 6 minutes. #2154.

Films 4-6

Breathing. EBF.
Care of the Skin. EBF. 11 minutes.
Cleanliness. McGraw-Hill. 12 minutes.
Films 4-6 (continued)

Cleanliness and Health. Coronet.


Eating for Health. EBF. color. #808. 11 minutes.

Endocrine Glands. EBF.


Growing Up, Day by Day. EBF. 11 minutes.

Healthy Feet. Coronet. 11 minutes.

Healthy Skin. Coronet. 11 minutes.

Heart, Lungs and Circulation. Coronet.

Keeping Clean and Meat. EBF. 11 minutes.

Let's Be Clean and Neat. Coronet.

Muscles and Bones of the Body. Coronet. 11 minutes.

Nutritional Needs of our Bodies. Coronet. 11 minutes.

Platform Posture. Young America.

Posture Habits. Coronet. 11 minutes.

Rest That Builds Good Health. Coronet.
Films 4-6 (continued)

Sleep and Health. EBF. 11 minutes.
The Doctor. EBF. 11 minutes.
Your Body Grows. Coronet. 11 minutes.
Your Bones and Muscles. Jim Handy.

Filmstrips 4-6

Let's Stand Tall. Sec. for Visual Education.
Posture and Exercise. EBF.
Safety Tales. Walt Disney. color. series #8790.
This is Fun. Walt Disney. series #8780.
You Are on Parade. Sec. for Visual Education.

Charts, Posters, Pamphlets

Charts, Posters, Pamphlets


Poets of the Body-Study Prints. series #5900. 10 flat pictures. EBF.

Skeleton and Joints. chart. ABC School Supply Incorporated. Atlanta, Georgia.


The John Hopkins Human Skeleton Model. chart. ABC School Supply Incorporated. Atlanta, Georgia.