

DOCUMENT RESUME

ED 086 707

SP 007 670

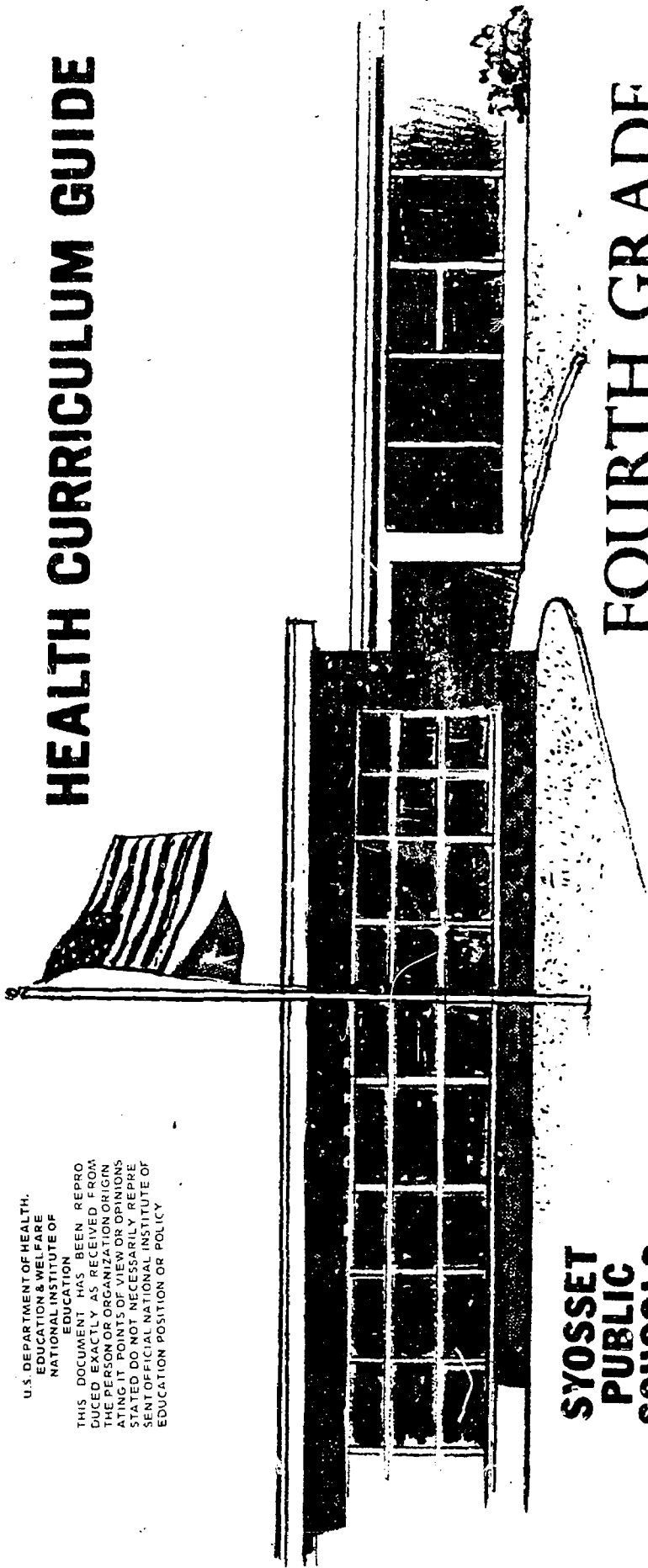
TITLE Health Curriculum Guide. Fourth Grade.
INSTITUTION Syosset Central School District 2, N.Y.
PUB DATE [72]
NOTE 34p.
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS Consumer Education; *Curriculum Guides; Exercise (Physiology); *Grade 4; *Health; *Health Education; Hygiene; Nutrition

ABSTRACT

GRADES OR AGES: Grade four. SUBJECT MATTER: Health education. ORGANIZATION AND PHYSICAL APPEARANCE: This illustrated guide is divided into five "strands" or topics and a bibliography. The five strands are as follows: Physical Health; Sociological Health Problems; Mental Health; Environmental and Community Health; and Education for Survival. For each strand, important concepts, related discussion topics, suggested activities, and resources are listed. The guide is bound in a spiral cover. OBJECTIVES AND ACTIVITIES: Activities are listed for each strand. In this guide, there is emphasis on exercise and posture development, nutrition, hygiene, and criteria for consumer buying. INSTRUCTIONAL MATERIALS: Materials are listed under the heading of "Resources" for each strand and in the bibliography. STUDENT ASSESSMENT: No provision made. OPTIONS: None given. (JA)

ED 086707

HEALTH CURRICULUM GUIDE



FOURTH GRADE

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

**SYOSSET
PUBLIC
SCHOOLS**

21.9 / 22 / 23

OPTIMAL HEALTH THROUGH LEARNING

Strand I	Strand II	Strand III	Strand IV	Strand V
PHYSICAL HEALTH Health Status Nutrition Sensory Perception Dental Health Disease Prevention and Control	SOCIOLOGICAL HEALTH PROBLEMS Smoking Drugs and Alcohol	MENTAL HEALTH Personality Devel- opment Sexuality Family Life Education	ENVIRONMENTAL AND COMMUNITY HEALTH Environmental and Public Health World Health Consumer Health	EDUCATION FOR SURVIVAL Safety First-Aid and Survival Education

SYOSSET SCHOOL DISTRICT**BOARD OF EDUCATION**

C. Nicholas Penna	President
Mrs. Oscar Willett	Vice-President
Mrs. Joel Davidson	
S. Marvin Freeman	
Mrs. Howard Kaplan	
Thomas F. Mader	
Peter Naranjo	
Sidney A. Schacter	
Lawrence Sheppard	

SCHOOL ADMINISTRATION

Edward J. Murphy

Superintendent of Schools

Wilson R. Gearhart

Assistant Superintendent
for Elementary Education

Norman Schwartz

Assistant Superintendent
for Secondary Education

Credits:

Margaret Bohner - Water Safety
Christina Carroll - First Aid
Dolores Debus - Fire Safety
Joan Mosheim - Environmental Safety
Tess Pauluk - Eye and Ear Safety
Estelle Von Alt - Environmental Safety
Sarra Zeplin - Dental Health
I. M. C. - Graphic Art

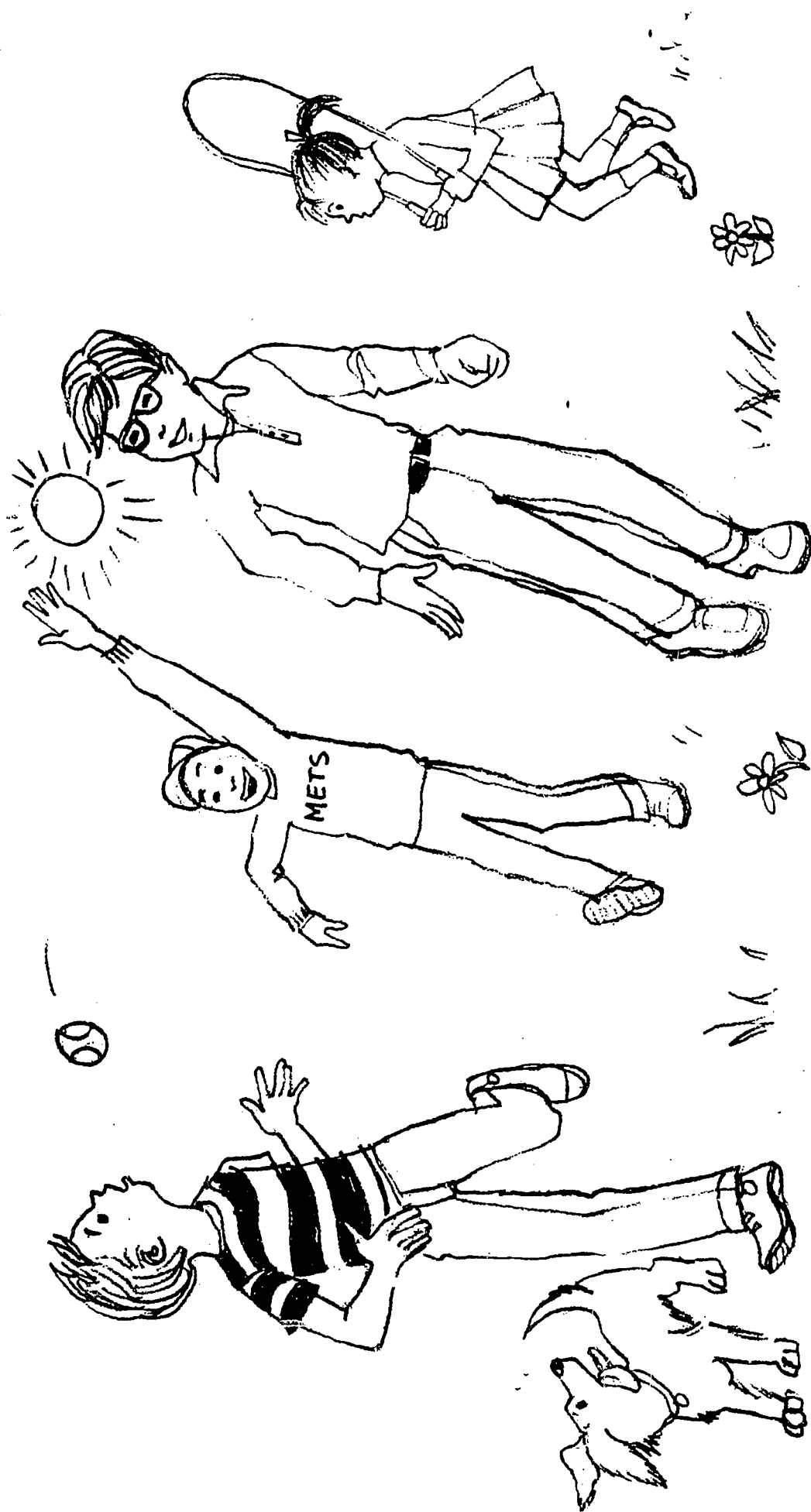
HEALTH CURRICULUM COMMITTEE

Dolores Debus, Chairman
Mary Bonfante
Christina Carroll
Lorraine Ritter
Sylvia Secunda



PHILOSOPHY

Health is not merely the absence of disease but a state of physical, social and emotional well-being. Our goal is to guide the student toward achievement of optimum health by developing positive feelings about himself and others and to enhance his ability to cope with life situations.



STRAND I PHYSICAL HEALTH

STRAND I

HEALTH STATUS

CONCEPT: TO UNDERSTAND THAT PERSONAL HEALTH IS DIRECTLY RELATED TO TOTAL FITNESS.

Discussion Highlights

Why is it important to establish a systematic procedure for personal care and needs?

Good posture is related to an attractive appearance and efficiency in movement during games, sports and everyday sitting and walking.

Activities

Have children keep a time study sheet showing the time spent on various activities, i.e., washing, dressing, eating, playing, studying...

Have the children try the "Plumb Line Test" for good posture. Drop a string plumb line from ceiling of classroom. The line should run approximately through the tip of the ear, the center of the shoulder, the hip joint, the knees and the outside ankle bone. (A window pole held vertically may be substituted for the plumb line.)

Exercises for Good Posture Development

Instruct the pupils as follows:

Camel Hump: Get down on your hands and knees. Keep your head up. Pretend you are a camel. Hump your back. Make it as round as you can. Then let all your muscles sag. Your back will look like the back of a tired old horse. Raise your back again and then let your body sag again. Do this motion and again



Resources

De Santis, Mallen
Bubble baths and hair bows. A little girl's guide to grooming.

Wise, William
Fresh as a daisy, neat as a pin: the clean book.

Filmstrips
FS 604 Clothes and why we wear them.

FS 1005 Keeping healthy.
FS 1002 Getting acquainted with our bodies.

until you are tired. This exercise will help to make your back strong.

Rocking Horse: Here is another exercise that is good for the back. Lie face down on the floor. Bend your knees so that your legs come up behind you. Reach back with both hands and hold your ankles. Now pretend you are a rocking horse. Rock forward on your chest, then back on your legs. Keep rocking back and forth as long as you can.

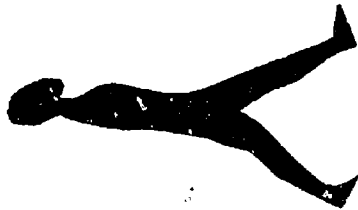
Monkey: This is a good exercise for the muscles of the toes and feet. Put a pencil on the floor. Have it a little way in front of you. Reach forward with one foot and pick up the pencil toward you. Do not raise your foot from the floor as you do this. Pick up the pencil first with one foot, and then the other.

What are some important rules for the care of the feet?
Emphasize: proper fitting of shoes, wearing socks, trying to keep feet clean and dry.

Invite a shoe salesman to the class to discuss the proper fitting of shoes.

Measure the feet with a foot measurer.
 (Available from I. M. C.)

Invite a podiatrist or chiropodist to address the class.



NUTRITION

CONCEPT: TO UNDERSTAND THAT FAMILIES DIFFER IN THE KINDS OF FOOD THEY EAT AND THE MANNER IN WHICH IT IS PREPARED.

Discussion Highlights

Many factors determine what foods people eat.

1. availability
2. habit
3. customs and beliefs
4. time available for preparation and eating.

Activities

Collect pictures that illustrate in some way the eating habits of people in different lands. Include pictures that show malnutrition, obesity, diseases, etc.

Plan a luncheon: Include food from different regions - hot, cold, desert, etc....

Bring in foods and recipes representing various ethnic and religious holidays.

Plan a menu that could be prepared in a short time and include the four basic foods.

Resources

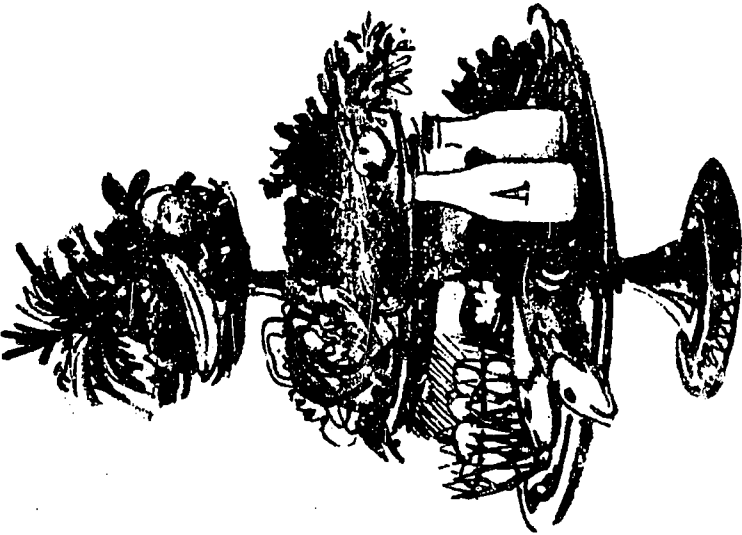
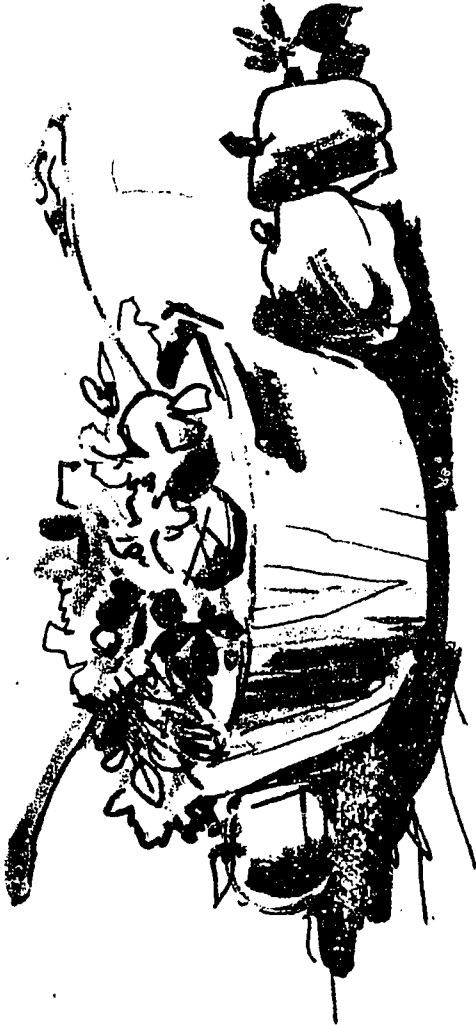
Filmstrip
F 394 The story of food.

Picture - Available in all school libraries.
What we do day by day.
Study Print 10.

Shapiro, Rebecca
Wide world cookbook.

Van der Linde, Polly.
Around the world in 80 dishes.

NUTRITION



SENSORY PERCEPTIONCONCEPT: TO UNDERSTAND THAT THERE IS INTERACTION AMONG THE SENSES.Discussion Highlights

The more sensations we receive the clearer the understanding.

Activities

Blindfold a student, have him hold his nose and then try to differentiate between a potato and an apple.

Blindfold a student and have him smell a strong substance such as an onion. Remove the onion and re-place it with mothballs. Ask the student to indicate (1) when he no longer smells the onion, (2) when he begins to smell something else, and (3) what he thinks the new substance is.

The development and proper care of our senses will enhance our learning and make available a wider range of choices.

Put the names of several occupations in a box. Have the children pick out one of these and relate the importance of the different senses to the occupation - i.e., pilot, telephone wirer, signalman, coffee taster.

Resources

Zim, Herbert
Our senses and how they work.

Adler, Irving
Taste, touch and smell.

Filmstrips

FS 1291 Your tongue is for tasting. With record/cassette.

FS 1292 Your nose is for smelling. With record/cassette.

FS 1290 Your skin is for feeling. With record/cassette.

FS 1293 Your senses work together. With record/cassette.

FS 700 The world of our senses.

Way is proper lighting important?

Stress the importance of the immediate care of eye injuries.

Demonstrate simple first aid for eye injuries. (Correlate with unit on first aid.)

Everybody's skin makes everybody kin. Part I Appearance. With cassettes.

FS 1373

Picture P 223 Good reading light.



DENTAL HEALTH

CONCEPT: TO UNDERSTAND THE STRUCTURE AND FUNCTION OF THE TEETH AND
THE RELATIONSHIP OF PROPER NUTRITION TO DENTAL HEALTH.

Discussion Highlights

A tooth has many components:
 enamel
 dentin
 pulp
 cementum
 periodontal membrane

There are four kinds of teeth.
 Each type erupts at a different
 time and has a specific role.
 incisor - cuts food
 cuspid - tears
 bicuspid - tears and crushes
 molar - grinds

The food we eat must contain
 materials needed to build teeth
 and keep them strong.

Activities

Study X-rays so that students can see
 the tooth structure.

Prepare a Dental Health Exhibit with
 models, drawings, pictures, etc.....

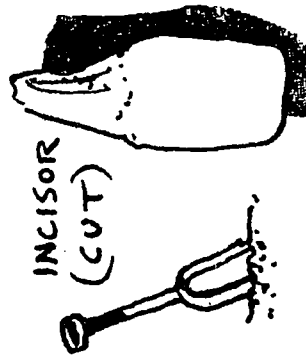
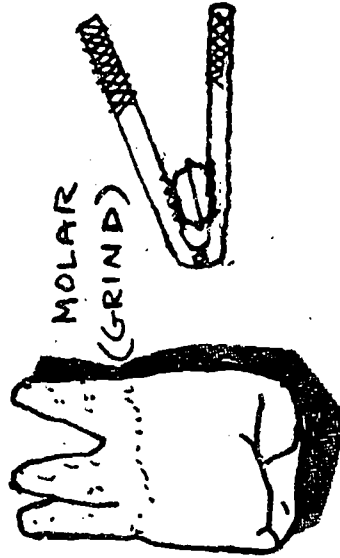
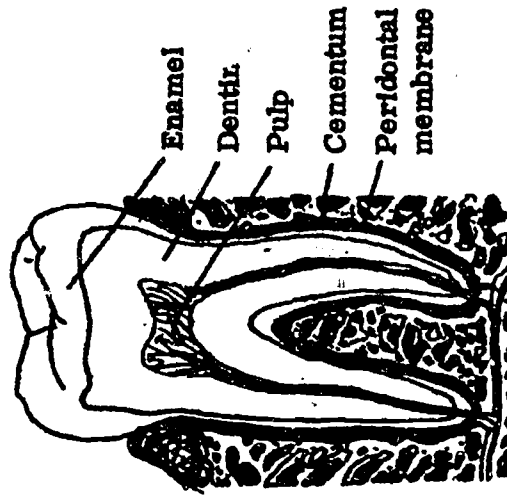
Resources

Hammond, Winifred G.
The riddle of teeth.

Experiment - To show the effects of
 acid on teeth, place extracted tooth
 in a one percent solution of hydrochloric
 acid for one week. When the tooth is
 removed the enamel will be soft.

D E N T A L H E A L T H

After eating, scrape a tooth with an applicator and smear on a slide. Study debris under microscope.



DISEASE PREVENTION AND CONTROL

CONCEPT: TO UNDERSTAND THAT MICROBES AND GERMS CAN PENETRATE
OUR BODIES AND MAKE US ILL.

Discussion Highlights

There are germs all around us. Some germs are beneficial and some are harmful. Beneficial germs give cheese its flavor, make bread rise, and turn apple juice to cider. Harmful germs cause disease and illness.

Touch different articles in the classroom with swabs and touch these to petri dishes containing agar. Incubate the dishes so that germs will grow. Involve the High School lab in procuring dishes and evaluating the results.

Selsam, Millicent
Microbes at work.

Darken the classroom and flash the light from a movie projector on the wall so the particles of dust can be seen in the air. This will show how germs may be spread by dust.

Kavaler, Lucy
The wonders of fungi.

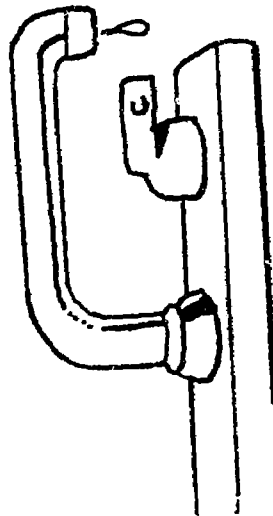
The most common kinds of infectious organisms are bacteria - fungi, protozoa, spirochete, and virus.

Have the children investigate and list one disease caused by each organism. Ex. - Protozoa-Malaria; Virus-Poliomyelitis; Fungi-Athlete's Foot; Spirochete-Leprosy; Bacteria-Strep Throat, etc.

What are the methods of destroying bacteria:

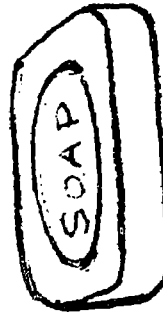
1. Soap and water
2. Light and air
3. Pasteurization
4. Sterilization

What are the differences between infectious and non-infectious diseases?



To discover that hands are germ carriers, have the pupils with dirty hands touch a piece of bread and place it in a labeled jar. Have children with freshly scrubbed and dried hands touch another piece of bread and place it in another jar. After a week or more, the piece of bread that was touched with the dirty hands will have much more mold than the one touched with clean hands.

Take a class survey of illnesses for a two week period. Were the absences due to infectious or non-infectious diseases? Investigate the children with the illnesses correlating with the class seating arrangement, close friendships, bus seating, etc.



CORRELATE WITH UNITS ON FAMILY LIFE (Strand 3) AND SCIENCE.



STRAND II SOCIOLOGICAL HEALTH PROBLEMS

DRUG EDUCATION

CONCEPT: TO UNDERSTAND THAT THERE IS A DIFFERENCE BETWEEN DRUG USE AND DRUG ABUSE. RELATE HOW SOME FEELINGS CAN RESULT IN MISUSE OF DRUGS.

Discussion Highlights

Discuss your reaction to drugs, i.e., Why did you take it? Did a doctor order it? How did it make you feel? Do you know the name of the drug?

Why would anyone take a drug for other than medical reasons? (i.e., to change moods, feelings, emotions)

Activities

Dramatize drug commercials emphasizing extravagant claims. Tape commercials from radio and T.V. Compare and discuss these in respect to their emotional appeal and honesty.

Invite the local pharmacist to visit the class.

Collect pictures of people whose faces are contorted with emotion. Try to guess the emotion.

Have the students prepare a list of opposite emotions, i.e., feeling good - feeling bad, happy - sad. Complete statements such as "I feel good when....", "When I am sad i...."

Ask each child to describe to the class the thing he does best and how he does it.

Resources

Filmstrip
F8 1137 Drugs: helpful and harmful! With record/cassette.

Film
F 436 Drugs - a primary film.

Marr, John S.
The good drug and the bad drug.

Hyde, Margaret O.
Know about drugs.

Investigate the chemicals contained in cigarettes that are dangerous to your health.



Cigarettes contain
 chemicals that are
 dangerous to
 your health.

CORRELATE WITH UNITS ON MENTAL HEALTH (Strand III, AND CONSUMER HEALTH (Strand IV).

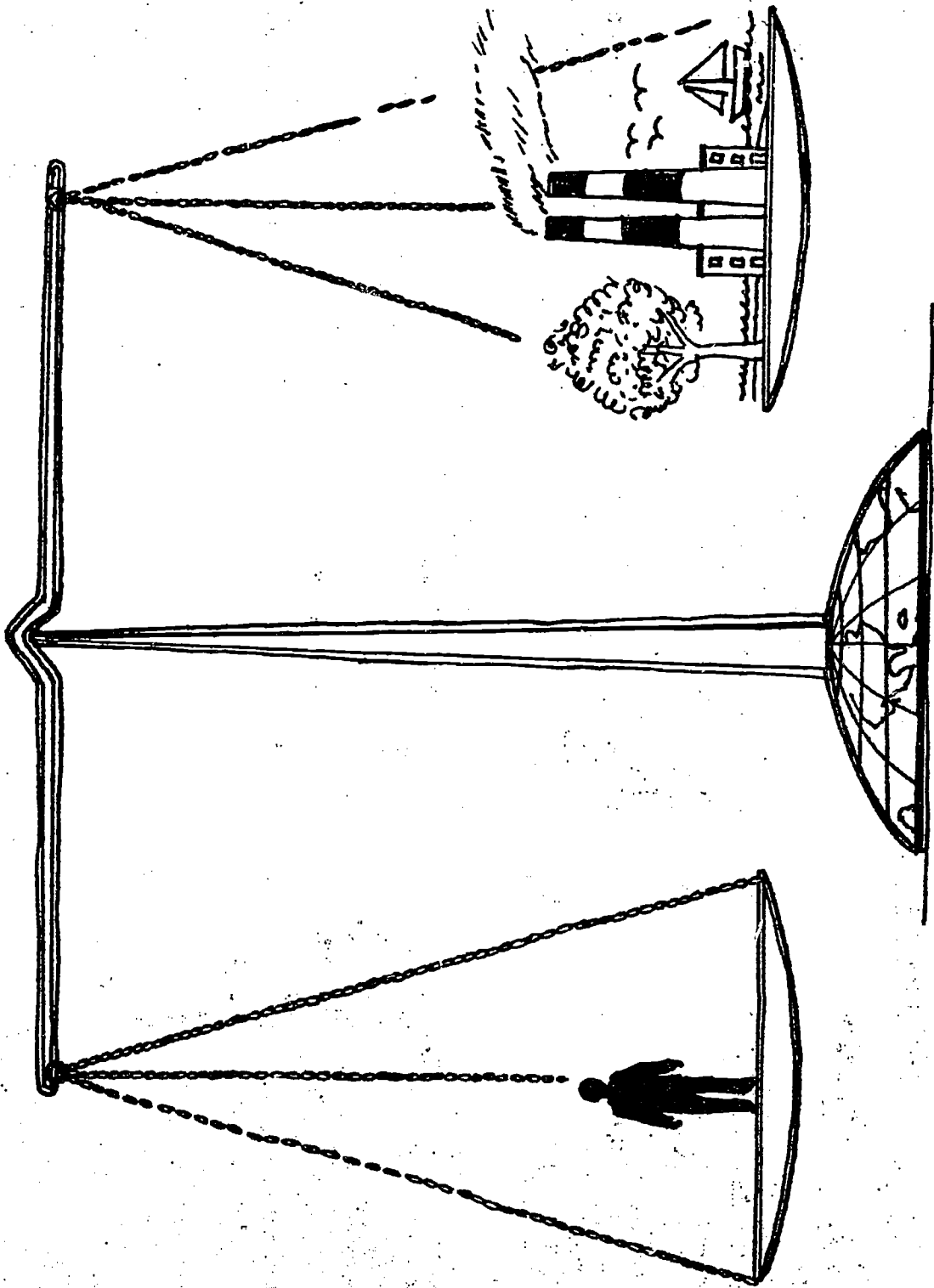


STRAND III MENTAL HEALTH

STRAND III

SEE FAMILY LIFE CURRICULUM GUIDE





ENVIRONMENTAL AND PUBLIC HEALTH

CONCEPT: TO UNDERSTAND THAT MAN ENGAGES IN MANY ACTIVITIES THAT THREATEN HIS ENVIRONMENT.

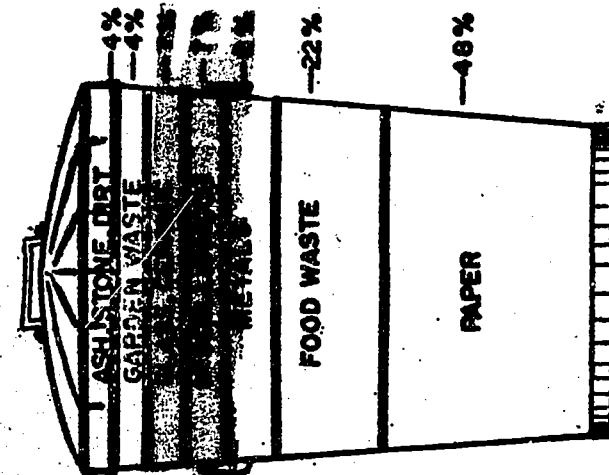
Discussion Highlights

What are the ways that man pollutes the air and water? Include:

- exhaust fumes
- incinerators
- chemical sprays
- detergents
- raw sewage
- industrial waste

Activities

Have the children determine the number of sacks of trash disposed of by their family in a given day. Take this amount and total it for the entire class. How much waste does this represent for disposal? List the many ways this might be disposed of and what effect the various methods have on our air and water.



COMPOSITION OF RESIDENTIAL REUSE IN NASSAU COUNTY

Resources

Bloome, Enid
The air we breathe.

Bloome, Enid
The water we drink.

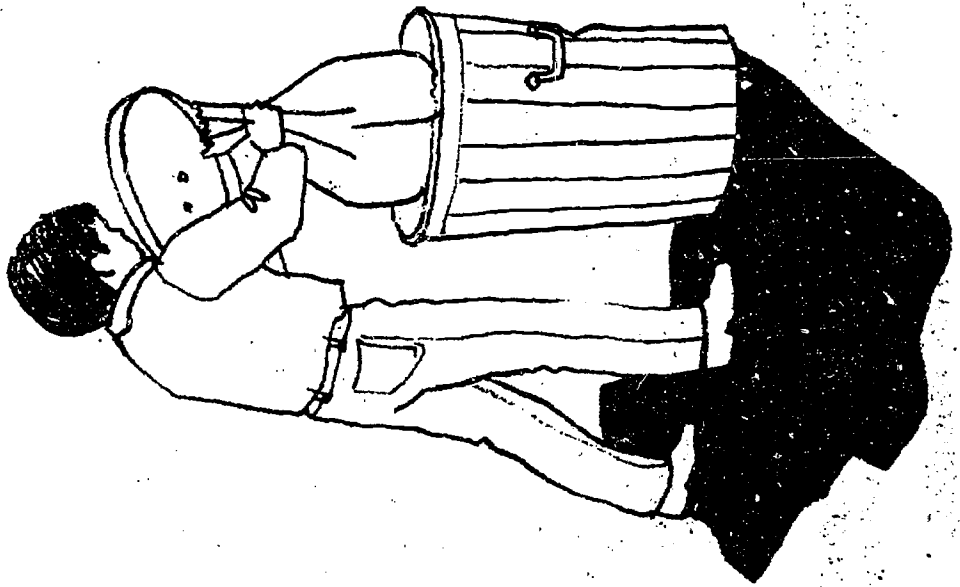
Shuttlesworth, Dorothy E.
Clean air - sparkling water.

Chester, Michael
Let's go to stop water pollution.

Chester, Michael
Let's go to stop air pollution.

Filmstrip
FS 1371 Our world today.
With record/cassette.

Pictures
P 236-245 Discovering our environment. Set
I What is our environment? With game.
P 246-255 Discovering our environment. Set
II Living things use the environment.



CONSUMER HEALTH

CONCEPT: TO UNDERSTAND THE CRITERIA THAT ENABLES ONE TO BECOME A WISE CONSUMER OF HEALTH PRODUCTS AND SERVICES.

Discussion Highlights

What is a health consumer?
(a buyer of services or products that satisfy health needs.)

What factors should a health consumer consider when making a purchase?

- 1) know what is needed (avoid impulse buying)
- 2) compare the content and cost of like products
- 3) know what is available in the way of health services in the community

Activities

Have students bring in pictures which illustrate health products, i.e., toothpaste, aspirin, tissues.... and health services, i.e., medical doctors, ambulance drivers, nurses, Red Cross Volunteers....

Have the students do a comparison study of various health products. Take like product, (i.e., mouthwash, toothpaste or soap) and compare as to: content (ingredient) cost (consider quantity contained) packaging (eye appeal, convenience - ease of storage and disposition)



You be the JUDGE

Resources

Cosgrove, Margaret
Your hospital, a modern miracle.

Coy, Harold
The first book of hospitals.

CORRELATE WITH UNITS ON DENTAL HEALTH (Strand I) AND DRUGS (Strand II)

WORLD HEALTH

CONCEPT: TO UNDERSTAND THAT THE HEALTH STATUS OF AN AREA IS RELATED TO THE GEOGRAPHIC LOCATION AND THE LEVEL OF DEVELOPMENT OF THE AREA.

Discussion Highlights

What are the factors which influence health and cause or prevent the spread of disease?
Include:

- sources of water
- sanitation
- waste disposal
- agricultural conditions
- availability of products
- available money to buy products
- climate
- population
- housing facilities

Some diseases are indigenous to certain areas because of environmental factors, i.e., malaria - hot moist area
intestinal disorders - poor sanitation in area
emphysema - more prevalent in urban areas



Activities

Use a world map and pinpoint some of the diseases which are prevalent in specific areas. Ascertain why these conditions are prevalent in relation to conditions in the area.

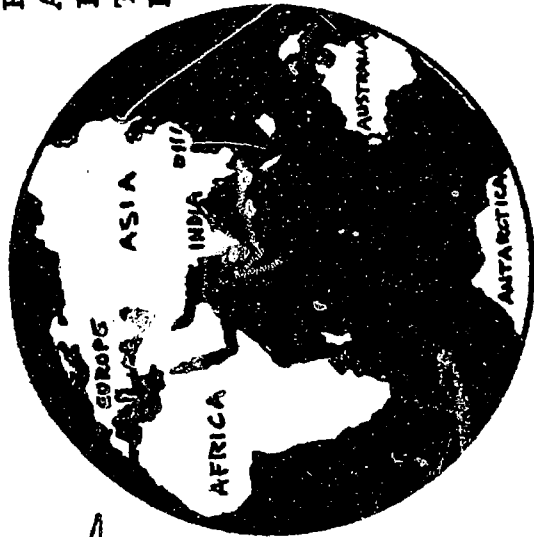


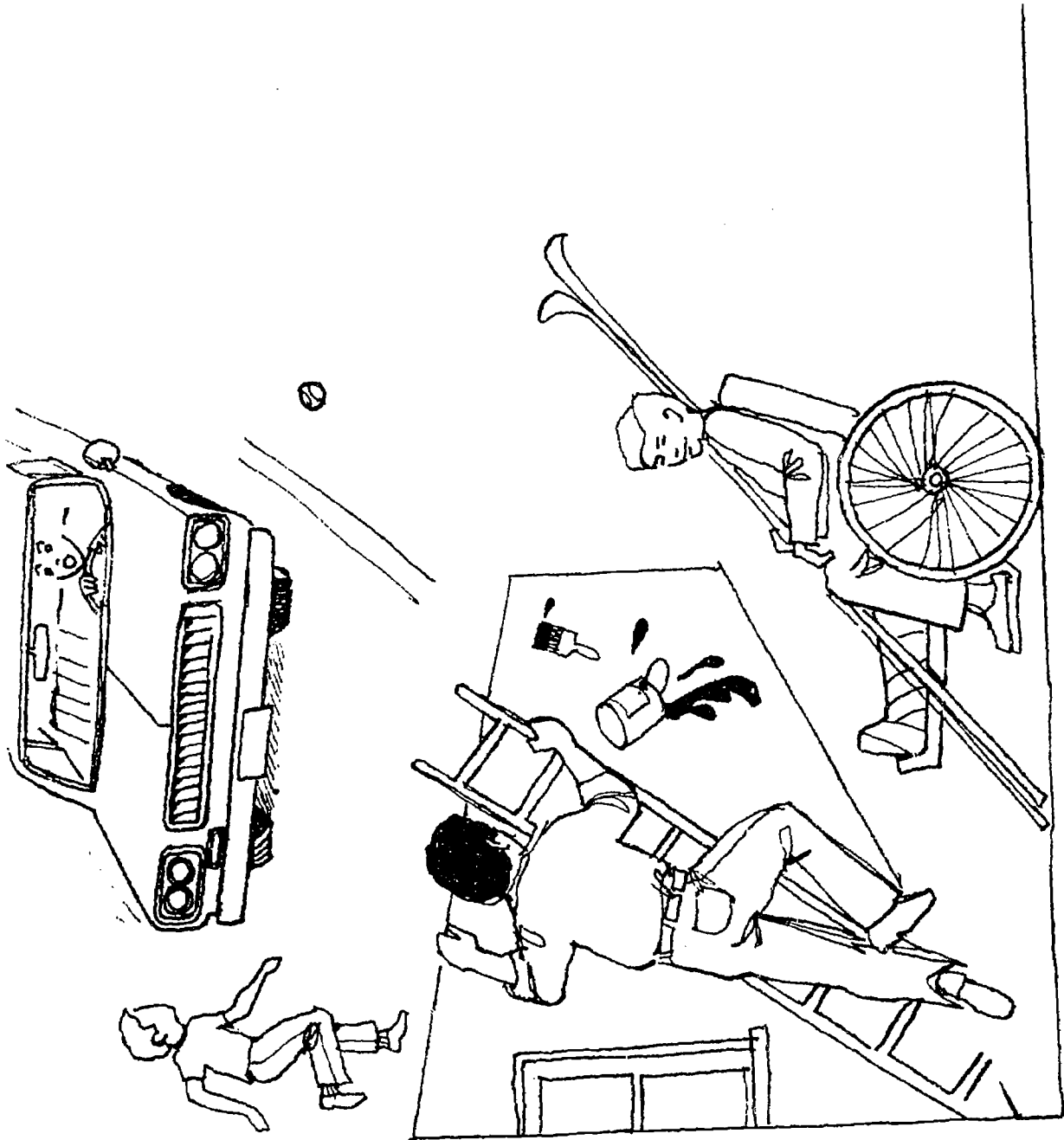
Resources

Breetveld, Jim
Getting to know United Nations crusaders: how UNICEF saves children.

Smith, Ralph L.
Getting to know the World Health Organization.

Filmstrip
FS 1332 Faces and places around the world.





CONCEPT: TO UNDERSTAND THAT STUDENTS CAN PREVENT ACCIDENTS THROUGH KNOWLEDGE, ATTITUDE AND SKILLS.

<u>Discussion Highlights</u>	<u>Activities</u>	<u>Resources</u>
<p><u>FIRE:</u> To impress the student with the fact that fire drills are important at home as well as at school.</p> <p>Panic causes loss of life - planning saves lives.</p> <p>A child can play a role in preplanning what to do in the event of fire.</p> <p><u>WATER:</u> To demonstrate the advisability of taking precautions when we expose ourselves to the sun.</p> <p>What is the physiology of the skin?</p> <p>Skin and eyes should be protected from direct rays of the sun. This includes hazy as well as sunny days.</p> <p>It is advisable to sun yourself in small doses.</p> <p>Our skin contains a coloring substance called melanin and the degree to which a person</p>	<p>Role play various situations in which a fire breaks out or is discovered.</p>	<p>Film Tin Pan Fire Drill (Available from the Fire Marshall's office - see nurse-teacher)</p> <p>Wilson, Dorothy <u>Fire Prevention.</u></p> <p>Filmstrip FS 1324 <u>Fire alarm.</u> With cassette.</p>
<p>Ask the nurse-teacher to visit the class and discuss the physiology of the skin.</p>	<p>Ask the nurse-teacher to visit the class and discuss the physiology of the skin.</p>	<p>Filmstrip FS 499 <u>Your skin.</u></p> <p>Weart, Edith. <u>The story of your skin.</u></p>

11 tan depends upon the amount of exposure and his ability to manufacture melanin.

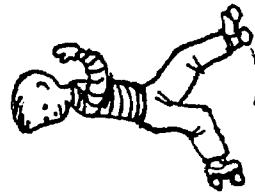
ENVIRONMENTAL: Play or recreation is important in maintaining physical and mental health.

There are many outdoor sports that people can enjoy. They should be aware of the safety factors involved.

Discuss:

- ice skating
- toboggoning
- skiing
- baseball
- touch football
- basketball
- swimming
- kite flying
- bicycling

Holidays are a time of fun and relaxation. However, accidents increase due to excitement and carelessness.



Have the students name their favorite recreational activity.

Boltan, Polly
Safety.

Filmstrips

FS 1325 The reckless bike.
With cassette.

FS 1327 The forbidden plane.
With cassette.

FS 621 Safety on the bicycle.

Have the students bring in and display safety items that give protection in different sports, (catcher's mask, mouth guard, life preserver, etc.).

Invite a sports figure to visit the class. As part of his talk have him discuss the various safety precautions needed to protect himself and others.

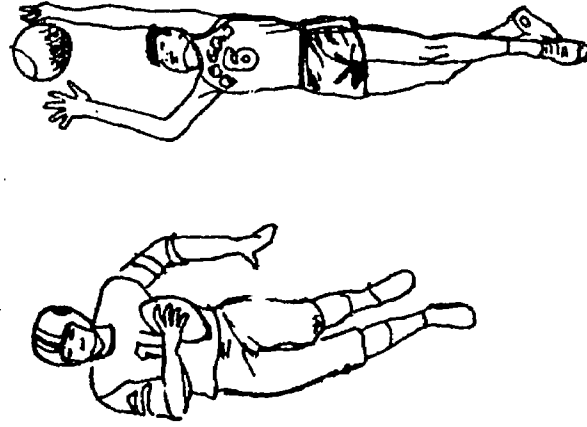


Have the children list holidays and some of the dangers that might be present due to the use of specific decorations or activities.

Include:

- Independence Day - fireworks
- Christmas or Hanukkah - candles
- Halloween - costumes, trick or treating

BUS DRILL: As a matter of policy, teachers will be asked to participate in the bus safety program each year on each grade level.



FIRST AID

CONCEPT: TO HAVE STUDENTS UNDERSTAND THE BASIC FIRST AID PROCEDURES THAT THEY ARE CAPABLE OF PERFORMING.

Discussion Highlights

First Aid is non-professional treatment given to the victim after an injury or accident.

Often, First Aid is the only treatment needed for minor injuries, such as small cuts, abrasions, etc.....

Serious injuries such as broken bones need immediate attention and care until medical attention is provided.

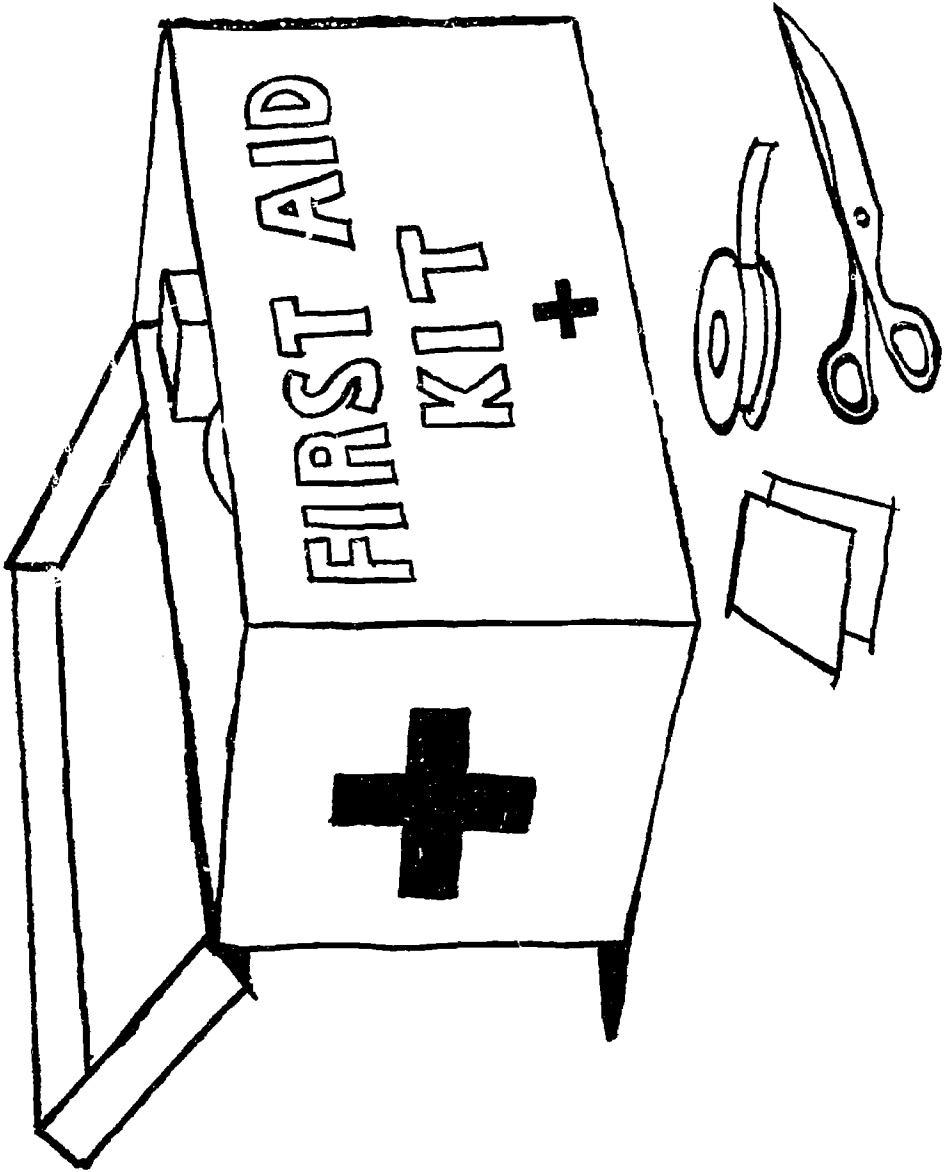
Activities

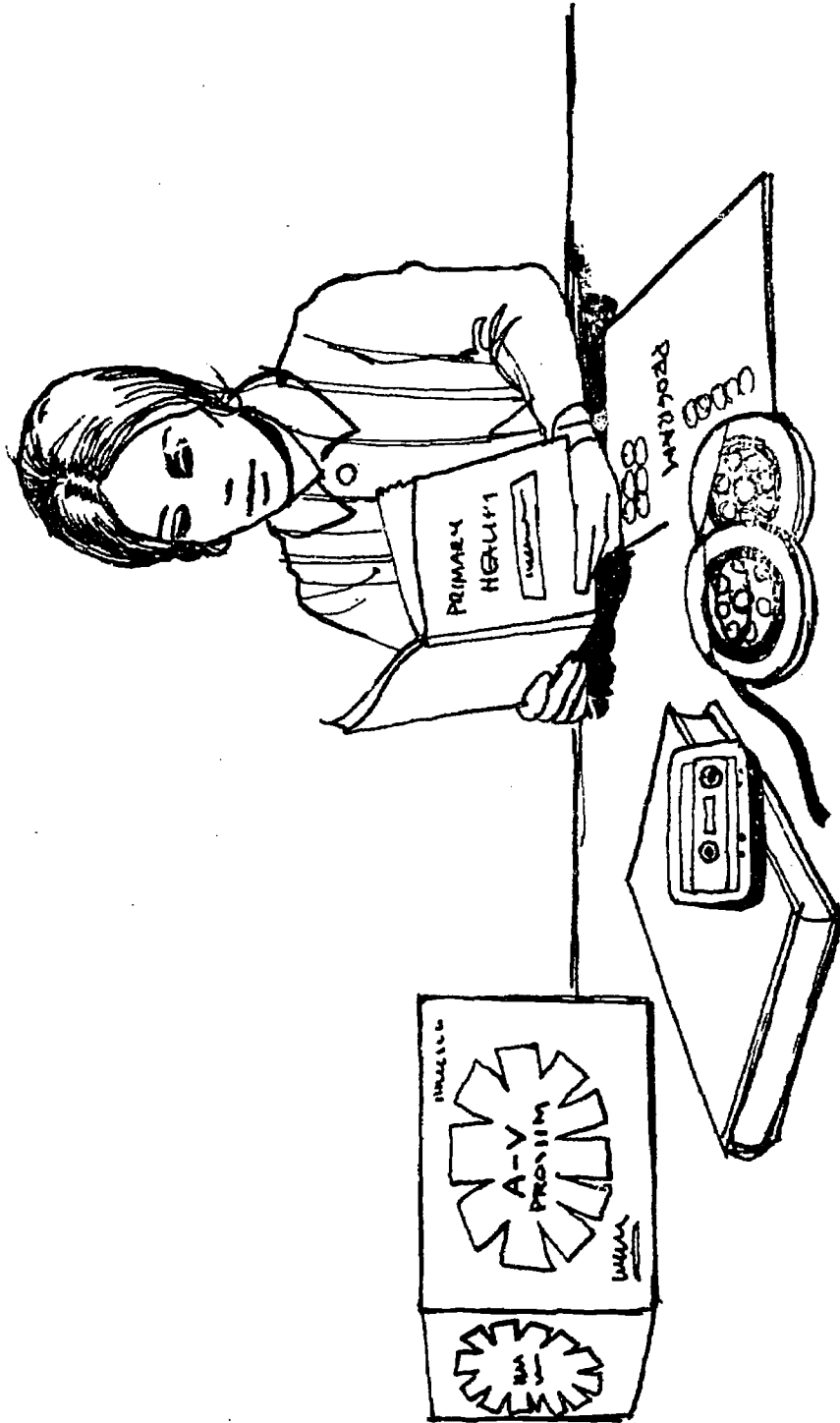
Ask the nurse-teacher to visit the class, and after discussion and demonstration, provide an opportunity for the students to practice First Aid treatment.

Resources

American Red Cross
First aid textbook.







BIBLIOGRAPHY

BOOKS

- Adler, Irving. Taste, touch and smell. Day, 1966.
- Bloome, Enid. The air we breathe. Doubleday, 1971.
- Bloome, Enid. The water we drink. Doubleday, 1971.
- Bolian, Polly. Safety - a first book. Watts, 1970.
- Breetveld, Jim. Getting to know the United Nations crusaders: how UNICEF saves children. Coward, 1970.
- Chester, Michael. Let's go to stop air pollution. Putnam, 1968.
- Chester, Michael. Let's go to stop water pollution. Putnam, 1969.
- Cosgrove, Margaret. Your hospital, a modern miracle. Dodd, 1962.
- Coy, Harold. The first book of hospitals. Watts, 1964.
- De Santis, Mallen. Bubble baths and hair bows. A little girl's guide to grooming. Doubleday, 1963.
- Hammond, Winifred. The riddle of teeth. Coward, 1971.
- Hyde, Margaret O. Know about drugs. McGraw, 1971.
- Kavaler, Lucy. The wonders of fungi. Day, 1964.
- Marr, John S. The good drug and the bad drug. Evans, 1970.
- Selsam, Millicent. Microbes at work. Morrow, 1953.
- Shapiro, Rebecca. Wide world cookbook. Little, 1962.
- Shuttlesworth, Dorothy E. Clean air - sparkling water; the fight against pollution. Doubleday, 1968.
- Smith, Ralph L. Getting to know the World Health Organization. Coward, 1963.
- Van der Linde, Polly. Around the world in 80 dishes. Scroll, 1971.
- Weart, Edith. The story of your skin. Coward, 1970.
- Wilson, Dorothy. Fire prevention. Watts, 1965.
- Wise, William. Fresh as a daisy, neat as a pin: the clean book. Parents, 1970.
- Zim, Herbert. Our senses and how they work. Morrow, 1956.

TEACHER REFERENCE

- American National Red Cross. First aid textbook. Doubleday, 1957.

AUDIO-VISUAL MATERIALSFILMS

- F 436 Drugs - a primary film. Arthur Barr, 1972.
Tin pan fire drill. Available from the Fire Marshall's office of Nassau County.

FILMSTRIPS

- FS 394 The story of food. (Arts of civilization series) Curriculum, 1950.
 FS 499 Your skin. (Your body series) Curriculum, 1951.
 FS 604 Clothes and why we wear them. Britannica, 1957.
 FS 621 Safety on the bicycle. Young America Films, 1955.
 FS 700 The world of our senses. Heath, 1965.
Our body series. Filmstrip House, 1960.
 FS 1002 Getting acquainted with our bodies.
 FS 1005 Keeping healthy.
 FS 1137 Drugs: helpful and harmful. With record/cassette. Los Angeles County Medical Association, 1968.
Discovering your senses series. With records/cassettes. Coronet, 1971.
 FS 1290 Your skin is for feeling.
 FS 1291 Your tongue is for tasting.
 FS 1292 Your nose is for smelling.
 FS 1293 Your senses work together.
Teaching children safety series. With cassettes. Educational Activities, 1967.
 FS 1324 Fire alarm.
 FS 1325 The reckless bike.
 FS 1327 The forbidden plane.

AUDIO-VISUAL MATERIALS (continued)

- FS 1332 Faces and places around the world. UNICEF.
- FS 1371 Our world today. With record/cassette. (Ecology and you series) Teaching Resources Films, 1972.
- FS 1373 Everybody's skin makes everybody kin. Part I Appearance. With cassette.

PICTURES

- P 223 Good reading light. (Good health ideas series) Society for Visual Education, 1972.
- What we do day by day. National Dairy Council, 1969. Available in all school libraries.
Study print 10.

- Discovering our environment series. Coronet, 1971.
- P 236-245 Set I What is our environment? With game.
- P 246-255 Set II Living things use the environment.