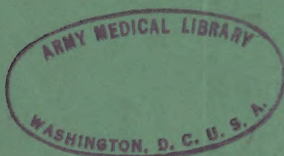


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TENTATIVE MANUAL — STATE OF OREGON
Elementary Schools

HEALTH INSTRUCTION

Issued by REX PUTNAM
Superintendent of Public Instruction
State Department of Education
Salem, Oregon



1945

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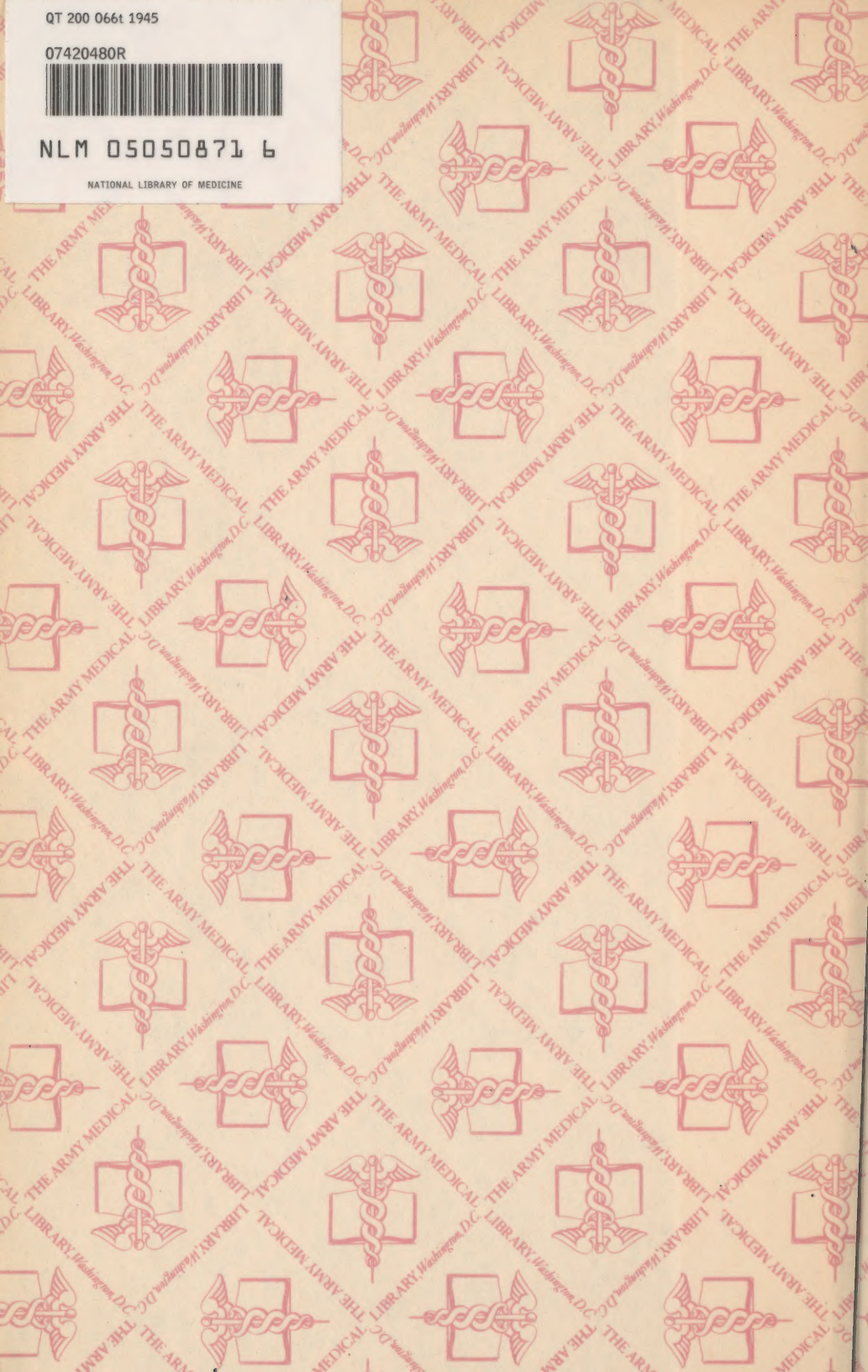
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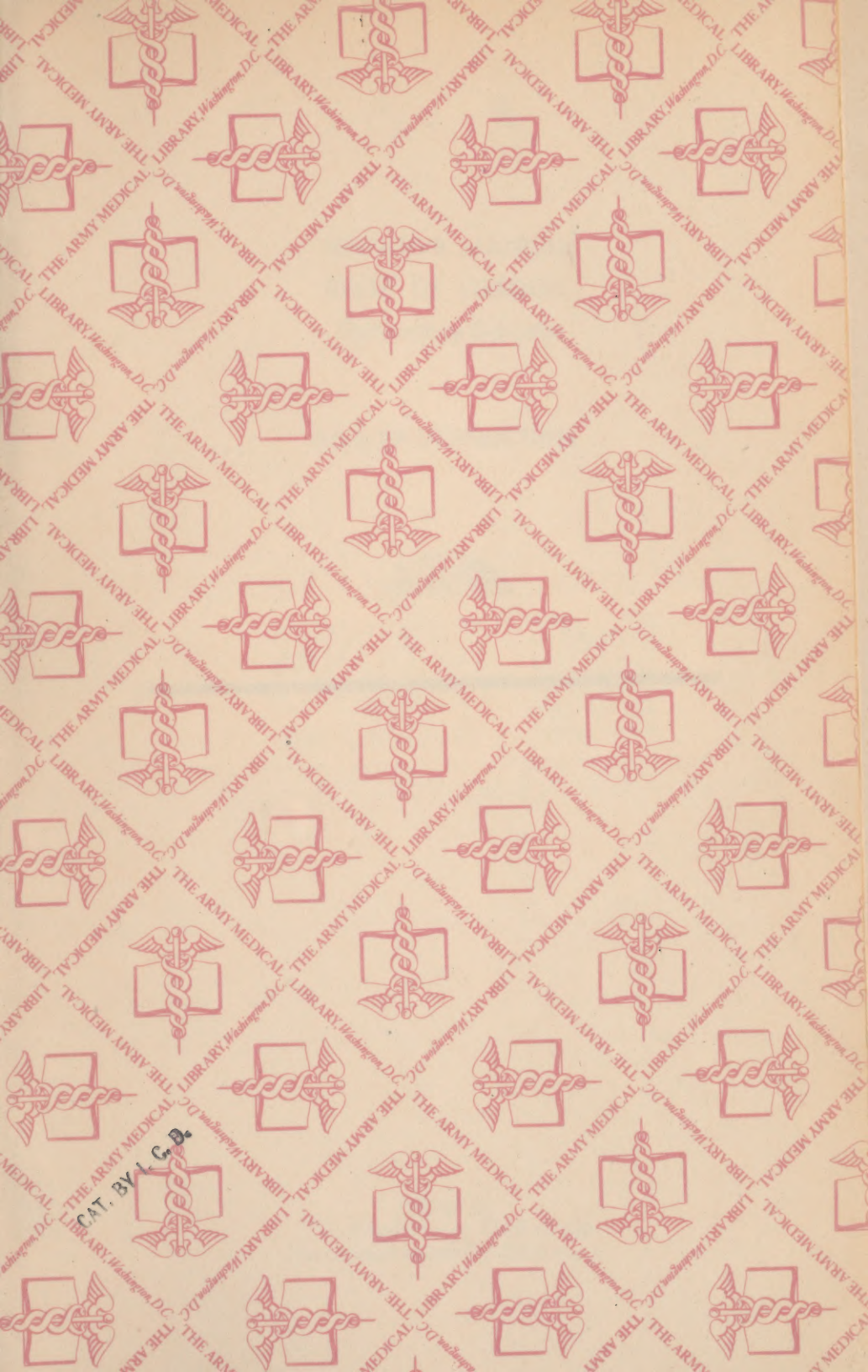
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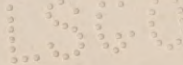
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STATE OF OREGON
Elementary Schools

HEALTH INSTRUCTION



Edited by
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STATE DEPARTMENT OF EDUCATION
STATE OF OREGON
Elementary Schools

HEALTH INSTRUCTION



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FOREWORD

Health and physical education is assuming a role of increasing importance in the life of every individual. The recent critical war period has served to accentuate certain inadequacies existing in present programs in health and physical fitness. Health and physical fitness, however, should not be considered primarily from the standpoint of those who serve in the armed forces but in terms of the entire population from childhood to old age. It becomes obvious, therefore, that the schools have a tremendous responsibility in the maintenance and improvement of health and physical education programs, particularly for the school age segment of our population.

The 1945 legislature passed a law concerning instruction in health and physical education and health examinations that is far-reaching in its import. The Superintendent of Public Instruction is required to prepare instructional materials that will effectuate the objectives of the law, which are set out in detail, and teachers and school administrators are in turn under mandate to put the program into effect in the public schools of the state. All pupils enrolled in the public schools of Oregon, grades one through twelve, are, under the law, required to take the instruction in health and physical education as a part of their regular school work. However, there are the usual provisions which protect those who may object to certain phases of the program on religious grounds, or who may be exempt from certain physical activities on advice of a physician, and in such cases the same procedure should be followed as recommended in the past.

The initiation, maintenance, and improvement of this new program should be regarded as a cooperative venture requiring the best efforts of all those concerned with the health and physical well-being of the Oregon school-age child. The new instruction materials should not be regarded as the final word, but should be subjected to close scrutiny and critical evaluation. It is essential that school authorities proceed carefully in planning and laying the groundwork before actually changing from the present to the more advanced program.

Grateful acknowledgment is made by the State Department of Education to all who have contributed to the development of this manual on health instruction. Through the careful planning and painstaking efforts of the members of the State Joint Committee for Health and Physical Fitness over the period of years since 1939, the groundwork was laid for the new program in health and physical education. The health subcommittee appointed by the State Joint Committee for Health and Physical Fitness, to prepare the instructional materials on health, worked under the general guidance of Adolph Weinzirl, M.D., Professor of Public Health and Preventive Medicine, University of Oregon Medical School, who served as chairman.

The series of instructional materials and sample outlines in health instruction for elementary grades, one through six, were adapted for general state use by this committee, from the health course of study of the Portland Public Schools.

Members of the committee were:

Adolph Weinzirl, M.D., Professor of Public Health and Preventive Medicine, University of Oregon Medical School

Agnes C. Booth, Superintendent of Schools, Marion County

Greba Logan, Supervisor, Health Education, Portland Public Schools

H. S. Hoyman, Associate Professor, School of Physical Education, University of Oregon

H. B. Ferrin, Superintendent of Schools, Cottage Grove

Clifford Robinson, Principal, Albany Senior High School

Arthur V. Meyers, Principal, Highland Elementary School, Salem

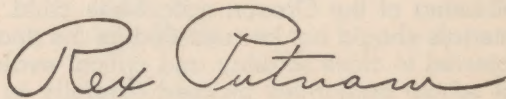
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Harold Bishop, Supervisor, Health and Physical Education, State Department of Education



Superintendent of Public Instruction

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INTRODUCTION

This series of Health Instruction Teaching Guides and Sample Outlines, Grades 1 through 6, is presented as a means of assisting teachers to adapt their health instruction to the requirements of the new law, Chapter 316, Oregon Code 1945. This legislation has long been recommended by the City and County School Superintendents of Oregon and was passed by the Oregon State Legislature in 1945. This law makes it mandatory that certain areas of health instruction be emphasized by all public schools of the State. The areas of health instruction specified by the law are as follows:

1. Structure and functioning of the human body
2. Personal health and fitness
3. Physiological effects of exercise
4. Nutrition
5. Accident prevention and first aid
6. Control of communicable diseases
7. Community health and sanitation
8. Choice and use of health services and products
9. Mental hygiene
10. Such other instruction as the Superintendent of Public Instruction may deem important

It should also be noted that the same legislation makes programs of physical education and health examinations mandatory in the public schools of Oregon and that a previously enacted law requires instruction "with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system".

Suggested General Plan for Health Instruction in Oregon

Elementary school children should develop certain habits and attitudes concerning health as a way of living. They should acquire factual knowledge that will enable them to appreciate the reasons for these habits and attitudes. Health instruction therefore involves repeated reapplication of its principles and must be undertaken on an expanding basis throughout the elementary and high school grades. This should be achieved through progressive and varying units of study in which tedious repetition is avoided.

In order to facilitate this type of health instruction it is suggested that the subjects specified in the law be taught on the basis of a four cycle plan.

In principle, the four cycle plan involves presentation of each subject on an expanded basis once every four years. Actually, however, such a plan requires modification at certain points because of the varying applicability of some subjects at different age levels.

It is recommended that health instruction in Oregon be based on the modified four cycle plan portrayed in Table I. This table indicates the subjects for instruction and the grades in which each subject is to be emphasized. For completeness, Table I shows the application of the plan to all twelve grades.

T A B L E I
SPECIFIED AREAS OF HEALTH INSTRUCTION
CLASSIFIED BY CYCLES AND GRADES WHERE EMPHASIS
IS SUGGESTED

AREAS OF HEALTH INSTRUCTION	CYCLE											
	I			II			III			IV		
	GRADE	GRADE	GRADE	GRADE	GRADE	GRADE	GRADE	GRADE	GRADE	GRADE	GRADE	GRADE
	1	2	3	4	5	6	7	8	9	10	11	12
1. Structure and Function	X											
2. Personal Health and Fitness	X	X		X			X			X		
3. Physiological effects of Exercise								X			X	
4. Nutrition		X	X									
5. Accident Prevention and First Aid		X			X						X	
6. Control of Communicable Diseases (including non-communicable)			X			X			X			X
7. Community Health and Sanitation			X						X			X
8. Choice and Use of Health Services and Products						X			X			X
9. Mental Health					X							X

NOTE: X identifies the grade and cycle in which each specified health instruction area should be emphasized; however, appropriate phases of certain subject areas, such as accident prevention, which need to be retaught each year should be repeated in each grade.

Health Instruction, Elementary Grades

Health Instruction Teaching Guides

An interpretation of what children should know and what habits and attitudes ought to evolve in connection with the health instruction carried out by Oregon schools in conformity with the requirements of the law is desirable. For the convenience of teachers in making such an interpretation a series of Health Instruction Teaching Guides is presented.

These guides are specifically related to the health subjects identified in the law. They contain a wide variety of suggestions and interpretations for teachers working in the first six grades. However, no attempt has been made to include everything that could possibly be related to each health subject. There has purposely been included much over-lapping of the suggestions provided under the several headings. This is highly desirable and should be reflected in the teacher's work because the various ways of healthful living cannot be isolated from each other.

The guides afford ample opportunity for development, expansion and adaptation. They may be used as the basis for an integrated program or for the construction of separate units. In schools where health instruction is well developed they can be used in checking on current curricula with respect to adequacy of compliance under the new requirements. In less optimum school situations experienced teachers can use them in planning their own health instruction work.

Sample Outlines

Sample health instruction outlines are presented following the teaching guides for specified subjects. These outlines are included for the purpose of assisting teachers to see the manner in which health teaching in the various areas may be initiated, developed, made interesting and applicable to real life situations, and expanded through utilization of varying approaches and reapplications at different grade levels. They illustrate the way in which health instruction in a given area should include a great deal of over-lapping data from other areas when applicable. The outlines are intended to serve only as examples and there has been no attempt to provide a comprehensive set of outlines systematically covering all of the subject matter presented in the guides.

Important topics such as temperance, reproduction, mental hygiene, non-communicable diseases and others not specifically identified for emphasis in the elementary grades should be given definite consideration when teaching closely allied subjects.

Suggestions Desired

This series of health instruction guides and outlines represents only a preliminary undertaking. It is presented because the State

Superintendent of Public Instruction has asked that a teaching plan be outlined for immediate use in implementing the provisions of the new law. A future revision is to be presented based on experience as reflected in suggestions received from teachers.

It is requested that teachers review their experiences after teaching each of the subject areas and that they make notes regarding suggestions and comments using the color sheets that have been placed in the back of this manual. It is requested that these notes, suggestions, questions and comments be sent to the Superintendent of Public Instruction, State Library Building, Salem, Oregon.

It is suggested that these comments may also develop from teacher conferences held for the purpose of discussing the use of the guides and outlines.

General References For Teachers

Many references have been included in the sample health instruction outlines that follow the teaching guides. In addition, any scientifically authentic source material may be used. The Health Course of Study for Elementary Schools—State of Oregon, issued by Rex Putnam, Superintendent of Public Instruction, 1943, should be consulted with particular care because it contains so many valuable references and suggestions with respect to development of teaching units. Suggested general references for teachers are as follows:

1. HEALTH EDUCATION, 2d. rev. ed. 1941. By Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association. National Education Association, 1201 16th St. N. W., Washington, D. C.
2. THE ROLE OF THE TEACHER IN HEALTH EDUCATION, 1941. By Strang and Smiley. Macmillan Company, 60 Fifth Avenue, New York 11.
3. CATALOG OF EDUCATIONAL MOTION PICTURES AND SLIDES, 1945. Department of Visual Education, Oregon State System of Higher Education, Corvallis, Oregon.
4. THE GRADE TEACHER. The Educational Publishing Corporation, Darien, Connecticut.
5. HEALTH BULLETIN FOR TEACHERS. Metropolitan Life Insurance Company, 600 Stockton Street, San Francisco, California.
6. HYGEIA. American Medical Association, 535 N. Dearborn Street, Chicago, Illinois.
7. THE INSTRUCTOR. F. A. Owen Publishing Company, Dansville, New York.
8. JOURNAL OF HEALTH AND PHYSICAL EDUCATION. 1201 Sixteenth Street, N.W., Washington, D. C.
9. JUNIOR RED CROSS JOURNAL. American Red Cross, Washington, D. C.

CYCLE I—Grades One, Two and Three**STRUCTURE AND FUNCTION****FUNCTIONS AND CARE OF THE BODY****Comment:**

It is desirable that only elementary knowledge of body structure and function be emphasized when teaching primary children about the care of the body.

Grade One**Children should:**

1. Know that the body is a machine that works for them. Recognize that the body needs care for growth, health and well-being and that various practices such as good habits of eating, sleeping, resting, playing and wearing proper clothing are necessary
2. Know and use correct vocabulary for expressing personal needs and be free to ask questions of parents and teachers
3. Recognize responsibility for proper and regular use of toilet and for washing hands afterward
4. Know the need for drinking plenty of water. Develop good habits of using drinking fountains. Know that courtesy and consideration for others will help prevent accidents or broken teeth due to pushing
5. Keep all foreign objects away from eyes, ears, nose and mouth
6. Know that a properly functioning body should result in better disposition hence more likable personality

Grade Two**Children should:**

1. Assume more responsibility for habits which result in better care of the body
2. Continue and expand practices emphasized in previous grade
3. Take pride in making proper use of facilities for care of the body
4. Understand, appreciate and use the facilities in the home for the care of the body
5. Take increasing responsibility for care of personal needs as a sign of growing up
6. Know that personal hygiene reflects personal attitudes and affects acceptance of the individual by associates

Grade Three**Children should:**

1. Gain additional knowledge about functions and care of the body as the need presents itself

2. Learn to know the governmental health agencies and the community facilities available and the way in which these services contribute to the protection of the individual in the community

Posture

Comment:

Posture is of paramount importance yet difficult to promote because of its variations. There are several kinds of good posture—sitting, standing and walking, which vary according to the situation.

Children will naturally assume various kinds of posture under different conditions.

Shifting from one position to another rests children and they should not be expected to hold one kind of posture for any great length of time. "Standing tall" is a good admonition for anyone. Poor nutrition, defective vision or hearing, illness, poorly fitting clothing and poor mental attitudes may be related to poor posture. The cause of poor posture should be sought and an effort made to correct the condition.

Grade One

Children should:

1. Participate in activities which call for muscular coordination, such as walking, running, jumping, skipping, and hopping
2. Walk with toes pointing straight ahead.
3. Sit in chairs of suitable size so that feet can be flat on the floor
4. Refrain from wearing clothing such as tight belts and short suspenders which will impair the proper functioning of body
5. Know that fatigue and poor health habits often produce poor posture
6. Appreciate good posture
7. Know that one feels and looks better when posture is good

Grade Two

Children should:

1. Know that the maintenance of good posture is not static and varies with activity
2. Know that maintenance of good posture should be a continually developing habit
3. Know that changing posture rests one and that rigidity and stiffness is not good posture
4. Understand that adequate food, plenty of sleep, play and good mental attitudes help one to have good posture

5. Become increasingly interested in individual height and weight records

Grade Three

Children should:

1. Continue reference to and understand the subject matter presented in the previous grades
2. Realize the importance and relationship of posture to growth and personal appearance
3. Maintain good posture throughout the day
4. Learn how to select a chair of the right size
5. Know that strong bodies "stand tall" easily

Care of the Special Senses

Comment:

The value of the special sense organs and the advantage of good practices for their care should be emphasized in the primary grades. The provision for this care, made by the home, school and community, should be appreciated. Children should be conscious of preventive and safety measures and appreciate the importance of normally functioning sense organs

Deviations from the normal should be recognized and children encouraged to have all individual defects corrected. Corrections may also be discussed from the standpoint of personal pride and beauty.

All children should be prepared ahead of time for vision and hearing testing as conducted in the schools.

By the time children reach the second grade it will be necessary to focus special attention upon vision and hearing. This is desirable because of increased use of these special senses.

Grade One

Children should learn how to care for the:

1. Ears
 - a. Avoid injuries by guarding against blows on the ears, blowing or placing foreign objects in the ears, and loud noises (the mouth should be open in case of expected loud noises)
 - b. Know that hearing tests are given in the schools
2. Eyes
 - a. Have adequate evenly lighted room without glare
 - b. Give attention to the position of the body while reading or working
 - c. Give attention to position of book and other material when working
 - d. Keep sharp instruments such as pointed sticks and scissors away from the face

- e. Guard eyes from sand, gravel, dirt, rocks, and other foreign objects
 - f. Keep hands from eyes
 - g. Have proper attitude toward wearing glasses
 - h. Understand why vision tests are given in the schools
3. Nose
- a. Use one's own fresh handkerchief
 - b. Blow nose gently
 - c. Keep fingers and other things away from nose
 - d. Breathe with mouth closed
4. Throat
- a. Have remediable defects corrected
 - b. Articulate words well and use natural modulated tones

Grade Two

Children should:

1. Read and work in adequate light (avoid sharp shadows and flickering lights)
2. Hold book in correct position and at the proper distance
3. Avoid staring at bright lights or rubbing the eyes
4. Learn how to rest the eyes, by varying the focus from near to far objects
5. Consult an eye specialist when necessary
6. Develop right attitudes toward wearing glasses—toward others wearing glasses
7. Keep glasses clean and straight
8. Keep hands away from eyes
9. Get adult to remove foreign particle from the eye
10. Wear visor or dark glasses when in strong light or when sun shines on snow
11. Protect eyes, ears and nose from foreign particles
12. Be considerate of others who do not see or hear well
13. Never strike at or shout in a person's ear
14. Blow nose gently to protect the ears
15. Consult physician in case of earache or when there is need for removal of wax or foreign bodies
16. Avoid shouting, screaming, yelling

Grade Three

Children should:

1. Continue health practices and be given sufficient knowledge concerning material previously given in order to create continued and even greater interest in proper care of the special sense organs
2. Develop an appreciation of the facilities in the home, school and community for the control of hazards which might result in injury to or loss of special sense organs

SAMPLE TEACHING OUTLINE
(Structure and Function—Grade One)

FUNCTIONS AND CARE OF THE BODY

I. Introduction

This outline offers suggestions on topics which concern the care of the body.

II. Objectives

- A. Learn to take proper care of the body
- B. Develop favorable habits and attitudes toward preparation for sleep and a regular bed time
- C. Learn how to guard one's own health and safety as well as the health and safety of others
- D. Form good habits of cleanliness
- E. Understand individual responsibility for one's part in the health of the group at home and at school (Home cooperation is necessary to make it possible for children to carry out the procedures recommended in the health program)

III. Outline

The following sequence of inter-related subjects is presented for development.

A. The health examination

Discuss

1. Advantages of having a physical examination
2. The service of the school physician and the public health nurse
3. The physician and nurse as friends
4. Home-school cooperation
5. A fearless, confident approach to the health examination
6. Desirability of following the recommendations of the physician

B. Prevention and control of disease

Discuss

1. Morning inspection
2. Colds
 - a. Clean handkerchief
 - b. Use one's own handkerchief
 - c. Cover mouth and nose when coughing or sneezing
 - d. Avoid others when one has a cold—stay home
 - e. Necessity for keeping pencils and other objects out of mouth
 - f. Use of paper tissue for handkerchief and proper disposal

3. Control
 - a. Stay home when ill
 - b. Stay away from others who are ill
 - c. Observe all quarantine rules
 - d. Vaccination and inoculation programs

C. Sleep and rest

Discuss

1. Need for sleep and rest (how being rested makes one more agreeable)
2. Regular bedtime for children
3. How sleep may help one to do better work at school
4. How sleep and rest may help one to be happy at work and play
5. How sleep and rest may affect posture
6. Preparation for restful sleep
 - a. Bath
 - b. Clean teeth
 - c. Clean night clothes
 - d. Clean bed—light weight covers
 - e. Quiet room
 - f. Good ventilation
 - g. Small pillow or none
 - h. Sleep alone if possible

D. Cleanliness

Discuss personal cleanliness

1. Brush teeth at least twice each day
2. Bathe at least twice each week
3. Wash hair frequently—use own comb and brush
4. Clean nails—use nail brush—emery board
5. All clothing including shoes should be clean
6. Proper use of own wash cloth and towel
7. Wash hands before meals and after going to toilet and at other times when necessary

Discuss environmental cleanliness

1. School grounds
2. Room at home should be kept tidy—clothes, toys and books put away
3. School room and desk
4. Care of library books
5. Disposal of refuse such as paper bags, food remnants, and fruit peelings

E. Care of special senses

Discuss

1. Care of eyes, ears, nose and throat
2. Advantages, both physical and mental, of having best possible use of each sense organ

F. Safety and first aid

Discuss

1. Street safety
2. Avoid use of matches—except under supervision
3. Keep away from deep water
4. Play in safe places
5. Obey school safety officers
6. Pick up toys from floors and stairs
7. Call an older person if an accident occurs
8. Keep fingers away from scratches and other injuries
9. What to do if clothing catches on fire
10. Avoid fallen wires and report them to an adult
11. Go nowhere with or take anything from strangers

IV. Activities

- A. Make clock faces of paper plates showing hours of retiring and arising
- B. Make posters showing good habits for preparing for bed
- C. Sing lullabies
- D. Dramatize street safety rules
- E. Dramatize lost child and his friend the police officer
- F. Make semaphores
- G. Visit fire station
- H. Make safety slogans
- I. Demonstrate how to brush teeth
- J. Discuss the ease with which children play and work when well
- K. Have a school program to which other classes in the school and parents are invited
- L. Have children write or dramatize a play such as:

Scene I

Getting up in morning—dressing, combing hair, brushing teeth, washing face, hanging up clothes, and airing bed clothes

Scene II

At school—morning inspection—keeping room and desk neat, the school physician, public health nurse, school dentist

Scene III

After school-activities—games, quiet games and rest before dinner, washing before eating

Scene IV

Preparation for bed—quiet period before bed time

- M. Have demonstrations; posters and plays showing habits of healthful living

V. Evaluation

- A. Show increased interest in securing adequate sleep according to needs
- B. Show improved habits of cleanliness as indicated by personal appearance
- C. Show thoughtfulness of others: cover mouth and nose when coughing or sneezing
- D. Take pride in a feeling of well-being

VI. Materials

- A. Teachers' References
 1. **Health Education**, N.E.A.—A.M.A., 2d. rev. ed., 1941, pp. 21, 27, 243-247, 279, 311.
 2. **Our Health Habits**. Whitcomb—Part I.
- B. Children's References
 1. **Spick and Span**. Andress and others. Units 1, 6.
 2. **Health Parade**. Andress and others. Units 1, 2, 9.
 3. **Health Stories**. Towse and others. Book III. pp. 8-27, 49, 119, 129, 130, 133, 141, 143, 151, 162, 166, 169, 170, 171, 173.
 4. **Health Secrets**. Charters and others. Units 2, 5, 8, 9.
 5. **Growing Big and Strong**. Andress and others. Units 1, 8, 10.
 6. **Every Day Health**. Wilson and others. Ch. 5, 6, 16, 17.
 7. **In Town and Country**. Buckley and others, pp. 37-66, 159-166.
 8. **Health Stories and Practice**. Maroney and others. pp. 116, 172-207, 227-244.
 9. **Growing Up**. Turner and Hallock. pp. 8, 11, 14, 15.
 10. **Friendly Living**. Brownell and others. Units 2, 4.

Teaching Experiences, Suggestions, Comments, Additions

Teachers and others can be of invaluable assistance to the committee on health instruction by sending their comments to Rex Putnam, superintendent of public instruction, Salem, Oregon. (See color pages at back of this manual.)

PERSONAL HEALTH AND FITNESS

Personal Cleanliness

Comment:

The daily morning inspection is a great help in encouraging personal cleanliness of children and may be used as excellent motivation in the health program. Through this inspection and the discussion of the "why" of personal cleanliness there should be noticeably increased improvement in

the cleanliness program by the time the children leave the third grade. A few suggestions are listed as a guide with the understanding that each teacher will meet the individual needs of her pupils yet carry on a certain routine which will encourage and secure practice of personal cleanliness in home, school and community.

A constructive and cheerful attitude on the part of the teacher will help to bring out a pleasant and happy response on the part of children being inspected.

Grade One

Children Should:

1. Come to school with clean hands, face, neck, ears, teeth
2. Clean and trim their finger nails. (Do not bite them.)
3. Wear clothing that is clean and appropriate to weather and occasion
4. Have clean shoes. Have clean pair of stockings daily
5. Learn how to bathe and dry oneself properly
6. Wash hands
 - a. Before eating
 - b. After going to toilet
 - c. At other times when necessary
7. Use individual wash cloths, towels, comb and brush
8. Carry a clean handkerchief (at least start the day with a fresh handkerchief) and use it when necessary
9. Take care of the feet and toenails. Always dry feet well after bathing (including the area between toes)
10. Brush teeth in approved manner at least twice a day
11. Assume responsibility for helping to keep home, school and grounds clean

Grade Two

Children should:

1. Assume individual responsibility for the cleanliness and care of comb, brush, towels, soap, wash bowls, bath tubs, toilets and drinking fountains
2. Keep hands, face, neck and ears clean
3. Understand the care of the nails, their cleanliness and length
4. Brush teeth at least twice a day (Use only one's own toothbrush)
5. Care for the teeth
 - a. Brush and clean
 - b. Use proper cleansing materials recommended by family dentist
 - c. Care of toothbrush
 - d. Visit dentist at least twice a year
6. Bathe entire body at least twice a week
7. Brush hair every day

8. Use lavatories and toilets properly
9. Use drinking fountains carefully
10. Do not trade or borrow things that come in contact with nose or mouth
11. Appreciate the need for taking good care of one's clothes and understand the advisability of changing to suitable play clothes for after-school activities

Grade Three

Children should:

1. Continue to understand why habits of cleanliness are necessary
2. Adapt habits of personal cleanliness to home and community
3. Develop habits of self-inspection
4. Realize that personal cleanliness contributes to good general personal appearance and to one's acceptance by the group

Sleep, Rest, Relaxation, Exercise, Play, Fresh Air, Sunshine, Ventilation, Lighting

Comment:

Realizing that home-school cooperation is necessary before we can secure consistently coordinated activities which provide adequate sleep, rest, and play for primary children, suggestions for emphasizing these important points are listed.

Discuss with parents or otherwise inform them that primary children are taught that they should have at least 12 hours of sleep out of every 24 and that they should have a regular bedtime. These points should be emphasized and children should be encouraged to follow the sleep schedule recommended.

Only a few suggestions for developing these habits and attitudes are made here because each teacher will have various ways and means of presenting activities which will serve to emphasize the value of such practices.

Calmness and cheerfulness may be an expected outcome when children have sufficient rest.

Grade One

Children should:

1. Have sufficient sleep—12 or more hours out of each 24
2. Know how plenty of sleep helps in doing better work
3. Know that adequate sleep and rest are necessary for growth
4. Sleep alone if possible in a dark, quiet room
5. Wear clean and suitable night clothes
6. Brush teeth and have a bath or wash hands, face and feet before retiring

7. Use small pillow or none and light warm bed covers
8. Cooperate in going to bed at regular bedtime and rising cheerfully in the morning
9. Be relaxed upon retiring
10. Air bed clothes upon rising
11. Have an hour of rest during the day. Rest before and after meals
12. Enjoy outside play daily when possible
13. Choose indoor play when weather necessitates
14. Know that sunshine helps children grow
15. Know the dangers of too much sunshine
16. Relax after strenuous play, rest when tired, avoid fatigue
17. Know that home and classroom should be properly ventilated
18. Know that recommended room temperature ranges from 68° to 72° F

Grade Two

Children should:

1. Know the value of sleep and the amount of sleep recommended for one's age
2. Know the need of plenty of sleep and rest as aids to normal growth
3. Know the value of a quiet period prior to retiring and of lying quietly as an aid to falling asleep quickly
4. Know why there should be a change from day clothing to night clothing
5. Know some aids to sleep, such as:
 - a. Good habits of preparing for bed
 - b. Light weight but warm bed covers aired daily
 - c. Good ventilation
 - d. A cool, quiet room
 - e. Sleeping alone if possible
6. Cooperate with members of the family regarding sleep habits, privileges, authority and the adjustments of the family schedule to include a quiet retiring hour
7. Assume responsibility for going to bed on time, undressing, bathing and arising promptly
8. Rest and relax. (Rest and relaxation are as important for weekends and holidays as for other days)
 - a. Before and after meals
 - b. During the morning and afternoon

Grade Three

Children should:

1. Know the elementary underlying principles of and the reasons why the habits and attitudes outlined in the previous grades should be developed
2. Participate in a plan for home-school cooperation

3. Understand how good personal health is related to community health and activity
4. Appreciate and use the recreational park and playground facilities provided
5. Understand that rest and relaxation result in better social and emotional adjustment
6. Exercise and play
 - a. Out of doors
 - b. Daily, when weather permits
7. Know the effect of exercise and play on sleep and appetite
8. Adapt the form of exercise to weather conditions and temperature
9. Wear suitable clothing for outdoor play and adjust when returning indoors
10. Know the importance of sunlight—its value and possible dangers

Clothing

Comment:

Habits, attitudes and knowledge regarding the use, value and care of clothing are emphasized in the primary grades. Daily habits of care of clothing are essential health practices which enhance the comfort, protection and appearance of an individual. Proper regard for the cost and availability of materials should help promote interest in the care of clothing.

Appropriate and neat clothing gives children a sense of security and personal worth.

Grade One

Children should:

1. Know how clothes are provided and cared for in the home
2. Dress according to the occasion and the weather
3. Use raincoat, rubbers or galoshes when needed
4. Remove outdoor clothing, rubbers or galoshes and extra sweaters on entering home or classroom. Remove or replace damp clothing
5. Know when to wear a sweater
6. Use aprons and smocks when appropriate
7. Hang hat and coat properly in place provided
8. Keep umbrella in proper place
9. Keep shoes clean
10. Wear clean under and outer garments and clean night clothing

Grade Two

Children should:

1. Practice habits and attitudes developed from information presented in previous grades
2. Have increased regard for clothing (care of their own clothes should be encouraged as a means of developing responsibility)

Grade Three

Children should:

1. Continue the development of health habits and attitudes and understand why they should be formed
2. Know the kinds of materials from which clothes are made and the time of year to wear cotton, linen, silk, woolens, or fur
3. Know the sources of clothing material in local communities
4. Have a wholesome respect for the cost of clothing and a desire to cooperate with the family in the care of wearing apparel

SAMPLE TEACHING OUTLINE

(Personal Health and Fitness—Grade One)

SLEEP AND REST**I. Introduction**

It is very important that children develop good habits and attitudes toward adequate regular sleep and rest. Undue excitement (stories, radio, or games) before the regular bedtime should be eliminated. Children as well as parents should know the importance of regular, long hours of sleep.

II. Objectives

- A. Sleep 12 hours during the 24 with at least 10 of them at night
- B. Realize the value of regular sleep
- C. Cooperate willingly and enthusiastically with the sleep and rest program
- D. Secure approval and cooperation of parents with the healthful sleep and rest program
- E. Understand the relationships of sleep, rest, and relaxation to growth, posture, body functions and safety.
- F. Realize the importance of accepting responsibility for going to bed and arising on time

III. Outline

- A. Care of pets and their sleeping habits
- B. Sleeping facilities at home: bedrooms, ventilation, light bedding and quiet

- C. How children make their own preparation for going to bed and getting up
 - D. Plans for getting ready for bed
 - 1. Cheerful attitude
 - 2. Wash face, hands, neck, ears, feet or take an all over bath
 - 3. Brush teeth
 - 4. Go to toilet
 - 5. Remove all day clothing—use night clothing
 - E. How adequate sleep may contribute to:
 - 1. Doing better school work
 - 2. Normal growth
 - 3. Happiness at work and play
 - F. Why children should not be afraid in a dark room (They should sleep alone if possible)
 - G. Types of bedding—clean, warm, and light in weight
 - H. Use of pillow—if used it should be soft and flat
 - I. Talk of rest and sleep habits of farm animals and animals that hibernate
 - J. How birds sleep (most birds retire early)
 - K. Need for rest periods during day
 - L. Need for quiet period before bedtime
- IV. Activities**
- A. Make clocks, showing bedtime—hours for sleep
 - B. Make posters for "Health Corner" using magazine pictures which children have collected
 - C. Bring pictures—
 - 1. Representing bedtime
 - 2. Of babies and children asleep
 - D. Dramatize bedtime (in pantomime)
 - 1. Hang up clothing
 - 2. Get night clothes
 - 3. Wash face, hands, ears, neck and feet—or bathe
 - 4. Brush teeth
 - 5. Turn out light
 - 6. Open window
 - E. Use sleep charts
 - F. Have children construct a bedroom with adequate ventilation and adjoining closet
 - G. Make the bedroom furniture and furnishings
 - H. Invite parents to review the project and discuss the children's need for sleep
- V. Evaluation**
- A. Have the proper attitude toward sufficient regular sleep
 - B. Conform to a regular schedule of sleep and rest
 - C. Overcome resistance to going to bed at a regular hour

- D. Secure cooperation of parents in sleep programs
- E. See no more "sleepy-heads" in the schoolroom

VI. Materials

A. Teachers' References

1. **Health Education**, N.E.A.—A.M.A., 2d. rev. ed, 1941, pp. 94, 244-247, 311.
2. **Our Health Habits**, Whitcomb. Part I.

B. Children's References

1. **Spick and Span**, Andress and others. Unit 9.
2. **Growing Big and Strong**, Andress and others. Unit 7.
3. **Health Stories**, Towse and others. Book II pp. 35, 39, 40.
4. **Healthy and Happy**, Wilson and others. pp. 39-50.
5. **Good Times with Our Friends**, Baruch and others. pp. 6, 56, 84.
6. **Through the Year**, Charters and others. pp. 92, 135, 171.
7. **Well and Happy**, Brownell and Williams. pp. 24, 30.
8. **The Health Parade**, Andress and others. pp. 113, 117, 119, 125.

DENTAL HEALTH

I. Introduction

Early emphasis upon dental education and the opportunity for developing good dental practices will assist in establishing good habits of dental care. The child should be encouraged to go to the dentist cheerfully, willingly, and without fear.

II. Objectives

- A. Have an interest in the importance and correct care of teeth
- B. Establish habits, attitudes and ideals which lead to better dental health
- C. Form the habit of eating proper food
- D. Have pride in teeth that are well cared for
- E. Willingly cooperate with the home in the dental health program

III. Outline

- A. A visit to the family dentist
- B. Pets—and their teeth
- C. Your dentist
 1. Your dentist is a friend
 2. Visit your dentist at least once a year (be courteous—always notify your dentist if you cannot keep your appointment)

3. What he does for you—examination, cleaning, filling, extractions, and advice
- D. Importance of good teeth
 1. Personal appearance
 2. Ability to chew food well
 3. An aid to good speech
- E. Uses of teeth
 1. Cutting
 2. Grinding
 3. Tearing
- F. Care of teeth
 1. Reasons for caring for teeth
(Discuss the temporary and permanent teeth)
 2. Brushing
 - a. Thoroughly at least twice a day—always night and morning
 - b. Method—brush them as they grow, upper teeth down, lower teeth up
 - c. Brush all surfaces and especially the inside
 3. Importance and care of sixth year molars
 4. Importance of establishing regular habits for which child takes responsibility
- G. Toothbrush
 1. Desirable size and type
 2. Daily care
 - a. Keep in clean place
 - b. Wash thoroughly after using
 - c. Dry thoroughly
 - d. Dry in sun occasionally
 3. Own individual toothbrush and replace when bristles are soft or loose
- H. Foods necessary for the development of good teeth
 1. Milk and other dairy products
 2. Vegetables, fruits, meats, whole grain cereals
 3. Hard foods

IV. Activities

- A. Write and produce a play about dental health
- B. Reproduce a dentist's office for use in the play
- C. Visit to the dentist's office (Make appointment prior to visit)
- D. Collect or make pictures of foods which are recommended for inclusion in an adequate diet
- E. Write original rhymes, poems and songs about dental health
- F. Demonstrate the correct way of brushing teeth
- G. Keep weekly dental cleanliness records
- H. Invite dentist to talk before the class
- I. Have a program including:

1. Dramatization of "Going to the Dentist" and "Cleaning Teeth"
2. Rhythmic games such as "Sing a Song of Clean Teeth" and "This Is the Way We Brush Our Teeth"
3. Display models of teeth cut from soap
4. Display pictures, posters and achievement records

V. Evaluation

- A. A sense of personal responsibility regarding care of teeth
- B. Feel that the dentist is a friend and desire to visit him regularly
- C. Habit of eating foods that will help to build strong teeth

VI. Materials

A. Teachers' References

1. **Health Education**, N.E.A. — A.M.A., 2d. rev. ed. 1941, pp. 128-129, 311.
2. **Our Health Habits**, Whitcomb. Part I.

B. Children's References

1. **Spick and Span**, Andress and others. Unit 6.
2. **Growing Big and Strong**, Andress and others. Unit 5.
3. **Health Stories**, Towse and others. Book II.
4. **Through the Year**, Charters and others. p. 62.
5. **The Health Parade**, Andress and others. pp. 19, 125.
6. **Healthy and Happy**, Wilson and others. pp. 12, 22, 44.

CLOTHING

I. Introduction

The kinds and sources of clothing will be of interest to children. Special emphasis on dressing for the occasion can be especially valuable during the time when preparations are made for excursions and when changes of weather present opportunities for discussion.

II. Objectives

- A. Have a knowledge of clothing and its relationship to health and well-being
- B. Know the kinds of materials and types of clothing to be worn during each season, and for different types of work and activity.
- C. Develop a habit of wearing clothing in keeping with the changes in climate and temperature.
- D. Have standards of cleanliness: neatness and pride in personal appearance
- E. Develop a sense of responsibility for care of clothing

III. Outline

- A. Common experiences involving the weather, temperature, the seasons, class inspection, illness such as colds and sore throats
- B. A discussion of clothing, its source in the immediate community and in the city may be correlated with Social Science. Discussions should emphasize the development of good habits and attitudes toward wearing adequate and suitable clothing
- C. A discussion of how physical attractiveness is increased by appropriate color harmony and neatness of clothing

IV. Activities

- A. Have a fashion show with characters presenting different types of costumes to be worn according to the weather and occasion
- B. Have each pupil explain the reasons for the use of these materials and costumes
- C. Make dolls and dress them in different types of clothes
- D. Invite the public health nurse to talk about proper clothes, including the relationship of shoes and properly fitting clothes to posture
- E. Have seventh or eighth grade girls from homemaking class demonstrate the kinds and construction of proper clothes and colors that are most attractive
- F. Have children bring costumes or pictures of costumes worn in other lands
- G. Discuss and show:
 - 1. Cold weather clothes
 - a. Leather
 - b. Wool
 - c. FurWhy and when are these suitable?
 - 2. Warm weather clothes
 - a. Cotton - linen - silk
 - b. Texture of material
 - 3. Rainy weather clothes
 - a. Rain coats, rubbers and galoshes, umbrella
 - b. Why they should not be worn indoors
 - 4. Night clothes
 - a. Types
 - b. Cleanliness
 - c. Comfort
 - 5. Shoes
 - a. Winter
 - b. Warm weather
 - c. Rubbers and galoshes

6. Sources of raw materials for making clothing
 - a. Animals — wool, leather, fur
 - b. Plants — cotton, flax, rubber
 - c. Silkworm — silk
- H. Develop set of clothing rules
- I. Make a list of clothing necessary for varied weather conditions
- J. Carding wool or cotton
- K. Make collections of different materials from which clothing is made, pictures of the countries from which these materials come, and various costumes for which they are used
- L. Invite parents and children from other classes to see a display of dolls which show dressing for the occasion and weather
- M. Have a school program showing how children can be dressed properly
- N. Have an exhibit showing kinds of materials used in clothing and the source of this material

V. Evaluation

- A. Know something of the origin of various clothing materials and understand their relationship to comfort, health and attractiveness
- B. Understand and develop habits of wearing clothes according to weather and temperature
- C. Take care of clothes and keep them clean
- D. Take pride in personal appearance
- E. Begin to develop standards of taste regarding clothing

VI. Materials

- A. Teachers' References
 1. **Health Education**, N.E.A. — A.M.A., 2d. rev. ed., 1941, pp. 152, 153.
 2. **Textile Workers**, Keliher Series
 3. **Building America**, Society for Curriculum Study —Vol. 2, No. 3, "clothing".
- B. Children's References
 1. **Health Stories**, Towse and others. Book II, pp. 106, 108
 2. **Health Secrets**, Charters and others.
 3. **Healthy and Happy**, Wilson and others. pp. 76, 91.
 4. **Every Day Health**, Wilson and others.
 5. **The Health Parade**, Andress and others. pp. 45, 48, 50.
 6. **Growing Big and Strong**, Andress and others. pp. 52, 55.
 7. **Friendly Living**, Brownell and others. pp. 78, 109.

8. **Growing Up.** Turner and others, pp. 112-114.
9. **Story of Things We Wear.** Petersham.
10. **Cotton and Other Useful Fibers.** Allen.

Teaching Experiences, Suggestions, Comments, Additions

Teachers and others can be of invaluable assistance to the committee on health instruction by sending their comments to Rex Putnam, superintendent of public instruction, Salem, Oregon. (See color pages at back of this manual.)

PHYSIOLOGY OF EXERCISE

Comment:

This Area of instruction is not emphasized in the first three grades under the four cycle plan recommended. The value of exercise should be referred to incidentally when appropriate in connection with other subjects.

NUTRITION

Comment:

This area of health instruction is a vital one in our lives today and should receive more attention than is sometimes given to it.

Home-school cooperation is necessary in order that full use may be made of the service and teaching facilities offered by the school lunch program. Primary children are interested in foods, their transportation and source in the immediate community. They should be anxious to put into practice information concerning nutrition. Various methods should be used to develop in children positive habits and attitudes toward adequate meals, quality and quantity, and in the use of protective foods (milk and other dairy products, fruits, vegetables, eggs and meats—fish and poultry included). It is important also, to create in children a desire to refrain from using tea, coffee, soft drinks, and synthetic fruit drinks. Efforts should be made to cultivate a liking for new foods.

Every effort should be made to discourage beliefs and practices involving food fallacies and fads and to place nutrition information on a sound scientific basis.

The subject of nutrition in the health program affords an opportunity to coordinate such subjects as growth, sleep, rest, play, fresh air and care of the body.

Each individual should try to include the following items in each day's meals:

1. Milk
For a growing child, $\frac{3}{4}$ to 1 quart (For other family members, 1 pint or more)
2. Tomatoes, oranges, grapefruit, green cabbage, or raw salad greens, 1 or more servings

3. Leafy, green, or yellow vegetables 1 or more servings
4. Other vegetables or fruits 2 or more servings
5. Eggs 1 (or at least 3 or 4 a week)
6. Lean meat, poultry or fish (1 or more servings)
7. Cereals and bread—at least 2 servings of wholegrain products or "enriched" bread
8. Fats
9. Sweets
10. Water

In teaching nutrition in the primary grades emphasis should be placed on good eating habits and attitudes at home and at school. Special emphasis should be placed on the relationship between good nutrition and individual growth. The child should be acquainted with the food supplies in the home and the community.

Grade One

Children should:

1. Like foods which are essential for normal growth and health
2. Use liberally milk and other dairy products such as butter and cheese
3. Enjoy drinking milk in preference to tea, coffee, chocolate milk (it is hoped children will like milk as such), or soft or synthetic drinks
4. Know that food should be clean before it is eaten—do not exchange bites
5. Select wholesome foods wherever choice is offered.
6. Learn to eat hard toast and crusts. Learn to eat and like new foods
7. Know that weight increase may be a sign of growth and know that proper food is necessary for growth and activity
8. Know that a good breakfast including fruit, milk, wholegrain cereal, (i.e. bread or cooked cereal), egg and bacon are important in starting the school day. Some foods in the breakfast should be warm, especially in the winter
9. Drink plenty of water
10. Wash hands before eating or handling food (special attention is needed at noon meal periods)
11. Choose wholesome noon meal which includes milk
12. Practice courtesy and self-control and help to produce a good atmosphere at all times when eating
13. Know that regularity helps to promote growth and health
14. Know that concentrated sweets are not essential foods
15. Make mealtime a friendly visiting time—discuss fun, games, and plan for good times to follow

Grade Two

Children should:

1. Know more about foods
 - a. Wholesome Foods and their source in the immediate community
 1. Dairy products—milk, butter and cheese
 2. Meats and eggs
 3. Fruits and vegetables, raw and cooked
 4. Whole grain and enriched breads and cereals
 - b. Beverages
 1. Milk—three glasses or more daily (but not more than one glass at a meal, as it may limit the desire for other necessary foods)
 2. Plenty of water daily
 3. Freshly prepared fruit juices
 4. Avoid tea, coffee, chocolate milk, soft drinks and synthetic fruit juices
 - c. Suitable meals, eating habits and attitudes
 1. An adequate breakfast and noon meal
 2. Variety of foods
 3. Eating slowly, chewing food thoroughly
 4. Regular mealtime
 5. No sweets between meals
 6. Sitting properly at the table
 7. Being cheerful and courteous—enjoying food in social situations
2. Know daily food requirements and apply this information to lunches brought from home, the noon meal at home or in the school lunchroom
3. Be able to make and follow simple rules involving habits of eating such as:
 1. Wash hands before eating
 2. Do not eat food picked from the floor
 3. Do not exchange food with others
 4. Take small bites, chew food well
 5. Eat slowly and quietly
 6. Be cheerful, considerate and courteous while eating
4. Show evidences of growth
5. Weigh monthly or at least three times a year and use permanent height and weight record cards. Also make and use a graph if possible
6. Measure height at least twice a year
7. Know the relation between nutrition and posture
8. Wash hands before handling raw fruits and vegetables
9. Wash all fruits and vegetables—learn reasons for doing so

10. Avoid eating food that has been dropped or handled by others. Avoid exchange of food such as lunches and fruit

Grade Three

Children should know:

1. That the body requires food for energy in work and play (Food is a source of energy)
2. About grains and other foods produced in Oregon
3. That normal children should enjoy three regular meals a day
4. That tea, coffee, soft drinks, synthetic fruit juice and alcoholic drinks are not foods
5. That sleep and rest are factors in growth
6. The sources of food in local environment
7. That the Health Department provides protection for food supplies
8. The transportation problem involved in supplying food for a community

SAMPLE TEACHING OUTLINE

(Nutrition—Grade One)

NUTRITION AS APPLIED TO THE HOME AND SCHOOL

I. Introduction

This subject may be coordinated with teaching about the farm.

II. Objectives

- A. Have a desire to eat the following foods daily: meats, (fish and poultry included), vegetables, fresh fruits, bread, milk, and an egg at least four times a week
- B. Develop a willingness to taste and learn to like new fruit and vegetables as well as other foods
- C. Drink plenty of water daily
- D. Have an appreciation of inter-dependence of the sources of our foods, i.e., the farmer and the milkman
- E. Gain cooperation of the home in receiving adequate meals
- F. Learn that those who have adequate meals will not require food between breakfast and the noon meal. (However, because of the extended length of time between the noon and evening meal it may be advisable for some children to have extra nourishment.) If this additional food is provided it should be eaten midway between the noon and evening meal
- G. Have a positive attitude toward food, looking upon eating new foods as an adventure

III. Outline

- A. This subject may be introduced by:

1. A visit to a dairy farm
 2. A visit to a vegetable garden
 3. Naming fruits and vegetables
- B. Discuss
1. Fruits and vegetables
 - a. Importance of fruits and vegetables in diet (non-technical)
 - b. Preparation of raw fruit and vegetables for eating
 - 1 Wash thoroughly
 - 2 Remove skin only when necessary
 - c. Fruits and vegetables that may be eaten raw or cooked
 - d. Cooking fruits and vegetables
 - e. Importance of learning to eat and like a variety of fruits and vegetables
 - f. Importance of eating other foods required for an adequate diet
 2. Milk
 - a. Why milk is an important part of daily diet
 - 1 An aid to growth
 - 2 A builder of strong teeth and bones
 - b. Foods of which milk is a major part such as ice cream, cheese, junket, custards, puddings, cream soups and creamed vegetables
 - c. Milk is the natural food for all young animals
 - d. Care and distribution of milk
 - e. Use of other dairy products—butter and cheese
 3. Preparation for meals and courtesy at the table using breakfast as an example since it is wise to begin the day with a good breakfast
 - a. Preparation and essentials for enjoying breakfast
 - 1 Get up early enough to be able to eat without hurrying
 - 2 Bathe or wash well
 - 3 Brush teeth
 - 4 Comb hair
 - b. Courtesy habits to develop while eating
 - 1 "Please" and "Thank you"
 - 2 Eat slowly and properly. (Take on the fork or spoon only the amount to be eaten in one mouthfull)
 - 3 Small bites
 4. Making mealtime one of friendly, cheerful conversation
 5. Interrelationship of nutrition and sleep, rest, play, body functions, posture and safety

6. How a cheerful attitude helps the digestion of food

IV. Activities

- A. Prepare fruits and vegetables, raw and cooked and serve as part of the noon meal
- B. Plant a garden of quickly grown vegetables
- C. Visit a nearby market or garden
- D. Make model of a dairy farm
- E. Make butter and cottage cheese
- F. Make posters
 1. Fruits I Eat
 2. Vegetables Help To Make Me Strong
 3. Fruits Which Are Grown In Distant Parts Of The Country
 4. I Drink Milk
- G. Display fruits and vegetables and use them for showing their place in a nutritious meal
- H. Hold a special party with food prepared and served by the children at the noon hour or just prior to dismissal in the afternoon

V. Evaluation

- A. Understand main factors in care and use of milk
- B. Enjoy drinking milk as a beverage
- C. Be willing to include all fruits and vegetables as well as other required foods in diet
- D. Be interested in production of fruits and vegetables
- E. Show increased interest in courtesies at table as shown in the lunchroom
- F. Indicate that parents show more interest in providing an adequate diet at home
- G. Think of mealtime as a pleasant social experience

VI. Materials

- A. Teachers' References
 1. **Health Education**. N.E.A. — A. M. A., 2d. rev. ed. 1941, pp. 113-114.
 2. **Our Health Habits**, Whitcomb, Part I.
- B. Children's References
 1. **Health Parade**, Andress and others. Unit 3.
 2. **Growing Big and Strong**, Andress and others. Units 2, 3, 4.
 3. **Health Stories**, Towse and others. pp. 67, 72.
 4. **All Through the Day**, Charters and others. pp. 54, 62, 71.
 5. **Our Good Health**, Wilson and others. pp. 7, 30, 86.
 6. **Spick and Span**, Andress and others. pp. 75, 76, 79, 86, 94.

SAMPLE TEACHING OUTLINE

(Nutrition—Grade Two)

NUTRITION AS RELATED TO THE IMMEDIATE COMMUNITY**I. Introduction**

This teaching is based upon experience in the home and neighborhood.

II. Objectives

- A. Practice good habits of eating
- B. Eat cheerfully and willingly
- C. Have increased knowledge of and appreciation for opportunities for securing healthful foods and sanitary milk supply in the immediate community
- D. Know of the part the community grocer, meat man and milk man play in supplying foods
- E. Understand problems involved in supplying foods for the family
- F. Appreciate community "helpers" who contribute to our healthful living

III. Outline

- A. This subject may be introduced through a visit to a neighborhood store or through the use of a story about the grocery store
- B. Discussion:
 1. How our grocer secures food for growing children
 2. How the milkman delivers milk to the house
 3. How food supplies are kept clean
 4. The part proper foods play in the child's growth
 5. The contribution that sleep, rest, play and sunshine make to nutrition, growth, and mental attitudes
 6. How eating right foods, going to bed willingly and getting up in a cheerful mood indicate growing up

IV. Activities

- A. Visit a grocery store
- B. Visit meat and fish market
- C. Talk to the milk man
- D. Watch the height and weight records to see that a steady gain is maintained
- E. Check other health habits such as sleep, rest and play and note contributions made to "growing up".
- F. Have a vegetable garden
- G. Reconstruct store, market and milk truck; invite kindergarten or first grade children to see these structures
- H. Cook or prepare foods, e.g., custard, salad (from garden) and serve as a part of noon meal

- I. Invite parents to hear descriptive talks by children
- J. Make large scrap book containing pictures of activities

V. Evaluation

- A. Drink milk
- B. Eat foods placed before one at school or at home
- C. Try new foods cheerfully and take pride in liking foods
- D. Height and weight increases according to the normal needs of the child in general
- E. Practice of health habits
- F. Take responsibility for contributing a share in making the meal hour pleasant

VI. Materials

- A. Teachers' References
 1. **Health Education**, N.E.A. — A.M.A., 2d. rev. ed. 1941, pp. 113-114.
 2. **Our Health Habits**, Whitcomb. Part I.
- B. Children's References
 1. **Spick and Span**, Andress and others. Unit 5.
 2. **Health Stories**, Towse and others. pp. 63, 67, 72, 78, 87, 91.
 3. **Healthy and Happy**, Wilson and others. pp. 2, 6, 8.
 4. **Good Times with Our Friends**, Baruch and others. pp. 17, 25, 42, 64, 68, 79, 90, 99, 106.
 5. **Through the Year**, Charters and others. pp. 14, 16, 18, 41, 49, 80, 95, 101, 103, 107, 132, 155, 156, 159, 161, 168.
 6. **Well and Happy**, Brownell and Williams, pp. 14, 36, 67, 94, 134, 142.
 7. **The Health Parade**, Andress and others. pp. 27, 29, 33, 34, 37, 40, 75, 78, 92.
 8. **Growing Big and Strong**, Andress and others. Units II, III, IV.

SAMPLE TEACHING OUTLINE

(Nutrition—Grade Three)

NUTRITION AS APPLIED TO TOWNS AND CITIES

I. Introduction

Instruction regarding nutrition may be based upon interest in the facilities and services of towns and cities.

(In the Outline for Grade I it was suggested that instruction regarding nutrition might be introduced through a visit to a farm and that personal health habits be emphasized.)

(Emphasis in the Outline for Grade II was suggested

with respect to good nutrition habits, with interest initiated through a visit to a store or market and through development of an appreciation of neighborhood facilities that promote health through nutrition.)

II. **Objective**

- A. Have some knowledge of the advantage and health protection services afforded by local government, such as:
 1. The County Health Department, an organization with facilities for health protection. (No attempt should be made to do more than provide an understanding that this protection exists for the benefit of the individual as well as of all the people)
 - a. The Health Department has offices and employs a number of people. (Some of these people in the Health Department are concerned with the health of school children and go to the various schools, i.e., the Health Officer, physicians and the public health nurse)
 - b. Others may be in the Health Department, in the local town or city government or elsewhere, who help protect the health and safety of the people because they are concerned with:
 1. Clean and wholesome food
 2. Controlling communicable ("catching") diseases
 3. Safe and clean milk
 4. Clean and wholesome meat
 5. Safe water in ample amounts
 6. Clean streets
 7. Policing the town or city
 8. Preventing and putting out fire
- B. Know that supplies of food for sale in stores, markets and restaurants are comparatively safe because of the enforcement of rules and regulations for our protection
- C. Know about the sources of foods that come into the town or city and some of the transportation problems involved
- D. Know that some of these foods are energy foods, and that some are used by the body for growth, repair and protection
- E. Know that some foods that are in the market do not help children grow, such as tea, coffee and soft drinks

- F. Know that children have a definite task, the task of growing up, and that good nutrition plays a part in that process
- G. Realize that other factors and health practices, in addition to good nutrition, are necessary to growth
- H. Practice all health habits using increased knowledge and show more definitely positive attitudes toward these practices as related to personal and community health
- I. Understand the relationship of good mental attitudes to good nutrition

III. Outline

This subject may be introduced through:

- A. A visit to or a discussion of a milk distributing depot—with emphasis placed upon a desire to know what factors determine safety in milk, and why all the precautions about cleanliness are necessary
- B. A discussion of a town or city with its many advantages such as cleanliness, availability of a variety of foods, and food inspection.
- C. A discussion of adequate daily meals stressing the contribution of
 1. Breakfast
 2. Noon meal
 3. Dinner

and the immediate sources of these foods. Each topic can lead to a discussion of an adequate, wholesome food supply and meals at home and elsewhere

IV. Activities

- A. A trip to, and reproduction of, a model milk distributing depot
- B. A talk about health protection departments by the public health nurse
- C. Trip to City Hall, County Court House, Health Department Offices. (Such trips should be undertaken only on the basis of previously arranged appointments.)
- D. Talk by eighth grade girl who is learning to plan meals and cook
- E. Visit the school lunch room or homemaking class to watch the preparation of foods
- F. Display charts showing sources of foods that constitute: a good breakfast; noon meal; dinner, in relation to the day's food needs
- G. Invite other children to see completed project
- H. Invite parents to a program in which children discuss:

"Foods that help me grow"

"Other health practices that help me grow"

"How my community helps me to keep clean and well"

"How we grow up in our behavior"

- I. Show how sleep, rest, play, posture and care of body are interrelated with the nutrition program

V. Evaluation

- A. Eat three meals (which contain the daily food requirements) regularly each day
- B. Conserve food
- C. Understand health programs of the county and the school
- D. Individual growth

VI. Materials

- A. Teachers' References
 1. **Health Education**, N.E.A. — A.M.A., 2d. rev. ed. 1941, pp. 113, 114.
 2. **Our Health Habits**, Whitcomb. Part I.
- B. Children's References
 1. **Spick and Span**, Andress and others. Unit 3.
 2. **Health Parade**, Andress and others. Unit 3.
 3. **Health Stories**, Towse and others. Book III—pp. 30 - 50.
 4. **Health Secrets**, Charters and others. pp. 75, 77, 84, 95, 102, 108, 110.
 5. **Growing Big and Strong**, Andress and others. Units 2, 3, 4.
 6. **Health Stories and Practice**, Burkard and others. pp. 124, 140, 146.
 7. **Growing Up**, Turner and Hallock. Units 2, 3, 4, 5.
 8. **Every Day Health**, Almack and others.
 9. **Good Habits, Health and Growth**, Charters and others. p. 142.

Teaching Experiences, Suggestions, Comments, Additions

Teachers and others can be of invaluable assistance to the committee on health instruction by sending their comments to Rex Putnam, superintendent of public instruction, Salem, Oregon. (See color pages at back of this manual.)

ACCIDENT PREVENTION AND FIRST AID

Safety

Comment:

The problem of promoting safety in the primary grades is usually greatest at the beginning of school in the fall. Safety will probably be one of the first subjects to be taken up each year and followed through with emphasis on three areas: safety in the home, the school and the community. Since these areas are inter-related,

adequate teaching will necessarily involve overlapping.

Re-application with practice in forming safety habits and attitudes is of value in developing a progressive program in safety instruction.

Grade One

Children should:

1. Know own name, address, telephone number and name of school
2. Understand fire drills and learn to pass safely and in order at any other given signals
3. Go up and down stairs one at a time. Do not run in the hall
4. Not stray from the group when on an excursion
5. Go only with those people whom they know. (Do not talk to or accept things from strangers.)
6. Report any accident promptly to right person
7. Leave unknown food, medicines or other articles alone
8. Use knives, scissors, needles and tools properly. Keep in proper place
9. Pick up and put away articles
(Do not leave playthings on stairways)
10. Refrain from throwing sand, sticks and rocks
11. Leave firearms, scalding liquids, electrical appliances and fallen wires alone
12. Stay away from all matches, stoves and fires
13. Know what to do if clothing is on fire. Roll in blankets or rug and do not run
14. Know how to use play apparatus
15. Play only with well pets
16. Not play or skate in the street
17. Wade only in safe places
18. Know how to cross streets safely
19. Keep to right except when walking on country roads—then keep to the left
20. Hold umbrella high
21. Wear white at night
22. Get on and off buses and streetcars correctly. (Wait until bus or car stops)
23. Not put head, hands or arms outside any moving vehicle

Grade Two

Children should:

1. Play in safe places
2. Have no matches or bonfires unless under supervision
3. Avoid running from behind parked cars—cross street at safety lanes
4. Be careful when on roller skates
5. Leave medicine chest and contents alone

6. Know fireworks are dangerous
7. Call older person in case of fire
8. Obey "Stop" and "Go" signals
9. Know how to help someone across the street
10. Look out when crossing alleys and driveways
11. Pick up nails and other objects that may cause trouble
12. Not touch fallen or dangling wires
13. Be sure to have secure footing when standing on something so they may reach high places

Grade Three

Children should:

1. Know how to prevent accidents
 - a. In the home
 - b. At school
 - c. On streets and roads
 - d. At seashore or when swimming
 - e. When getting off streetcars and buses
 - f. When bicycle riding
2. Recognize and avoid poison oak and nettles
3. Know whom to call or what to do when first aid is needed
4. Help other school children avoid accidents
5. Be courteous and cooperate to make home, school and community safe places

First Aid

Comment:

Children in the primary grades can be expected to know only the elementary facts about first aid. The grade and the manner in which emergencies arise determine the extent to which the teacher will present and elaborate upon the following suggestions.

Grade One

Children should:

1. Learn to go to the right person for care in case of injury
2. Learn not to be afraid when injured

Grade Two

Children should:

1. Notify adult in case of illness or injury
2. Bear pain bravely
3. Not be concerned at the sight of blood—wounds should bleed a little

Grade Three

Children should:

1. Learn more about why wounds and injuries should receive immediate care at home and at school

2. Know what to do in case of emergency—individual or group
3. Know how to use cold packs and running cold water for such injuries as fingers squeezed by doors or hit by hard blunt objects
4. Know how to use cold packs for nose bleeds
5. Not rub the eye when anything gets in it. Close eye to let tears wash it out
6. Wrap self in rug or roll on ground if clothing catches on fire

SAMPLE TEACHING OUTLINE

(Accident Prevention and First Aid—Grade Two)

SAFETY

I. Introduction

Safety Education should be a first consideration when school begins in the fall and the serious business of getting to and from school safely needs emphasis.

Other safety habits should be practiced and attitudes toward complying with safety regulations should be emphasized. Prevention of accidents is even more important than caring for injuries and should receive the utmost attention.

II. Objectives

- A. Develop social conscience and a feeling of responsibility for home, school and community safety
- B. Form habits essential for maintaining and improving health
- C. Influence health habits and attitudes—home, school, community
- D. Practice safety and avoid danger at home, at school and in the community

III. Outline

- A. Discuss
 1. Safe ways for coming to school, crossing streets, safety officers, semaphores and school zones
 2. Carelessness as a forerunner of accidents endangering life and well-being
 3. How being rested and wide awake helps in safety
 4. Safety
 - α. At home
 1. Pick up pins and needles
 2. Keep away from medicine and medicine chest
 3. Remove any loose articles from the stairs and on floor

4. Keep away from hot stove and kettles or pans with hot contents
 5. Use such things as sharp knives and scissors carefully
 6. Keep rugs flat
 7. Do not play with matches (matches should be kept in closed metal receptacle and out of reach)
 8. Keep yard free from such things as glass, rusty nails, garden tools and toys
 9. Do not play with guns
 10. Check fire hazards such as piles of paper, loose boxes, chimneys heavy with soot, rags in attic
- b. On the street
1. Cross corners at right angles
 2. Look in both directions and wait for way to be clear before crossing the street
 3. Walk—do not run
 4. Watch for vehicle coming in opposite direction
 5. Walk on side of the highway
 6. Wait for signal
 7. Keep to right
 8. Stand on curb when waiting to cross street
 9. Keep entire body inside car
 10. Wait for street car to stop when getting on or off conveyance
 11. Stay away from railroad yards
 12. Help younger children follow good safety practices
- c. At school
1. Stay on playground and play carefully
 2. Walk in halls, classrooms, on stairs and at entrance
 3. Keep to right
 4. Pick up pins and tacks
 5. Understand why doors open outward
- d. From wires
1. Let wires alone
 2. Report broken wires to parents
 3. Fly kites away from wires—use only cord or string for flying kites
- e. From fires
1. Discuss locations and how to use fire alarms
 2. Discuss fire prevention

IV. **Activities**

- A. Invite a fireman to talk on fire prevention
- B. Take home Fire Prevention Chart and return with defects noted and corrections indicated
- C. Make traffic lanes and play "traffic officer"
- D. Make posters as reminders for safety
- E. Keep reports and study causes of accidents; make reports and determine prevention measures
- F. Keep a scrapbook of stories and illustrations of rules to follow
- G. Make safety rule chart for pedestrians and motorists
- H. Discuss and dramatize

1. Stories

2. Poems, songs, rhymes, singing games:

- a. Originals—by class or individual pupils

"I like the traffic cop
He tells me when to go or stop
He guides me through the traffic jam
And then a happy child I am."

- b. Stop, Look and Listen:

"Stop, look and listen,
Before you cross the street,
Use your eyes, use your ears,
And then use your feet."

- c. The Mulberry Bush—

Words and actions are put to music

Example: "This is the way,

We **stop, look and listen.** (3 times)

This is the way

We **stop, look and listen**

When we use the safety lane"

- d. My Motor Car

Song with actions

"Toot, toot, in my motor car,

All around the world I go;

Very fast and very slow,

Toot, toot, in my motor car."

All safety rules pertaining to this activity should be considered such as "I shall watch the signals", "I shall wait until the car comes to a complete stop before I get out".

- e. "Did you Ever See a Lassie"

Song with actions

Example: Circle group, one pupil in center.

All sing song with words suitable for safety, as pupils in center and children in circle perform actions.

"Did you ever see
 A lassie, a lassie, a lassie
 Did you ever see a lassie
 Go this way and that?"
 (Pupil in center leads and others
 follow action)
 Go this way (look to left) and that
 way—(look to right)—repeat
 "Did you ever see a lassie,
 Walk through the lane like this?"

- I. Have an auditorium program
- J. Have a room program and demonstration of safety practices and invite other classes to be guests
- K. Invite parents to visit school and see the program

V. Evaluation

- A. There are fewer accidents
- B. Children enjoy practicing safety

VI. Materials

- A. Teachers' Reference
 1. **Health Education**, N.E.A. — A.M.A., 2d. rev. ed. 1941, pp. 90-91.
- B. Children's References
 1. **Spick and Span**, Andress and others. Unit 2.
 2. **Health Parade**, Andress and others. Unit 10.
 3. **Health Stories**, Towse and others. Book III, Part 6.
 4. **Health Secrets**, Charters and others. Unit 8.
 5. **Growing Big and Strong**, Andress and others. Unit 10.
 6. **Every Day Health**, Wilson and others. Ch. 6, 17, 18.
 7. **In Town and Country**, Buckley and others. pp. 159 - 166.
 8. **Health Stories and Practice**, Burkard and others. pp. 172, 207.
 9. **Growing Up**, Turner and Hallock. Unit 14.
 10. **Safety Can Be Fun**, Munro. pp. 10 - 15.

Teaching Experiences, Suggestions, Comments, Additions

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CONTROL OF COMMUNICABLE DISEASE

Prevention and Control of Communicable Disease

Comment:

The suggestions listed here call attention to personal habits and attitudes that should be based on a knowledge of individual and community health.

Home-school cooperation is necessary to develop a greater understanding of their mutual problems and of how each contributes to the health program.

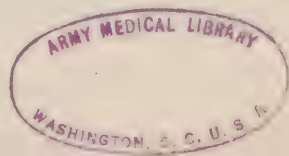
The ideal of perfect school attendance should not be urged upon the child; he should be urged to stay at home when sick.

Children should learn the protective measures which help maintain freedom from communicable and non-communicable diseases. Non-communicable diseases in this age group are not usual, however.

Grade One

Children should:

1. Understand morning inspection (Realize that the physician makes the diagnosis as to the communicability of any condition)
2. Participate in the vaccination and immunization program
3. Stay at home when ill to protect self and others (follow physician's orders)
4. Take care of self when having a cold
5. Cover nose and mouth with handkerchief when sneezing and coughing
6. Breathe through nose
7. Carry and use own handkerchief
8. Keep away from others who are ill
9. Follow isolation and quarantine regulations
10. Know that using clean, safe milk and food helps to maintain health
11. Know that food should not be exchanged
12. Keep fingers, pencils and other foreign articles out of the mouth
13. Know that well-kept teeth help to promote health
14. Know that attention to elimination should be prompt and regular (Cultivate attitudes of naturalness and freedom from shame or embarrassment, yet emphasize the fact that conversation should not center around such matters of personal hygiene)
15. Be thoughtful, helpful and kind to those who are ill
Be quiet and considerate but remain away from anyone who does not feel well



Grade Two

Children should:

1. Learn not to touch open lesions and sores
2. Use only clean individual drinking cups and eating utensils
3. Use only individual toilet articles such as hairbrush, comb, toothbrush, wash cloth, towel, and handkerchief
4. Cover coughs and sneezes—protect others
5. Wash the hands with soap and warm water before eating
6. Wash the hands with soap and warm water after visiting the toilet
7. Keep the hands and unclean articles away from the eyes, ears, nose and mouth

Grade Three

Children should:

1. Continue to develop habits and attitudes toward health and the control of disease, adding knowledge or reasons which will help to establish good health habits and practices
2. Know that by immunization, the body's resistance to disease is increased
3. Avoid people who are ill (this also protects the person who is ill from the dangers of outside infection)
4. Stay away from crowded places during an outbreak of a communicable disease
5. Not spit on walks, streets, or in drinking fountains
6. Keep mouth off drinking fountains
7. Not drink water from an unknown source
8. Dispose of soiled paper handkerchiefs in properly covered containers for later disposal
9. Use toilet facilities in sanitary manner
10. Use screens; swat flies
11. Keep garbage cans covered
12. Know that Health Departments exist for the promotion and protection of community health
13. Recognize that those confined by illness will enjoy such things as notes, scrapbooks and flowers made by children

SAMPLE TEACHING OUTLINE

(Control of Communicable Disease—Grade Three)

PERSONAL CLEANLINESS**I. Introduction**

Re-application of instruction with respect to habits and attitudes toward personal cleanliness should provide the child with basic reasons for establishing and continuing these habits. He should also understand the rela-

tionship between personal cleanliness and prevention and control of communicable disease, personal appearance, mental health and body functions. Reference to modern facilities and opportunities for keeping clean as compared to those of primitive man will serve to broaden the scope of the subject and create greater interest in personal cleanliness.

II. Objectives

- A. Have an understanding of the relationship between personal cleanliness and health
- B. Establish habits which will contribute to personal cleanliness, neatness, and acceptability to the group
- C. Appreciate modern facilities contributing to the personal cleanliness program
- D. Know the correlation between personal cleanliness and communicable diseases such as localized skin infections, scabies, impetigo and ring worm

III. Outline

This subject may be developed as an outgrowth of the study of personal habits that function as body builders in which other phases of the health program that contribute to growth and development are considered. It may also be developed by discussing the routine morning inspection. A review of the observations made during inspection will reveal the number which deal with cleanliness, and a unit on the reasons why cleanliness is important can follow.

A. Discuss

1. Relationship between cleanliness, health and comfort
2. Reasons for having clean skin, hands, nails and hair
3. Ways in which a clean unbroken skin protects the body
4. Value of cleanliness of the feet with special reference to the manner in which they are dried
5. Ways in which the skin helps regulate body heat and assists in the elimination of waste materials
6. Need for washing hands frequently and preferably with soap in warm running water
7. Use of nails and hair and their care
8. Use of one's own toilet articles
9. The contrast between modern facilities for keeping clean with those of primitive man—tub, shower, water, soap, hand brush, wash cloth, towels, and tooth brush
10. Teeth: brush and dentifrice
11. Hair: brush, comb and washing

12. Nails: (finger and toe) file, brush
13. Clothes: brush, cleaning and pressing
14. How personal cleanliness makes children more acceptable to a group
15. The pride our friends have in our personal appearance
16. The fact that neat appearance helps make children more attractive to and better liked by others
17. Feeling of comfort which results from clean clothes and body

IV. **Activities**

- A. Demonstrate the best ways of removing dirt—try water, cold water and soap, and warm water and soap
- B. Contrast through pictures or exhibits customs and cleanliness habits in various countries
- C. Collect and draw pictures showing ways and means of keeping clean
- D. Make cleanliness charts and posters
- E. List cleanliness helps at home and at school
- F. Arrange and exhibit materials constructed during activities
- G. Dramatize a program to which parents are invited
- H. Show comparisons of primitive and modern bathing facilities

V. **Evaluation**

The best evaluation will be through evidence that personal cleanliness, health habits and attitudes have been further developed and that the child's sense of responsibility for habits of personal cleanliness has increased. The appearance, activity and cooperation of the children will be of assistance in determining the success of the program.

VI. **Materials**

- A. Teachers' References
 1. **Health Education**, N.E.A. — A.M.A., 2d. rev. ed. 1941, pp. 93, 101, 105, 153, 235.
 2. **Our Health Habits**, Whitcomb. Part I.
- B. Children's References
 1. **Spick and Span**, Andress and others. Units 6, 7, 9.
 2. **Health at Home and at School**, Wilson and others. pp. 15, 24, 32, 40, 108.
 3. **Keeping Safe and Well**, Turner and others. pp. 32 - 38, 100, 116, 181.
 4. **Healthful Ways**, Charters and others. Unit 2.
 5. **Happy Living**, Brownell and others.

6. **Now We Are Growing**, Wood and others. pp. 35 - 36, 41, 42, 43, 173, 186, 203.
7. **Safety Every Day**, Andress and others. pp. 34, 158.

COMMUNITY HEALTH AND SANITATION

Responsibility for Community Health

Comment:

Brief suggestions are listed here to emphasize the fact that primary children do have a definite responsibility for helping to keep the school, home and community in a healthful condition. There is definite correlation between community health and personal health. Children should also understand that there are official and non-official agencies at work for their health in the home, school and community.

Grade One

Children should:

1. Understand that each individual has a responsibility for building group or community health
2. Know that their health habits aid in maintaining and raising health standards
3. Know that each has a responsibility to self and others and should:
 - a. Stay home when sick
 - b. Stay away from others who are sick
 - c. Be protected against smallpox and diphtheria

Grade Two

Children should:

1. Know neighborhood health needs and participate in a program for meeting them
2. Know neighborhood's responsibility to the individual
3. Know individual's responsibility to the neighborhood

Grade Three

Children should:

1. Know why health habits and attitudes were emphasized in previous grades
2. Know the individual's responsibility with respect to local health programs
3. Know the contributions of the community to the health program of the individual

Sanitation

Comment:

The practice of personal habits of cleanliness will contribute to the maintenance of acceptable sanitary conditions in the home, school and community.

Children should share in the responsibility of keeping the home, school and community clean and sanitary.

Information concerning such practices can be given as need arises and in correlation with other topics dealing with everyday living.

Grade One

Children should:

1. Keep schoolroom and desk clean. Appreciate part others play in providing clean schools and sanitary facilities
2. Keep school grounds clean. Dispose of paper bags, fruit peelings and other waste material
3. Keep library books clean
4. Know the part played by the scavenger and the street cleaner

Grade Two

Children should:

1. Assume more responsibility for their own conduct by putting into practice the subject matter presented in the previous grade
2. Know what is done in the neighborhood to promote sanitary conditions

Grade Three

Children should:

1. Know what is done in their community to keep it clean
2. Know what trained people are performing services in the local communities and how their work helps promote sanitary conditions in home, school and community

Housing and Homes

Comment:

Primary children should learn to appreciate their homes and to contribute from a physical health and mental health standpoint to their home life. They should understand the inter-relationships of the family as a unit in the home and the home as a unit in the neighborhood and in the city.

Children should have an opportunity to develop a real sense of belonging to the family group. Accepting responsibility for home duties gives the child an opportunity to contribute to the well-being of those he loves and enables him to build permanent ties of affection.

Grade One

Children should:

1. Develop responsibility and cheerfully perform home duties

2. Appreciate the home and learn to respect the personalities of others in their conduct within the home
3. Understand the needs of the home
 - a. Conduct in rooms which are shared by others
 - b. Heating
 - c. Lighting
 - d. Ventilation
 - e. Order

Grade Two

Children should:

1. Know the use of homes—family units, shelter, protection
2. Recognize different types of structure of homes in the neighborhood
3. Understand health habits as related to living with a group in the home
4. Use own things and be responsible for their care
5. Respect the rights of others

Grade Three

Children should:

1. Know that some communities are known as "a city of homes"
2. Know how these homes may differ and know how they are cared for—apartments, duplex, courts, hotels, individual homes
3. Know various ways of keeping homes sanitary, well-lighted, heated and ventilated
4. Know the health and safety protection which the local community provides for each citizen and each home.

SAMPLE TEACHING OUTLINE

(Community Health and Sanitation—Grade Three)

HOUSES AND HOMES

I. Introduction

This subject may be introduced and correlated with that of clothing or it may be presented as a separate unit. The opportunities for healthful living which are provided by adequate housing are many and should be appreciated by children.

II. Objectives

- A. Know how adequate housing contributes to health through safety, ventilation, heating and lighting and provides facilities for adequate sleep, rest and play
- B. Know materials used in building homes, sanitary needs and desirable locations
- C. Know how living conditions in various countries compare with our own
- D. Appreciate family life

III. Outline

The development of the subject matter on housing will offer an opportunity to study shelter and clothing at home and in many lands as a culminating activity. It will furnish motivation of health habits, attitudes and knowledge suggested in the previous units by contrasting modern personal health habits and modes of healthful living with those of primitive man. A discussion of the habits of living which were generally practiced by Indian tribes will provide a basis for a comparative study of health facilities, homes, shelter and clothing.

- A. Contrast the habits of living which were generally practiced by Indian tribes with the modern mode of living and consider specifically:
 1. Housing
 2. Food
 3. Clothing
- B. Discuss
 1. Indian homes, kinds, the materials for construction and facilities (or lack of them)
 2. Food
 - a. The availability of foods determined the locations of the Indian
 - b. They ate meat, fish, fowl, roots, bark, nuts, seed, wild rice, fruits and berries
 - c. The food was often:
 - 1 Smoked—meat and fish
 - 2 Dried—seeds, roots and fruits
 - 3 Buried—seeds and nuts
 3. Clothing
 - a. Clothing was made from skins and other materials
 - b. It was decorated in many ways
 - c. It was adapted to the weather and to the occasion
 4. The habits of living which were generally practiced by Indian tribes in the United States and compare with our habits such as:
 - a. Sleeping long hours on hard surfaces in the open air
 - b. Awakening early
 - c. Eating sparingly, no sweets, no stimulants
 - d. Exercising regularly and taking pride in their strength
 - e. Learning to depend upon themselves
 - f. The lack of facilities for keeping clean
 - g. The lack of sanitary facilities for handling food

5. Characteristics of Indians
 - a. Keen eyesight and hearing
 - b. Good body control
 - c. Patience
 - d. Self-reliance
6. Good posture
 - a. Carriage
 - b. Swift runners
7. Care of sick (contrast with modern methods)
 - a. Medicine man
 - b. Attitude toward illness and weakness
 - c. Ravages of smallpox and tuberculosis
 - d. Methods of isolation
8. Work
 - a. Caring for lodge, wigwam, tepee or other kind of home
 - b. Tending fire
 - c. Tending children
 - d. Carrying home, preparing and curing game
 - e. Preparing and curing skins
 - f. Weaving and dyeing
 - g. Sewing—robes, moccasins and headdresses
 - h. Preparing food for winter, drying, smoking, jerking, fruits, berries, nuts, fish and meat
 - i. Hunting and fishing
 - j. Warfare (bows, arrows, spearheads)
 - k. Transportation (means)
9. Games:
 - a. Racing, swimming, jumping, dances
 - b. Games of chance and skill
10. Our ways of living as contrasted to those of primitive man. Show progress in the development of practices in healthful living. Make a list of the above and construct illustrations of:
 - a. Home: types, construction, ventilation, lighting, convenience, contribution to healthful living
 - b. Food: Kinds, sources, availability, adequacy, contribution to health
 - c. Clothing: Kind, source, appropriateness, availability, contribution to general health and well-being
11. Appreciation for our opportunities
12. Why in 1789, Meheconnequa, "Little Turtle", Chief of Miami Tribe, made a journey to Philadelphia to ask President John Adams to stop the sale of alcohol to his countrymen

IV. Activities:

- A. Present a program based on the above material and review impersonally the accomplishments of individual students and the school in the field of health.
- B. Draw pictures of homes on glass slides, describe and show at the program
- C. Exhibit objects constructed during project
- D. Invite parents to see exhibit
- E. Show how children can take more responsibility in caring for homes and school
- F. Show by drawings and models how climate, heat, cold, geographical location and period of historical development influences the development of individual and community health practices

V. Evaluation

- A. Appreciate more keenly the opportunities for healthful living
- B. Have increased respect for food, homes, shelter, and clothing
- C. Cooperate more cheerfully in performing health practices
- D. Show evidence of understanding that healthful school and home living is desirable and that an effort should be made to contribute to such living by helping with home duties

VI. Materials

- A. Teachers' Reference
 1. **Health Education**, N.E.A. — A.M.A., 2d. rev. ed. 1941. p. 311.
- B. Children's References
 1. **Health at Home and School**, Wilson and others. pp. 22 - 45, 68 - 89, 90 - 114, 153 - 162, 185 - 195.
 2. **Keeping Safe and Well**, Turner and others. pp. 44 - 46.
 3. **Now We Are Growing**, Wood and others. pp. 80, 82.
 4. **Healthful Ways**, Charters and others, pp. 145, 170, 172.
 5. **Happy Living**, Brownell and others. pp. 161, 187 - 189.
 6. **Around the Year**, Buckley and others.
 7. **Safety Every Day**, Andress and others. pp. 4, 6, 51, 192.
 8. **Good Habits, Health and Growth**, Charters and others, p. 102.

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CHOICE AND USE OF HEALTH SERVICES AND PRODUCTS**Health Services, Medical, Dental, in Schools**

Comment:

The area, choice and use of health services and products is not emphasized in the first three grades under the four cycle plan recommended. Incidental instruction should be undertaken, however, in connection with health examinations and dental inspections. The teacher should take advantage of these services to teach about health and to secure appreciative participation by children and cooperation between home and school for a more complete program of follow-up and corrections.

Grade One

Children should:

1. Appreciate services of family physicians and dentists
2. Appreciate services of the school physician, the public health nurse, and the dentist
3. Desire to cooperate in the program offered by the County Health Department
4. Know that the physician makes an examination before deciding on instructions for the child that will help in bringing about optimum health
5. Know that cooperation in carrying out recommendations of the physician and public health nurse will help maintain better health and regular school attendance
6. Be interested in physical and dental health
7. Be interested in individual height and weight records and the dental record charts
8. Go to both physician and dentist willingly and without fear
9. Appreciate that:
 - a. A clean, healthy mouth and sound teeth are desirable and must be properly cared for
 - b. Teeth must be kept clean in approved manner. Individual brushes must be kept clean
 - c. Certain foods help to build strong teeth
 - d. It is wise to visit the dentist at least once a year or oftener if necessary
 - e. The six-year molar is important

Grade Two

Children should:

1. Know their family physician and dentist and where they are located
2. Make regular visits, in company with parents, to physician and dentist
3. Cooperate in health program offered by the school

Grade Three

Children should:

1. Know the reasons for good health habits and cooperate at home and in school to carry out the recommendations of the physician and dentist
2. Know why the physical examination is advisable
3. Know that follow-up on these examinations is necessary
4. Know the facilities for medical and dental care
5. Know why teeth must have regular care

MENTAL HYGIENE

Comment:

Mental hygiene is not emphasized as an area of specific instruction in the first three grades under the four cycle plan recommended. The teacher can accomplish much incidental mental hygiene instruction, however, through her own attitudes because they are highly contagious at this grade level. The child starts in the primary grades with many self-centered emotions based on experience at home. Social cooperation and sharing are chief learning tasks at this age.

CYCLE II—Grade Four**STRUCTURE AND FUNCTION****Keeping Fit**

Children should know:

1. Why ten or twelve hours of sleep are needed each night for the growing child
2. Value of regular bedtime
3. Importance of fresh air during sleep
4. Why regular habits of sleep, rest, and adequate diet are necessary for health and growth
5. The need for drinking plenty of water and milk
6. How to use drinking fountain
7. The value of fruit juices versus "soft" drinks and alcohol
8. Why habits of cleanliness are necessary
9. Why immunization against disease is necessary

Care of Special Senses

Children should know:

1. The general structure of the sense organs
 - a. Seeing—iris, pupil, muscles
 - b. Hearing—outer ear, middle ear, inner ear, Eustachian tube
 - c. Smelling—nose, windpipe, bronchial tubes, lungs
 - d. Tasting—tongue, taste buds
 - e. Feeling—skin, nerves, brain

2. How to care for and protect the sense organs
 - a. Ears
 1. Guard against injuries caused by loud noises, blows on the ears, blowing or placing foreign objects in the ears
 2. Know why hearing tests are given in the schools
 - b. Eyes
 1. Have adequate, evenly lighted room without glare
 2. Give attention to position of the body while reading or working
 3. Give attention to position of book and other materials when working
 4. Keep sharp instruments such as pointed sticks and scissors away from the face
 5. Guard eyes from sand, gravel, dirt, rocks, and other foreign objects
 6. Keep hands from eyes
 7. Have proper attitude toward wearing glasses
 8. Understand why vision tests are given in the schools
 - c. Nose
 1. Use one's own fresh handkerchief or tissue
 2. Blow nose gently
 3. Keep fingers and other things away from nose
 4. Breathe with mouth closed
 - d. Throat and Mouth
 1. Have remediable defects corrected
 2. Articulate words well and use natural, modulated tones.
3. That correction of physical defects is often possible

Posture

Children should know:

1. What is meant by good posture
"As a twig is bent so will it grow "
2. The need of participating in activities which call for muscular coordination, such as walking, running, jumping, skipping, and hopping
3. The need of walking with toes pointing straight ahead
4. The need of sitting in a chair of suitable size so that feet can be flat on the floor
5. The need of refraining from wearing ill-fitted clothing such as tight belts, shoes, and suspenders which impair the proper functioning of the body
6. That fatigue and poor health habits often produce poor posture

7. The importance and relationship of posture to growth and personal appearance
8. That mental attitudes are related to posture

SAMPLE TEACHING OUTLINE

(Structure and Function—Grade Four)

KEEPING FIT

I. Introduction

Everyone owes it to himself and to his community to keep in the best possible physical condition. To accomplish this goal, emphasis should be placed upon the unceasing practice of fundamental health habits and the acquisition of additional basic knowledge.

II. Objectives

To Learn:

- A. The elementary facts concerning the functions and care of the body and use of correct terminology in discussions
- B. The value of sleep
- C. The need for rest and relaxation
- D. The value of play, recreation, and regular exercise
- E. The value of an adequate diet
- F. The value of drinking plenty of water and milk
- G. The need for keeping clean
- H. The necessity of immunization against disease
- I. That simple head colds may extend into the sinuses and may be aggravated by going without head protection in rainy weather

III. Outline

The criteria set up by the army, especially the air corps, can serve as a standard of physical well-being for the general population. The members of this branch of our armed forces had to be fit in every way. This should serve as an incentive on the part of children to make a greater effort to be as physically fit as possible. These standards may be used as a measuring rod for determining the factors which need attention to reach this goal.

- A. Keep an individual diary of health habits
- B. Invite the public health nurse to talk on the value of sleep, rest, recreation, fresh air, sunshine, and other factors which contribute to "Keeping Fit"
- C. Read stories about the sleep habits of early man and compare with our habits in modern times
- D. Read stories of training athletes for the Olympic Games

- E. Study about the ways in which communities are kept clean and the relationship this program has to the control of the spread of disease
- F. Visit local water system, or show film
- G. Invite a qualified person from the Health Department to talk on the control of disease
- H. Discuss the following content material

- 1. Alcohol

- a. Coordination between the brain, nerves, and muscles contributes to body efficiency. Alcohol is a narcotic; by numbing the brain and nerves, it interferes with the work of all parts of the body
- b. Digestion prepares food for use by the body. Because of its narcotic effect, alcohol interferes with the action of the stomach. Besides this narcotic effect, alcohol in distilled liquors irritates the lining of the mouth and stomach

NOTE: Reference Material—Emerson, **Alcohol, Its Effect on Man**, pp. 6-10, 39, 66.

- I. Discuss the interdependence of physical and mental health and emphasize:
 - 1. The feeling of well-being developed through rest, good food, play and work (Discuss "What is our disposition when we have these—when we do not")
 - 2. How physical discomfort and hunger affect our behavior
 - 3. How cheerful attitudes affect:
 - a. Digestion of food
 - b. Rest
 - c. Play
 - d. Getting along with others
 - 4. How a sense of humor, "a good laugh", relaxes muscles and makes one feel better physically
 - 5. How keeping calm, controlling temper, having patience and conceding the point when the evidence is on the other side should make one feel better
 - 6. How to meet responsibilities rather than avoid them through an excuse of illness, and how such pretense of illness may become more serious than real sickness
 - 7. How the brain and nervous system control body and action

IV. Activities

- A. Report on individual evaluation of progress in health
- B. Show, through games, some skills which demonstrate the need for nerve and muscle coordination
- C. Present a play, written by the class, showing the preparation for and the conduct of a health examination
- D. Report on content material as organized in the language arts

V. Evaluation

- A. Know that people need plenty of sleep and rest for general well-being
- B. Understand the importance of abundant, pure water supply
- C. Drink milk because it is a good food
- D. Understand the importance of cleanliness
- E. Understand the importance of immunization

VI. Materials

- A. Teacher's References
 1. **Health Education**, N.E.A. — A. M. A., 2d. rev. ed., 1941, pp. 18, 43, 51, 52, 69, 70, 72, 93, 94, 101, 102, 141, 160, 162.
 2. **Alcohol, Its Effect on Man**, Emerson. pp. 8, 9-13, 15, 26, 27, Chapter V.
- B. Children's References
 1. **Safety Every Day**, Andress and others. Unit II.
 2. **Doing Your Best for Health**, Andress and others, Unit VII.
 3. **Cleanliness and Health Protection**, Turner and others, Chapters II, III, VII, VIII.
 4. **Habits, Healthful and Safe**, Charters and others, Units II, III, V, VIII.
 5. **Keeping Fit**, Wood and others, Chapters II, III, XIV.
 6. **Building Good Health**, Andress and others, Units V, VI, VII, VIII, IX.
 7. **Growing Healthfully**, Wilson and others.
 8. **Facts First**, Almack.

Teaching Experiences, Suggestions, Comments, Additions

Teachers and others can be of invaluable assistance to the committee on health instruction by sending their comments to Rex Putnam, superintendent of public instruction, Salem, Oregon. (See color pages at back of manual.)

CARE OF THE SPECIAL SENSES

I. Introduction

This area is introduced to focus special attention upon the care of the eyes, ears, nose, and throat and to re-emphasize the necessity for follow-up and corrections after physical examinations.

This area can be a re-application of material previously presented, and can be correlated with related topics on sleep, rest, lighting, play, functions and care of the body, and food and its effect upon growth and development.

II. Objectives

- A. Understand the relation between the normal function of the special sense organs—eyes, ears, nose, and throat—and health
- B. Know procedures for the proper care of the eyes, ears, nose, and throat
- C. Appreciate the value of detecting and correcting any defects of the eyes, ears, nose, or throat
- D. Appreciate the fact that sense organs that function normally are a part of good health, happiness, safety, and one's ability to contribute to society
- E. Appreciate the help, understanding and pleasure derived from assisting the handicapped

III. Outline

This subject may be introduced and developed: after the health examination; before or after audiometer testing in the school; after a discussion of the effect of too much or too little light upon the mechanical activity of the eye; after intensity evaluation of light through use of the foot candle meter and adjustment of the shades in the room. The content material may be developed in sequence as follows:

A. Eyes

1. Proper care of eyes
 - a. Wear glasses when prescribed by physician, by eye specialist
 - b. Keep work or reading matter at proper distance from the eyes
 - c. Be sure light is without glare or contrasting shadows and not too dim
 - d. Light should come so that shadows do not fall upon the work
 - e. Rest eyes by changing focus
 - f. Keep foreign objects away from eyes
 - g. Do not rub eyes

2. Advantage of proper care of eyes
 - a. See friends and play games
 - b. Go places by self
 - c. Read and work better
 - d. An aid to safety
 - e. Better able to contribute to society
- B. Ears
 1. Proper care of ears
 - a. Keep ears clean by washing with cloth on end of little finger
 - b. Keep foreign objects out of ears
 - c. Avoid loud noises as far as possible
 - d. Do not hit person on ears
 - e. In case of an earache consult a physician
 - f. Have a physician treat any injuries to ears
 - g. Open mouth wide when explosions or loud noises are expected
 2. Advantages of proper care of ears
 - a. Good hearing is an aid to safety
 - b. Enjoy music and other pleasant sounds
 - c. Contribute to society more adequately
- C. Nose
 1. Proper care of nose
 - a. Keep nose clean
 - b. Do not blow nose too hard
 - c. Keep foreign objects away from the nose
 - d. If unable to breathe through nose see a physician
 - e. Stay home and away from others when one has a cold
 2. Advantages of proper care of nose
 - a. Ability to detect odors
 - b. Aids in ability to breathe through nose and presents a better appearance
 - c. Contributes to better health
- D. Mouth
 1. Proper care of the mouth
 - a. Keep foreign objects away from the face
 - b. Keep teeth clean and properly filled
 - c. Exercise the jaws by chewing on hard foods
 - d. Do not put fingers or other objects in the mouth
 - e. Put only clean foods in the mouth
 - f. Do not habitually breathe through the mouth
 2. Advantage of proper care of the mouth
 - a. Better appearance
 - b. May contribute to better health
 - c. May contribute to better articulation

- d. Better able to chew foods and promote better digestion
- E. **Discuss**
 - 1. How eyes, ears, nose, and mouth are related to health
 - 2. Proper care of sense organs
 - 3. Uses of sense organs and how they are protected naturally
 - 4. How proper use helps protect the eyes
 - 5. Adequate lighting in the classroom and in the home
 - 6. Posture and use of the eyes
 - 7. Irritability that comes when one cannot see well
 - 8. Right attitude and conduct toward self and others wearing glasses or hearing aid
 - 9. Pleasure obtained from hearing music, bird songs and other pleasant sounds
 - 10. How unfortunate attitudes of suspicion, distrust, and rejection may develop when hearing is impaired

IV. **Activities**

- A. Observe eyes of a person who is facing the light and those of one who has just left a darkened room
- B. Emphasize right attitudes toward wearing glasses
- C. Examine a camera to see how it resembles the eye
- D. Make pictures and give demonstration of children sitting in correct position for reading
- E. Test eyes with charts. Demonstrate testing ears with watch (This test, however, is not sufficiently accurate for recording)
- F. Participate in Audiometer testing (See demonstration if possible)
- G. Have physician or public health nurse explain testing program and its relation to the general health examination
- H. Have dentist discuss care of teeth, their placement, the shape and care of the mouth
- I. Survey homes and school for prevention measures needed to safeguard special senses
- J. Invite parents to a program showing ways in which the testing program is conducted
- K. Display charts or posters made by children
- L. Demonstrate ways in which special sense organs need special care
- M. Describe ways in which handicaps are met

V. **Evaluation**

- A. This evaluation, beyond testing for factual information, can be best made through observation of improvement in the following habits, attitudes, and conduct:

1. Safety habits and attitudes
2. Protective measures
3. Cooperation with medical and dental personnel through follow-up and correction
4. Understanding attitude toward the handicapped
5. Personal responsibility for care of special sense organs

VI. Materials

A. Teacher's References

1. **Health Education**, N.E.A. — A.M.A., 2d. rev. ed., 1941, pp. 131, 166, 234, 235, 311.
2. **Our Health Habits**, Whitcomb, Part II.

B. Children's References

1. **Doing Your Best for Health**, Andress and others, Units IV, V, VI.
2. **Building Good Health**, Andress and others, Unit VII.
3. **Healthful Ways**, Charters and others, Unit VII.
4. **Keeping Safe and Well**, Turner and others, pp. 34, 110, 113, 116, 117, 122.
5. **Health at Home and School**, Wilson and others, pp. 9, 12, 14, 19, 29, 62, 64, 83, 179.
6. **Now We Are Growing**, Wood and others, pp. 51, 62, 116.
7. **Around the Year**, Buckley and others.
8. **Happy Living**, Brownell and others, p. 123.
9. **Safety Every Day**, Andress and others, pp. 60, 74, 91, 105, 106, 109, 113, 116.
10. **Health for Every Day**, Bigelow and Broadhurst, Chapters V and IX.
11. **Health Habits II**, Burkard and others. Chapters III and XXI.
12. **Health and Growth Series, Good Habits**, Charters and others. pp. 110-114, 127-137.
13. **Health and Growth Series, Wise Health Choices**, Charters and others. pp. 157-168.
14. **The New Healthy Living I**, Winslow and Hahn, Chapter X.

Teaching Experiences, Suggestions, Comments

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POSTURE

I. Introduction

This outline is presented to emphasize the contribution of good mental and physical health habits to good posture, how posture of various people is affected by work, clothing, and activities, and how it contributes to a feeling of well-being. Posture and its study is important to the average child of this age. The children crave muscular activity, which is satisfied through games that utilize the big muscles. Their bodies are growing taller and the size of the bones is increasing, with an unequal adjustment of the long bones and muscles, thus making it necessary to re-educate the muscles for better coordination. They are conscious of their lack of coordination and need encouragement in self-understanding and the relationship of good posture to personal appearance.

II. Objectives

- A. Know what is meant by good posture
- B. Know proper way to sit, stand, and walk
- C. Understand ways of developing good posture habits
- D. Appreciate the early Indian and his posture and stature
- E. Know the meaning and feeling of good posture
- F. Know the value of good posture and its relationship to:
 1. The functioning of the vital organs
 2. Physical efficiency
 3. The general impression it gives others
 4. Physical attractiveness
 5. Ease, poise, grace, buoyant stride
 6. Attractiveness of clothing
- G. Know the effect of correctly fitted shoes on posture
- H. Know effect of correctly fitted clothing on posture and health

III. Outline

This subject may be initiated through a discussion of personal appearance or a suggestion given by the teacher about improving posture. Someone may ask why good posture is important. Attention to the posture of those on parade is always of interest.

- A. Go for a walk and observe posture
- B. Note the posture of others as they pass in the hall
- C. Use a mirror for self-analysis
- D. Study the skeleton in an elementary way (May use cardboard jointed figure to illustrate placement of joints)

- E. Make posters and write slogans about good posture
- F. Use kodak pictures of self
- G. Have practice in fitting chairs and desks to selves
- H. Observe postures of figures in paintings and pictures on the walls
- I. Discuss and demonstrate good posture for reading and writing (A near-sighted person usually pushes head forward in order to see better. Note any other adjustments which need to be made for individuals, such as the use of footstools)
- J. Play posture games, showing:
 1. Sitting, standing, running, walking, dancing posture
 2. Walking with book on the head
- K. Study the care of the feet by discussing.
 1. The bones and muscles in feet and how they form an arch which supports body weight
 2. Shoes and rubbers
 3. Hose—the importance of having hose long enough
 4. Inspection—always dry thoroughly the areas between the toes to prevent cracking or peeling
 5. Foot exercises. (See foot exercises in Physical Education Manual)
 6. Care of feet and nails

IV. Activities

- A. Dramatize walks and hikes, activities like mowing the lawn, rowing a boat, paddling a canoe, making a garden, shoveling snow, putting in wood
- B. Display posture posters
- C. Make a movie of posture
- D. Write and give a posture play, "Before and After"
- E. Poem—author unknown

"Somebody's always saying
 When I'm passing by
 Straighten up your shoulders
 And hold your head up high.
 Then I pull my shoulders back
 And someone's sure to shout,
 'Oh! No, no, not that way,
 Your stomach's sticking out.'
 So I pull my stomach in
 And do my very best,
 Then someone says,
 'Not that way,
 You're letting down your chest.'
 So I pull my chest up
 And try to hold my ears

Straight above my shoulders,
 I feel so stiff and queer.
 But now I know a secret,
 And I'm going to tell you all,
 That the way to proper posture
 Is—Just Stand Tall."

- F. Have a posture parade—Flag drill (Correlate with physical education)
- G. Visit a shoe store or invite a qualified person, physician or nurse, to talk to the class about the care of the feet
- H. Display shoes or pictures of shoes which were worn at various times in our country
- I. Have a school posture parade at the end of the year

V. Evaluation

- A. Show more interest in posture
- B. The parents cooperate in the program for the improvement of posture
- C. Wear more appropriate shoes and clothing
- D. Standards by which good posture is determined
- E. Posture conscious
- F. Aware that they present a better appearance when they maintain good posture

VI. Materials

- A. Teacher's References
 1. **Health Education**, N.E.A. — A.M.A., 2d. rev. ed., 1941, pp. 139-143, 311.
 2. **Standing Up to Life**, Metropolitan Life Insurance Company.
 3. **Foot Health**, Metropolitan Life Insurance Company.
 4. **Our Health Habits**, Whitcomb, Part II.
- B. Children's References
 1. **Gaining Health**, Turner and others. Unit VIII.
 2. **Let's Be Healthy**, Charters and others. Unit VII.
 3. **Doing Your Best for Health**, Andress and others. Unit VII.
 4. **Health at Work and Play**, Almack and others, pp. 210, 215.
 5. **Every Day Living**, Brownell and others, Units II, V.
 6. **Many Ways of Living**, Wood and others, pp. 104, 161, 162.
 7. **Growing Big and Strong**, Andress and others, Units VI, VII.

Teaching Experiences, Suggestions, Comments

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PERSONAL HEALTH AND FITNESS

Sleep, Rest, Play, Sunshine, and Fresh Air

Children Should know:

1. The value of sleep and the amount of sleep recommended for one's age
2. The need for plenty of sleep and rest as aids to normal growth
3. The value of a quiet period prior to retiring and of lying quietly as an aid to falling asleep quickly
4. Why there should be a change from day clothing to night clothing
5. Some aids to sleep, such as:
 - a. Good habits of preparing for bed
 - b. Light weight but warm bed covers aired daily
 - c. Good ventilation
 - d. Cool, quiet room
 - e. Sleeping alone if possible
6. The value of cooperating with members of the family regarding sleep habits, privileges, authority and the adjustment of the family schedule to include a quiet retiring hour
7. Their own responsibility and cooperate by going to bed on time, undressing, bathing and arising promptly
8. How to rest and relax (rest and relaxation are as important for weekends and holidays as for other days)
 - a. Before and after meals
 - b. During the morning and afternoon
9. How to appreciate and use the recreational park and play ground facilities
10. That sufficient rest and relaxation result in better social and emotional adjustment
11. Importance of play out-of-doors each day
12. Importance of changing the air in schoolrooms
13. Why exercise is essential to health

Personal Cleanliness

Children should know:

1. Why habits of cleanliness are necessary
 - a. Washing and bathing
 - b. Brushing teeth
 - c. Combing hair
 - d. Cleaning nails

- e. Clean clothes
- f. Clean handkerchief
2. How to adapt habits of personal cleanliness to home and community
3. The need of habits of self-inspection
4. That personal cleanliness contributes to good general personal appearance and to one's acceptance by the group
5. That waste material from the body comes through the skin in perspiration
6. That waste material should be eliminated from the intestinal tract regularly
7. What germs are and how transferred
8. That cleanliness is a means of protection

Clothing

Children should know:

1. How clothes are provided and cared for in the home
2. How to dress according to the occasion and the weather
3. When to use raincoat, rubbers or galoshes
4. That outdoor clothing, rubbers or galoshes and extra sweaters should be removed on entering home or classroom
5. When to wear a sweater
6. Use of aprons and smocks when appropriate
7. How to hang hat and coat properly in place provided
8. Proper place for umbrella
9. That shoes should be kept clean
10. That clean under and outer garments and night clothing should be worn

Teaching Experiences, Suggestions, Comments

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SAMPLE TEACHING OUTLINE

(Personal Health and Fitness—Grade Four)

SLEEP, REST, PLAY, SUNSHINE AND FRESH AIR

I. Introduction

This outline is designed to emphasize the need for and the advantage of having adequate sleep, rest, relaxation, play, fresh air and sunshine. This subject can very naturally be developed after a discussion of the material in the outline in which information on the function and care of the body and nutrition in relation to

growth and general well-being was presented.

Sleep, rest, and relaxation as contributing factors to physical and mental health are important, especially so during times of stress and strain. Every effort should be made to secure home cooperation in this program.

II. Objectives

- A. Establish the habit of getting sufficient sleep and rest and understanding the importance of having a regular bed-time and an adequate number of hours of sleep
- B. Know conditions favoring good sleep and rest
- C. Establish the ability to relax
- D. Desire physical activity to gain skill in playing games and performing stunts
- E. Know how, what, when, how long, and where to play
- F. Know that activity to a point of beginning fatigue is wholesome and normal and that chronic fatigue or fatigue which persists after adequate rest periods may be harmful and that the causes should be sought and corrections made
- G. Develop proper attitudes toward living in well-ventilated homes and schools
- H. Know the importance of playing in the fresh air and sunshine (Know the danger of over-exposure to sunshine)
- I. Know that sleep, rest and relaxation help to promote body growth and repair
- J. Recognize signs of fatigue: tiredness, breathlessness, a feeling of having to force oneself to participate

III. Outline

- A. This subject may be developed by having a discussion of some of the factors involved in building healthy bodies
- B. A discussion of health habits which help to build strong bodies as a contribution to general good health and well-being will pave the way for a study of sleep, rest, relaxation, fresh air and play
- C. Because many children do not get adequate sleep, great emphasis should be placed upon: having regular and sufficient hours of sleep; quiet activity or reading before bedtime (no loud or exciting radio programs or shows especially on nights followed by school days); adequate preparation for bed, sleeping alone in comfortable night clothes; effect of these and related activities upon growth
- D. Keep daily an individual sleep chart showing number of hours of sleep

- E. Make time budget chart showing time for such things as eating, playing (directed and undirected), school activities and home chores
- F. Discuss ways in which sleep, rest, relaxation, fresh air, sunshine and exercise contribute to growth and repair of body
- G. Note contribution of adequate rest to good posture.
- H. Note desirability of rest during day, after work, after strenuous play and before eating
- I. Note inter-relationship of sleep, rest, play, nutrition and growth, body function, posture, safety and good mental attitudes
- J. Discuss and list habits (emphasizing sleep and rest) required of those engaged in specialized activities such as athletics and aviation
- K. Discuss and evaluate the following content material:
 - 1. Caffein or other stimulants are in coffee, tea, and cola drinks. They are sold at grocery stores and other places where food is sold. Caffein is a stimulant which causes the brain and heart to become excited. It causes one to tire more easily and keeps one from resting and sleeping properly. An excited boy or girl has a hard time to relax, rest, and sleep. In this way caffein interferes with health. Feeling excited also makes it hard to form good habits of study, work or play. When boys and girls do not study quietly they disturb others
 - 2. Drinking alcoholic beverages causes a person to be less skillful and accurate in any precision activity, to tire more quickly and to use poor judgment. Tired and sleepy drivers are more likely to have automobile accidents.
- L. Discuss and show ways in which plants and animals sleep
- M. Know the advantage of rest and relaxation in relation to better disposition and easier acceptance of criticism
- N. Know how rest may make one more calm
- O. Know how sleeping alone in a dark room may be one of the indications of growing up

IV. **Activities**

- A. Discuss and compare through models or pictures modern sleeping facilities to those of primitive man; various countries; and various parts of our country
- B. Make models of beds used by primitive man and by people in various countries

- C. Understand good ventilation of room. (Construct model)
- D. Evaluate Permanent Height and Weight records and note possibilities for improvement (inter-relationship of growth and body building activities)
- E. Invite parents and children in other classes to a room or auditorium program showing models of beds, bed making, sleep charts, time budget charts, and good sleeping rooms. Discuss the possible effect of adequate sleep and rest on athletic ability, scholastic ability, growth and mental health
- F. Demonstrate games of low organization and those requiring higher skills and show how body control is necessary for such skills

V. Evaluation

- A. Get regular and sufficient hours of sleep
- B. Cooperate with the home and school in promoting better health habits
- C. Understand the need for sleep, rest, play, and sunshine in relation to body growth and development
- D. Show evidence of acquiring better health habits
- E. Display better mental attitudes

VI. Materials

- A. Teacher's References
 1. **Health Education**, N.E.A. — A.M.A., 2d. rev. ed., 1941, pp. 44, 94, 244, 311.
 2. **Our Health Habits**, Whitcomb, Part II.
- B. Children's References
 1. **Building Good Health**, Andress and others, Unit I.
 2. **Healthful Ways**, Charters and others. pp. 47, 50, 52, 53, 60, 83, 134, 145, 172, 210.
 3. **Keeping Safe and Well**, Turner and others. pp. 174, 180.
 4. **Health at Home and School**, Wilson and others. pp. 3, 10, 11, 20, 22, 26, 28, 41, 43, 45, 52, 56, 70, 97, 111, 182.
 5. **Now We Are Growing**, Wood and others. pp. 18, 33, 60, 94, 143, 177, 190, 191.
 6. **Around the Year**, Buckley and others, pp. 257-305.
 7. **Happy Living**, Brownell and others, Units I, II.
 8. **Facts First**, Almack.
 9. **Safety Every Day**, Andress and others, pp. 12, 53, 162, 205.
 10. **Teaching Wholesome Living**, Dobbs, pp. 206, 208, 209.

Teaching Experiences, Suggestions, Comments

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PERSONAL CLEANLINESS**I. Introduction**

Children in this grade need constant encouragement in the matter of personal cleanliness, group approval, and personal satisfaction which will be derived from conforming to the standards of the group. The daily morning inspection will be good motivation for introducing this topic. An observation of the skin, as seen through a magnifying glass or a low power microscope, will stimulate a further study of cleanliness. Reasons for washing after physical education classes and before using special materials in other classes will also give a background for presenting the following subject matter.

II. Objectives

To Learn:

- A. The aesthetic value of a clean body
- B. That cleanliness may contribute to good health
- C. That clean, neat clothing should be worn
- D. That the hair, skin, nails, and clothing should be well cared for
- E. That the teeth should be thoroughly cleaned at least twice a day
- F. That frequent bathing is essential
- G. That cleanliness makes for attractiveness and a feeling of well-being
- H. That cleanliness is an important detail in making a first impression upon people

III. Outline

The subject may be developed through:

- A. A visit to a soap factory
- B. A study of pioneer methods of soap making
- C. A study of bathing in various countries—Greeks and Romans
- D. A talk about cleanliness by the public health nurse
- E. A discussion of the details of cleanliness that make for attractiveness
- F. Study of the structure and function of the skin
- G. Study of the teeth and how to keep them clean and in good condition
- H. Discussing the general problems of cleanliness and how they should be met

IV. Activities

- A. Organize a clean-up day
- B. Produce a play written by the pupils based upon the value of personal cleanliness
- C. Report on the story of the bath
- D. Demonstrate ways of washing adequately
- E. Display rules and suggestions for evaluating one's personal cleanliness program

V. Evaluation

- A. Bathe regularly
- B. Change hose daily
- C. Change underclothes daily
- D. Clean teeth
- E. Wash before eating and at other times when necessary
- F. Understand the relationship of personal cleanliness to getting a job
- G. Show interest in cleanliness because it makes one feel better physically
- H. Know that cleanliness contributes to a feeling of well-being and acceptability to self and the group

VI. Materials

- A. Teacher's Reference
 1. **Health Education**, N.E.A. — A.M.A., 2d. rev. ed., 1941, pp. 96, 105, 106, 131, 153-154, 212, 235, 243-244, 272-311.
- B. Children's References
 1. **Doing Your Best for Health**, Andress, Units I, II.
 2. **Keeping Fit**, Wood and others, pp. 1-15, 132, 169, 186.
 3. **Building Good Health**, Andress and others, pp. 29, 79, 86, 88, 93, 140.
 4. **Cleanliness and Health Protection**, Turner and others, Units VI, IX, X.
 5. **Habits, Healthful and Safe**, Charters and others.
 6. **Growing Healthfully**, Almack and others.

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CLOTHING**I. Introduction**

A comparative study of types of clothing worn by primitive man and others should increase interest in a presentation of this subject.

II. Objectives

- A. Know how the wearing of proper clothing contributes to comfort and well-being
- B. Know the proper clothing to wear for different occasions and weather conditions
- C. Know the kinds of materials used in making clothes
- D. Contrast the kinds of materials and types of clothes used by modern man with those used by primitive man
- E. Know standards of appropriateness in clothing

III. Outline

This subject may be developed by discussing:

- A. Kinds of clothes worn to school and why
- B. Clothes appropriate to the weather
 1. Cotton, linen, synthetic materials
 2. Wool and fur for cold weather
 3. Rubber for wet weather—not to be worn in the house
 4. Leather for shoes, coats and gloves
- C. Clothing to suit occasion—play, work, sleep, visiting or travel
- D. Clothing that is comfortable
 1. Avoid tight clothes, shoes, garters or waist bands
 2. Well fitting, low-heel shoes—shoes which provide good ventilation should be worn in the summer. If possible alternate the pairs of shoes worn to permit airing and complete drying
- E. Reasons for wearing clothes
 1. Protect body from changing temperature and weather
 2. Appearance
 3. Comfort
- F. How clothing contributes to good posture
- G. Sources of raw materials for making clothes
 1. Animals (fur, wool, mohair, skin, and leather)
 2. Plants (cotton, flax, and rubber)
 3. Silkworm (silk)
 4. Synthetic materials such as wood fibers
- H. Kinds of materials and types of clothes worn by modern man contrasted with those worn by primitive man
- I. Whether or not modern man is better dressed than primitive man
- J. History of clothing

- K. Reasons for using various kinds of materials in making clothes

IV. Activities

- A. Collect pictures of clothing worn for various occasions and in various countries
- B. Make scrapbook or chart of materials used for clothes, showing animals and plants from which these materials come
- C. Make and dress dolls or puppets in different types of clothing
- D. Dress a doll made of a clothespin, pipe stem cleaner or other material to show types of clothing worn for various occasions
- E. Have a program using puppets or dolls dressed in different types of clothes made for modern and primitive man. Use play written by children

V. Evaluation

- A. Wear clothing appropriate to weather and occasion
- B. Appreciate cost and care of clothes

VI. Materials

- A. Teacher's Reference
 1. **Health Education**, N.E.A. — A.M.A., 2d. rev. ed., 1941, pp. 95, 153, 249, 311.
- B. Children's References
 1. **Health at Home and School**, Wilson and others, pp. 9, 14, 27, 43, 162, 200.
 2. **Keeping Safe and Well**, Turner and others, pp. 44, 163, 174, 176, 199-200.
 3. **Healthful Ways**, Charters and others, pp. 40, 51, 56, 66, 214.
 4. **Now We Are Growing**, Wood and others, pp. 43, 78, 81, 93.
 5. **Around the Year**, Buckley and others, pp. 257-305.
 6. **Happy Living**, Brownell and others, pp. 16, 118, 120-141, 156-158.
 7. **Safety Every Day**, Andress and others, pp. 156, 158, 219.
 8. **Doing Your Best for Health**, Andress, Unit VIII.

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CYCLE II—GRADE FIVE**NUTRITION****Food and Growth**

Children should know:

1. That habits and attitudes developed in previous grades should be continued
2. The relation of food to growth
3. How to classify foods
 - a. Fats—warmth and power
 - b. Carbohydrates—energy
 - c. Proteins—growth and repair
 - d. Water—helps body to do its work
 - e. Minerals—for teeth, bones and other tissues
 - f. Vitamins—help to make sound teeth, firm pink gums, strong straight bones, strong muscles, and help to protect the body from certain diseases
4. The importance of increasing one's appreciation for a large variety of food
5. That whole milk is the most nearly perfect food
6. That tea, coffee, soft drinks, synthetic juices, alcohol are not good foods
7. That a normal child should enjoy three regular meals **a day**
8. That the meals at home should be occasions for family sociability
9. The importance of sanitation and pure food laws

SAMPLE TEACHING OUTLINE

(Nutrition—Grade Five)

FOOD AND GROWTH**I. Introduction**

This outline presents a discussion of adequate meals in terms of the daily requirements in quantity, quality and balance. One's responsibility to self and to the family with respect to selecting and eating good foods is important. Interesting facts concerning foods can be brought out through a comparison of foods.

II. Objectives

- A. Know the relation of food to health and normal growth
- B. Understand the importance of eating good foods and eating them at the proper time. Know why regular meals are served first and sweets, if any, are served last (Be particular to brush the teeth after eating sweets)

- C. Enjoy a large variety of foods including fruits, vegetables and milk
- D. Try new foods and broaden one's appreciation of the great varieties available
- E. Develop a positive attitude toward nourishing foods
- F. Cooperate with the home by eating cheerfully the nourishing food served at meal time
- G. Know how foods affect teeth
- H. Know that alcohol is not a food but a useful chemical
- I. Understand how sanitation and pure food laws protect our daily food supply
- J. Know the importance of good crops and to appreciate the work of the present day farmer as well as the work of the pioneer
- K. Appreciate the value of making the meal hour one of sociability; the influence of pleasant conversation, courtesy and cheerfulness upon the digestion of food
- L. Understand the influence of quarreling and negative mental attitudes on the digestion and assimilation of food

III. Outline

The following are several possibilities for the introduction of this subject:

- A. Class discussion of the mid-day meal may lead to the study of foods and reasons why it is important to serve an adequate noon meal or one which fulfills one-third of the day's food needs
- B. Evaluate for each child the results of the weighing and measuring. A discussion of body needs, growth and development might follow
- C. An interesting way to introduce this nutrition study may be through an arithmetic problem. Profits and losses on groceries, meats and fruits can lead to a discussion of food values
- D. The discussion of pets or animals in natural science can lead to a study of foods
- E. Reports on pioneer foods and eating habits as compared with ours could stimulate the study of nutrition and growth
- F. Discuss
 1. Food produced in various parts of Oregon and the United States
 2. Food raised in certain climates
 3. The food requirements of different people contrasting the diets of people who live in hot countries with the diets of those living in cold climates

G. Study Vegetables

1. Assign the name of a vegetable to each class member and have him look up the vegetable's history, where it grows best and varieties. Bring pictures of the vegetable from seed to ripened product
2. All members of the class can be on the alert for pictures of dishes made of vegetables and interesting recipes used by famous people
3. In the spring various vegetable seeds may be planted so that the children may recognize them as they grow—use seed catalogs
4. The class may cooperate in finding out why vegetables are valuable. List vegetables and be conscious of the fact that in varying quantities they contain vitamins, minerals, protein, fats, carbohydrates and water, and that all should be eaten and enjoyed

H. Study Fruits

(Treat this subject in the same way as the study of vegetables.)

I. Study Meats

Know the sources of meats, their value as food, the names of the meats produced by individual animals, the localities in which these animals grow

J. Study Milk

1. Visit a dairy farm or milk distributing depot. From this observation the class may study sanitation, handling and delivery of milk
2. Value of milk
3. Uses of milk and milk products
4. Necessity for milk

K. Discuss water as part of diet

L. Discuss food in general

1. Use of food
2. Selection
 - a. Seasonal, regional, cost, variety
3. Digestion—simple mention of the following:
 - a. Work of tongue and teeth
 - b. How starch digestion starts in the mouth (chew wheat grains or toast until sweet taste is developed)
 - c. Work of the stomach; the intestines
 - d. Table conversation and manners including good mental attitudes as related to digestion
4. Discuss being able to select proper foods as a mark of growing up
5. Discuss the general feeling of well-being which may come through good nourishment

6. Discuss the relation of lack of proper foods to fatigue, to inability to concentrate or to work and play vigorously

M. Alcohol

1. Discuss the following subject matter: Alcohol which is consumed interferes with the working together of the brain, hands and feet. Alcohol interferes with the functions of the water inside the body. Fermentation takes away most of the food value of fruit juices and grain by destroying the vitamins and by changing the sugar to alcohol and carbon dioxide (bubbles)
2. Why harmful and unsafe
 - a. Inside the body
 - b. Statistics of car accidents
 - c. Daily paper reports
 - d. Decreases responsibility for actions
3. Why useful
 - a. Outside the body
 - b. Rubbing alcohol
 - c. Anti-freeze
 - d. In industries

IV. **Activities**

- A. Make a scrapbook of recipes and pictures of adequate meals or use food models
- B. Compose health jingles about food and good eating habits
- C. Dramatize a meal hour to stress the meaning of being a good family member. Emphasize cooperation, courtesy, and conversation directed toward cheerful and interesting subjects
- D. A dramatization of methods of serving meals in various historical periods, such as Greek, Roman, modern European and American. Show how hospitality by serving food has been a sign of friendship through the ages
- E. Make out the menu and assist in the management of the lunchroom for a week
- F. Assist with planning the menus at home
- G. Dramatize selecting foods in the school lunchroom or planning lunch to be carried to school, relating the noon meal to other meals
- H. Report on a study of individual weight records. This report may consider the factors which contribute to individual gain or loss
- I. Report on a home garden
- J. Have a class picnic at noon, each child telling why he has brought the various items he has in his lunch

V. Evaluation

- A. Know the meaning of an adequate meal as related to the daily food needs
- B. Show good judgment in selection of foods
- C. Appreciate the food mother prepares. Notice the attractive way it is served, the variety. Appreciate the effort that has been made to serve really delightful, healthful food
- D. Show interest in weight and growth
- E. Show improved manners
- F. Show interest in the school's health program
- G. Know that alcohol should not be classed among foods
- H. Have improved habits of:
 1. Eating slowly
 2. Washing hands before eating
 3. Checking food for cleanliness
 4. Eating adequate quantities of food
 5. Drinking plenty of milk and water
 6. Eating plenty of fruits and vegetables
 7. Pleasant table manners and anticipating the meal hour as a social experience

VI. Materials

- A. Teacher's References
 1. **Health Education**, N.E.A. — A.M.A., 2d. rev. ed., 1941, pp. 114-118, 311.
 2. **Alcohol**, Emerson, pp. 6-15
 3. **A Syllabus in Alcohol Education**, Palmer, Sixth Edition, p. 40.
 4. **Our Health Habits**, Whitcomb, Part II.
 5. **Junior Foods, Revised**, Kinyon and Hopkins.
 6. **The New Healthy Living II**, Winslow and Hahn, pp. 48-82, 191-207.
- B. Children's References
 1. **Wise Health Choices**, Charters and others, pp. 2-121.
 2. **Gaining Health**, Turner and others. Units IV, V.
 3. **Health at Work and Play**, Wilson and others. Chapters III, IV.
 4. **Facts First**, Almack, pp. 7-52.
 5. **Let's Be Healthy**, Charters and others. Units I, II, III.
 6. **Doing Your Best for Health**, *Andress and others*. Unit III.
 7. **Safety Every Day**, Andress and others. Units II, VIII.
 8. **Every Day Living**, Brownell and others.
 9. **Many Ways of Living**, Woods and others.

10. **Health Problems**, Charters, pp. 52-71.
11. **Health for Every Day**, Bigelow and Broadhurst, pp. 29-90.
12. **Health Habits**, Burkhard and others. Book II, Chapter XII.
13. **Health and Growth Series**, Good Habits, Charters and others. pp. 31-121.
14. **What the World Eats**, Webster and Polkinghorne.
15. **The New Healthy Living I**, Winslow and Hahn, pp. 29-90.
16. **Our Food**, Worthington and Mathews.

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ACCIDENT PREVENTION AND FIRST-AID

Safety

Children should know:

1. The necessity for continuing the practice of the Safety-First Rules developed in previous grades
2. How to prevent accidents
 - a. In the home
 - b. At school
 - c. On streets and roads
 - d. At seashore or when swimming
 - e. When getting off streetcar, buses and trolleys
 - f. When riding bicycle
3. How to recognize and avoid poison oak and nettles
4. Whom to call or what to do when first aid is needed—when police or fire truck is needed
5. How to help other school children avoid accidents
6. The value of being thoughtful of the welfare of others
7. The places in community which are safe for play
8. Common causes of infection
9. That the use of alcohol cause many accidents

Pre-First-Aid

Children should know:

1. The value of keeping calm in an emergency
2. The meaning of shock, artificial respiration, fractures, and poisons
3. The "Do's" and "Don'ts" in first aid
4. Something about why wounds and injuries should receive immediate care at home and at school

5. What to do in case of emergencies—individual or group
6. How to use cold packs and running cold water for such injuries as—fingers squeezed by doors or hit with hard blunt objects
7. How to use cold packs for nose bleeds
8. Not to rub the eye when anything gets in it. Close eye to let tears wash it out
9. How to wrap self in rug or roll on ground if clothing catches on fire

SAMPLE TEACHING OUTLINE

(Accident Prevention and First-Aid—Grade V)

SAFETY

I. Introduction

There is a growing need for the teaching of safety in our schools. The possibility of accidents has increased because of our newer and more rapid mode of transportation and our changing way of life. A consciousness of the hazards and a desire to prevent accidents should be developed to insure better safety practices.

II. Objectives

- A. Know the traffic department of local community and how it functions
- B. Know traffic laws for Oregon and local community (especially those for pedestrians and bicyclists)
- C. Know the functions of our traffic school
- D. Know reasons why drivers' licenses are revoked
- E. Know the reasons for motor car inspections
- F. Know the markings for special zones
- G. Know that carelessness in the home is a major cause of accidents; that accidents involving the automobile are second in number
- H. Learn to play in safe places
- I. Know how to get on and off public conveyances
- J. Know that physical fitness is related to safety
- K. Know that nutrition plays an important part in safety education; such as prevention of night blindness and fatigue
- L. Know that sleep rest and relaxation have a definite connection with the safety program
- M. Know that poor mental attitudes such as worry, anger, preoccupation, and a desire to show off may contribute to accidents
- N. Have a desire to protect one's self and others
- O. Know that each individual has a definite responsibility to his community for the prevention of accidents

III. Outline

This subject may be introduced as a result of or a lead-up to a fire drill. It may be presented after introducing the junior safety patrol to the school. There are several school activities which offer opportunities to develop this subject in a logical manner.

- A. Form a safety council
 - 1. Organize a safety patrol
 - 2. Draw up a code on school safety
 - 3. Use the safety lanes
 - 4. Realize the protection safety lanes afford
 - 5. Draw up a code regulating the use of bicycles on school grounds
- B. Study the causes of accidents (use insurance company statistics). Then work out possible preventive measures for these accidents
- C. Make a special study on why drivers are licensed
- D. Observe proper traffic regulations
- E. Discuss the accidents that may occur from:
 - 1. Handling electric light wires
 - 2. Playing with fire and guns
 - 3. Playing in streets or around the various transportation yards
 - 4. Carelessness in streets
 - 5. Swimming
 - 6. Climbing trees, buildings, and other high places
 - 7. Standing on rickety chairs or other inappropriate objects
 - 8. Carelessness in getting in and out of bathtubs
- F. Study the relationship between accidents and alcohol consumption

IV. Activities

- A. Have class sponsor an all-school safety program for a definite period of time
- B. Invite parents to a safety program
- C. Display records showing the success of cooperative efforts in the safety program
- D. Draw maps showing hazards to safety in respective communities
- E. Make traffic and safety posters
- F. Check playground and school equipment for hazards to safety
- G. Maintain safety bulletin boards
- H. Analyze the accidents which have happened at school, the contributing factors and how they might have been prevented
- I. Organize a junior safety patrol
- J. Practice fire prevention
 - 1. Clean out the attic and basement

2. Remove from the house oils and old oily cloths that are definite fire hazards
 3. Plan for the repair of exposed wiring, flues, and pipes that might lead to fires
 4. Plan to help clean out and repair stoves and furnaces
 5. Participate in the annual fire prevention program each year
 6. Know how to turn in fire alarms and summon the fire department
- K. Check contents of the medicine cabinet to make sure that first aid supplies are available
- L. Properly identify solutions in the medicine cabinet so that the contents will not be used by mistake

V. Evaluation

- A. Observe safety rules on the playground
- B. Records show that accidents have decreased
- C. Have increased interest in safety activities
- D. Tests on content materials to show knowledge of safety

VI. Materials

- A. Teacher's References
 1. **Health Education**, N.E.A. — A.M.A., 2d. rev. ed., 1941, pp. 90, 144, 148, 160, 311.
 2. **Preventing Accidents**, American National Red Cross.
 3. **Accident Prevention News Letters**—American National Red Cross.
- B. Children's References
 1. **The Healthy Home and Community**, Andress and others, Units VIII, IX, X.
 2. **Working for Community Health**, Turner and others, Units XI, XII.
 3. **A Clear Case**, Almack, Part I, III, IV.
 4. **A Sound Body**, Charters and others, Units V, IX.
 5. **Progress in Living**, Brownell and others, pp. 173-180.
 6. **How We Live**, Wood and others, Unit III, pp. 179, 181, 182, 263.
 7. **How to Stop Home Accidents**, U. S. Govt. Print. Office.
 8. **Safety Every Day**, Andress and others, Unit I.
 9. **Doing Your Best for Health**, Andress and others, Unit IX.
 10. **Building Good Health**, Andress, Unit X.
 11. **Wise Health Choices**, Charters and others, pp. 122-141.

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PRE-FIRST-AID

I. Introduction

It is necessary for students to be familiar with first aid procedures in order that they may have an opportunity to know what not to do as well as to know what to do.

This material will serve as a basis for an extended first aid course which may be given later. The suggestions in this outline are given so that the teacher may present this listed material as given in the Red Cross First Aid Manual. (First Aid Manuals should not be required, however, for use by the pupils.)

A discussion of safety measures necessary in the home, school, and community should lead to a formulation of safety suggestions for vacation periods. A study of Pre-First Aid will offer an opportunity to review health information gained through the year and prepare students for future emergencies.

II. Objectives

- A. Know the functions of the parts of the body as related to the points discussed in this pre-first aid course
- B. Know what to do in an emergency
- C. Know how to prevent more serious injury
- D. Be self-reliant
- E. Be calm in time of danger
- F. Understand pre-first aid content material as outlined

III. Outline

- A. A discussion of accident prevention may serve as an approach to this subject
- B. Most children are fairly familiar with the general structure of the human body, but information previously gained should be reapplied at this grade. The use of charts showing the bony structure of the body will enable the child to know more about the important bones. These charts will also serve as a means of pointing out the organs of breathing, circulation, and the main arteries
- C. Pre-First Aid Training Outline (Only the material outlined in this unit should be presented in this grade. First Aid Manuals are not required for use by pupils)

1. Teaching the "Do's" of First Aid. Give the student an understanding of the following:
 - a. Shock. Discuss and demonstrate the use of warmth only. Do not give consideration to position or stimulants
 - b. Artificial Respiration. Give practical information concerning its use and make careful demonstrations. Practice in the technique of giving artificial respiration is important (This should be carefully supervised and a check on students should be made to see that pressure is kept within a safe range)
 - c. Fractures. Explain fractures and the danger of moving a person who has suffered a fracture
 - d. Poisons. Consider the treatment for poisons with information on how to:
 1. Dilute
 2. Remove
 3. Soothe
 4. Treat for shock
 5. Call a doctor
2. "Do's" for the student to know
 - a. Lay an injured person down
 - b. Keep the injured person warm
 - c. Call a physician. (Tell physician where you are, what has happened, and what first aid has been rendered)
 - d. Keep the crowd away
 - e. Make the injured person comfortable
3. "Don'ts"
 - a. Don't move an injured or unconscious person
 - b. Don't get excited and hurry
 - c. Don't give an unconscious person anything to drink
 - d. Don't open burn blisters
 - e. Don't put iodine on burns
 - f. Don't stay in sun too long in summer time, especially during early part of season
 - g. Don't probe for foreign objects in nose, ears, or eyes
- D. Have the public health nurse discuss her experiences in the care of accidents
- E. Discuss what happens when a person becomes afraid in regard to safety
- F. Discuss how to control fear

1. Knowledge of physiological basis; know that through a process of reconditioning and a knowledge of why things happen, fears can be controlled
2. Fears are conditions which have developed through environmental situations and are not inherited
3. What are "sensible" useful fears—recognition of danger from fire, fallen wires, and other hazards
4. How to meet emergencies by knowing basic first aid practices
5. How to relax and keep calm

IV. **Activities**

- A. Plan and produce a play or program and show how to follow the sequence of events in case of an accident
- B. Demonstrate the above before invited guests
- C. Display rules and regulations for pre-first aid training
- D. Make an emergency stretcher and understand how it is used (Children of this age should not be expected to lift or carry heavy loads or other children)

V. **Evaluation**

- A. Calmness in case of an accident
- B. Knowledge of rules for safety
- C. A working knowledge of the structure of the human body
- D. Correct information concerning how to call a physician
- E. Essential information to report in case of accident

VI. **Materials**

- A. Teacher's References
 1. **Health Education** N.E.A. — A.M.A., 2d. rev. ed., 1941, pp. 151-311.
 2. **Our Health Habits**, Whitcomb, Part II.
 3. **Red Cross First Aid Manual**.
- B. Children's References
 1. **The Habits of Health Living**, Winslow and Hahn, Chapter III.
 2. **Who Travels There**, Buckley and others.
 3. **Cleanliness and Health Protection**, Turner and others, Units I, III.
 4. **Building Good Health**, Andress and Goldberger, pp. 106, 111, 112, 129, 213.

6. **Habits, Healthful and Safe**, Charters and others, Unit VII.
7. **Growing Healthfully**, Address and others.
8. **Safety Every Day**, Address, Unit X.

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MENTAL HYGIENE

How I Can Help My Home, School, and Community.

Children should know:

1. That each one is responsible for his own conduct
2. How to get along with others
 - a. Kindness and courtesies
 - b. Fair play
 - c. Dependability
 - d. Self-control
 - e. Pride in appearance
 - f. Cheerfulness
3. How to overcome fears
4. To appreciate the beauties of our out-of-doors
5. How to accept and appreciate courtesies and kindness from other people

SAMPLE TEACHING OUTLINE

(Mental Hygiene—Grade V)

HOW I CAN HELP MY HOME, MY SCHOOL, MY COMMUNITY

I. Introduction

The subject of getting along with others, the effect of mental attitudes such as willingness, perseverance, courtesy, helpfulness, cooperation, and good sportsmanship upon our home, school, and community life can be stressed by placing emphasis on the positive and favorable reactions to situations. These attitudes should be guided and developed in all aspects of the child's school life by stressing cooperation, friendliness, and mutual regard on the part of teachers and children. Curriculum material which allows for individual growth in the intellectual, social, and emotional life is best suited for such development. It is possible to develop a discussion emphasizing contributions to be made and enjoyment to be received from active participation in all activities, facing problems adequately and accepting decisions gracefully.

II. Objectives

- A. Establish good mental attitudes and habits
- B. Limit or prevent harmful and unfortunate emotional experiences
- C. Develop self-control
- D. Develop the spirit of fair play
- E. Be courteous and respectful always
- F. Show consideration for other people
- G. Develop interesting personalities
- H. Overcome jealousy and egoism
- I. Be interested in the welfare of others
- J. Know the joy and satisfaction of conforming and contributing to everyday living activities
- K. Desire to belong to groups, organized clubs, and teams with others of the same age
- L. Feel free to discuss problems with parents, teachers, and leaders of groups

III. Outline

- A. The subject may be introduced through a discussion of and an admiration for some great person, or through problems arising in the school
- B. A discussion on "How I can do my best in work and play" will bring about interest in positive practices
- C. Discuss ways in which physical conditions may affect mental attitudes and the ways in which mental attitudes may affect general well-being
- D. Discuss
 1. Rest, recreation, sleep, nourishment, fresh air and sunshine
 2. Exercise for muscular development
 3. Mental habits
 - a. Ways in which problems or difficulties may be met
 - b. Keep your mind on what you are doing
 - c. Think **Health** (not disease)
 - d. Positive attitude toward suggestions and criticisms
 - e. Make day dreams work

IV. Activities

- A. Read biographies of great people who have had to overcome some great mental or physical handicap
- B. Write rhymes like—

"Good, better, best
This is the test
Make the good better,
And the better best."

- C. Appoint committees to help develop good school conduct, cooperation, and courtesy in the: halls; various classrooms; lavatories; lunchrooms; playgrounds; parks, recreation centers; home
- D. Short talks by members of the class on the following subjects:
 - 1. Bravery
 - 2. Unselfishness
 - 3. Cheerfulness
- E. Compose a Health Creed
- F. Make posters regarding proper mental attitudes
- G. Have a program showing hobbies, club activities, and camping trips

V. Evaluation

- A. Children are more thoughtful of others
- B. Adequate adjustment; emotional stability
- C. Understanding of the variety of personalities working together in one classroom
- D. Practice of the golden rule is in evidence
- E. Keeping of word, appointments, and promises cheerfully
- F. Less destructive criticism of others
- G. Making new friends
- H. Children discuss problems freely with parents, teachers, and group leaders

VI. Materials

- A. Teacher's References
 - 1. **Health Education**, N.E.A. — A.M.A., 2d. rev. ed., 1941, pp. 44, 79, 80, 122, 125, 188, 195, 196, 311.
 - 2. **Our Health Habits**, Whitcomb, Part II.
- B. Children's References
 - 1. **Health at Home and School**, Wilson and others pp. 17, 32, 202, 217.
 - 2. **Health at Work and Play**, Wilson and others. pp. 169-193.
 - 3. **Gaining Health**, Turner and others, p. 145.
 - 4. **On Land and Water**, Buckley and others, p. 265.
 - 5. **Every Day Living**, Brownell and others, pp. 46-50, 100-101.
 - 6. **Many Ways of Living**, Wood and others, pp. 8, 154, 185, 186.

Teaching Experiences, Suggestions, Comments

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CYCLE II—GRADE SIX
COMMUNITY HEALTH AND SANITATION

Community Health and Sanitation

Children should know:

1. That every individual in a community must cooperate in a health program
2. State, city, and county ordinances regarding sanitation and public welfare
3. The agencies which are serving in this big program and their duties
4. The place of the family physician and family dentist in a community health and sanitation program

SAMPLE TEACHING OUTLINE

(Community Health and Sanitation—Grade Six)

COMMUNITY HEALTH AND SANITATION

I. Introduction

The health work in this grade is based on a study of the responsibility of the community for the general health of its citizens. It should include the public agencies which contribute to the welfare of the individual and the community.

II. Objectives

- A. Realize personal responsibility for the success of the community health program
- B. Know how our home, school, community, and state governments are cooperating in this undertaking
- C. Develop right attitudes toward laws regarding health and sanitation
- D. Have knowledge pertaining to local sanitation
- E. Work toward maintaining and improving sanitary conditions at school
- F. Develop a feeling of individual pride and responsibility for maintaining a clean and sanitary community

III. Outline

- A. This subject may be introduced through a discussion of sanitation and its relationship to local governmental agencies
- B. Agencies involved in promoting health and sanitation
 1. United States Public Health Service
 2. United States Department of Labor
 3. Census Bureau
 4. Office of Education

5. State board of health
6. County or local boards of health
Vital statistics, communicable diseases, laboratory, public health nursing, public health information, school hygiene, general sanitation, water, food, milk, meat, and sewage disposal
- C. The cooperation of the medical profession (family physician) with health department
- D. Community health and sanitation
 1. Control of the water supply
 2. Control of the milk supply
 3. Control of the food supply
 4. Sanitary disposal of waste material
 5. Quarantine and isolation rules and regulations for communicable diseases
 6. Immunization programs to prevent diseases
 7. Education of the public in methods of prevention, control, and treatment
 8. Public health laboratories for study
 9. Control of fraudulent remedies
 10. Record of births, deaths, and diseases
 11. Community sanitation
 12. Clinics

IV. **Activities**

- A. Dramatize taking over duties of city health officials for a day
- B. Create a similar organization within the school
- C. Make a survey of recent changes in population in local area and see how they affect the problem in regard to sanitation
- D. Make an inspection of the school lunch room and discuss ways and means of improving its sanitary conditions
- E. Make posters to encourage personal and community cleanliness
- F. Study sanitary engineering projects, such as the Panama Canal, or local projects
- G. Have a Clean-up Day at school and encourage one for the community
- H. Make an inspection of a dairy for sanitary conditions

V. **Evaluation**

- A. A large percentage of children in the class have been successfully vaccinated and have received toxoid for protection against diphtheria
- B. Pupils know the advantage of scavenger services.
- C. Pupils know the ways in which water is polluted and purified

- D. Pupils assume their share for responsibility in the care of the home, school, and community
- E. Students show interest in the sanitary projects
- F. Students have knowledge and information regarding sanitary laws, agencies, and their functions
- G. Students observe good sanitary practices on the school-ground and contribute to the school and community sanitation program
- H. Appreciation of family physician's services in a community health program

VI. Materials

A. Teacher's References

1. **Health Education**, N.E.A. — A.M.A., 2d. rev. ed., 1941, pp. 34, 74, 101, 105, 150-153, 235-238, 243, 244, 272, 273-277, 311.
2. **Our Health Habits**, Whitcomb, Part II.

B. Children's References

1. **Progress in Living**, Brownell and others, Units II, III, IV, VI.
2. **A Sound Body**, Charters and others, pp. 10-11, 209, 220-222, 273, 274.
3. **How We Live**, Wood and others, pp. 191, 193, 198.
4. **The Healthy Home and Community**, Andress and others.
5. **Working for Community Health**, Turner and others, Units III, VI-VIII, XII.
6. **A Tale of Soap and Water**, Hallock.
7. **Doing Our Best for Health**, Andress, Unit I, II.
8. **Habits, Healthful and Safe**, Charters and others, pp. 34-36, 48, 137, 144, 248.
9. **Keeping Fit**, Wood and others, pp. 102-138, 177, 200-202.
10. **Building Good Health**, Andress and others, pp. 13, 40, 90, 94.

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CONTROL OF COMMUNICABLE DISEASE

Prevention and Control of Communicable and Non-Communicable Diseases

Children should know:

1. The facilities and personnel controlling the communicable and non-communicable disease program in a county or city

2. That through immunization the body acquires increased resistance to disease
3. That communicable diseases are caused by germs transmitted from one individual to another, so:
 - a. Avoid people who are ill (this protects the person who is ill from the dangers of outside infection)
 - b. Stay away from crowded places during outbreaks of communicable diseases
 - c. Do not spit on walks, streets, or in drinking fountains
 - d. Keep mouth off drinking fountains
 - e. Do not drink water from an unknown source
 - f. Dispose of soiled paper handkerchiefs in properly covered containers
 - g. Use toilet facilities in sanitary manner
 - h. Use screens; swat flies
 - i. Keep garbage cans covered
4. That sore throat, rash, headaches, running noses are symptoms of communicable disease
5. That many communicable diseases can be controlled by:
 - a. Isolation or quarantine
 - b. Immunization
 - c. Education
6. About the milk and food laws

SAMPLE TEACHING OUTLINE

(Control of Communicable Disease—Grade Six)

PREVENTION AND CONTROL OF COMMUNICABLE AND NON-COMMUNICABLE DISEASES

I. Introduction

Sixth grade pupils should begin to have more information regarding their individual responsibility for contributing to the community health program. They should also know their responsibility to themselves and to the group when they are ill. It is important to understand something about the functions of local health departments and the contributions made to the health program by various community organizations.

II. Objectives

- A. Develop an appreciation of the facilities and personnel controlling the communicable and non-communicable disease program in the community
- B. Know the principal requirements for a safe water and milk supply
- C. Know the dangers of various diseases and how to prevent them (immunization)
- D. Understand the responsibility of the individual for maintaining good health in the community

III. Outline

- A. The study of disease may be approached from a community standpoint regarding quarantine
- B. Because of much absence, the class might be curious about the causes
- C. A discussion of prevention and control of common diseases
 1. Know the sources and means of transmission of bacteria
 - a. How they spread
 - b. How they live
 - c. How they may be controlled
 - d. Harmful and helpful bacteria
 2. Prevalence of communicable diseases in local areas and in Oregon

a. Colds	h. Trachoma
b. Measles	i. Athlete's foot
c. Mumps	j. Scabies
d. Chickenpox	k. Impetigo
e. Smallpox	l. Pink eye
f. Diphtheria	m. Influenza
g. Tuberculosis	n. Malaria
 3. Sources of communicable diseases
 - a. Milk
 - b. Personal contact
 - c. Foods
 - d. Water
 - e. Common drinking cup, wash cloth, towel.
 - f. Carriers
- D. The question "How can we improve the health of our community?" might be raised
- E. Review information previously given in former health units concerning milk and a safe milk supply
- F. Know something about the great men and women who have contributed to the knowledge of prevention and control of disease. Know through the lives of great people who were physically handicapped that these people may contribute materially to the welfare of the community and live useful and happy lives
- G. Learn about smallpox in the 18th Century and of Jenner's discovery of vaccination. Be able to answer questions such as: How old should you be before you are vaccinated for smallpox? (Answer: be successfully vaccinated before you are one year of age.) When should you be vaccinated again? (Answer: before you enter school)
- H. Know about diphtheria and its control and know why toxoid for the prevention of diphtheria should be

given at 9 months of age or as soon thereafter as possible. Learn the difference between the meaning of **isolate** and **quarantine**

- I. Know the part that a protected water supply plays in the control of water borne diseases
- J. Ask the public health nurse to talk to the class about the necessity for individual and community participation in the health program
- K. Know about food spoilage. Experiment with yeast. Know that warmth, moisture and darkness help mold grow and that these conditions also help bacteria grow
- L. Have short talks by members of the class on the means of preventing smallpox and diphtheria
- M. Consult the school nurse or physician concerning the control of communicable and non-communicable diseases

IV. **Activities**

- A. Take an excursion to the water intake, if arrangements can be made
- B. Draw a picture of a farm water system (windmill, pumps, cisterns), a pioneer water system, a city water system and the means of delivering water to private homes
- C. Visit a hospital and report observations (Always make an appointment with the hospital Superintendent well in advance of the desired date for such a visit)

V. **Evaluation**

- A. Cover the mouth and nose with a clean handkerchief when sneezing
- B. Keep fingers and articles away from eyes, ears, nose, and mouth
- C. Thoroughly wash hands as often as necessary
- D. Do not eat food that has been handled in an unclean way
- E. Use own individual drinking glass
- F. Stay away from others who have a cold. Stay away from others if one has a cold
- G. Understand good ways of ventilating rooms
- H. Cooperation of parents and pupils in the immunization program
- I. Understand the need for regulation regarding communicable disease now as compared with the lesser need in pioneer days
- J. Understand how the community safeguards its water and milk supply

- K. Understand and appreciate the reasons for having the Christmas Seal Campaign (Educational program for the prevention and cure of tuberculosis)
- L. Appreciate the early work connected with the prevention and control of disease
- M. Attitude toward the teacher, parent, neighbor, nurse, physician and Health Department is positive and cooperative

VI. Materials

A. Teacher's References

1. **Health Education**, N.E.A. — A.M.A., 2d. rev. ed., 1941, pp. 81, 104, 108, 109, 110, 111, 112, 173, 311.
2. **Alcohol, Its Effect on Man**, Emerson.
3. **The Alcohol Problem Visualized**, The National Forum, pp. 8, 9, 44, 47, 65.

B. Children's References

1. **Health at Work and Play**, Wilson and others, Chapter VI.
2. **Let's Be Healthy**, Charters and others. Unit IX.
3. **Doing Your Best for Health**, Andress and others. p. 16.
4. **Facts First**, Almack.
5. **Many Ways of Living**, Wood and others, pp. 159, 162, 166, 168, 169.
6. **Every Day Living**, Brownell and others, Unit IV.
7. **Prevention and Control of Communicable Disease**, Oregon State Board of Health.
8. **Building Good Health**, Andress, pp. 204-216.
9. **Health Problems**, Charters, Vol. 6, pp. 3-19, 81-152.
10. **Healthy Living**, Fowlkes, Vol. 6, pp. 138-185.
11. **Cleanliness and Health Protection**, Turner, pp. 83-100.

Teaching Experiences, Suggestions, Comments

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CHOICE AND USE OF HEALTH SERVICES AND PRODUCTS

Medical and Dental Services

Children should know:

1. The reasons for good health habits and for cooperation at home and at school in carrying out recommendations of physician or dentist

2. Why the physical examination is advisable
3. That followups on these examinations are necessary
4. The facilities for medical and dental care in the city
5. Why teeth must have regular care
6. The need of a family physician and dentist

SAMPLE TEACHING OUTLINE

(Choice and Use of Health Services and Products—Grade Six)

MEDICAL AND DENTAL SERVICE

I. Introduction

This subject is introduced in order that students may be aided in the selection of their own physician and dentist. Application and interpretation of the qualifications and backgrounds of physicians and dentists, the interpretation of services available, and the responsibilities of each are presented so that a better selection can be made.

II. Objectives

- A. Understand the importance of choosing adequate health service with a view to future well-being
- B. Have a knowledge of the adequacy and availability of personal health services
- C. Follow the advice of qualified persons and choose qualified medical personnel for advice in the field of medicine
- D. Understand the definitions, education and scientific backgrounds, and requirements for state licensing in Oregon of the following groups interested in health: physicians and surgeons, oculists, optometrists, chiropractors, chiropractists, osteopaths, dentists, orthodontists, naturopaths, public health nurses, physiotherapists, biological laboratory technicians and pharmacists
- E. Know advantages of investing in adequate personal and family health service
- F. Understand the meaning and purpose of health examinations. Urge examination by the family physician and return of reports regarding findings and recommendations
- G. Show the importance of regular medical and dental examinations, follow-up, and correction
- H. Understand the essentials by which one may estimate one's own physical and mental health; such as, ability to meet daily problems, disposition, a zest for living, ability to get along, happiness, satisfaction with living

III. Outline

- A. Medical Examination—family physician

- B. Dental Examination—family dentist
- C. Bring in some of the interesting apparatus used during the physical examination; such as a blood pressure tester (sphygmomanometer), stethoscope, audiometer, charts for color blindness, and vision charts. Present them and let pupils look at them
- D. Examine class charts showing individual correction of dental, vision, and hearing defects (Contact the public health nurse for history of progress made in your school)
- E. Study physical requirements for securing position desired
- F. Reproduce as models the materials previously presented for inspection
- G. Study relationship of good physical condition to mental and physical efficiency in all activities. Budget your time and follow through. Check sleep habits. List desirable attitudes and how they may be obtained
- H. Study progress made in various fields of medicine
- I. Study training, ethics, and license requirements of the medical and dental professions in Oregon. Consider the same for specialists
- J. Discuss time loss due to lack of adequate early attention to infections and organic abnormalities
- K. Interpretation of items on health record cards—interview public health nurse

IV. **Activities**

- A. Contact Health Department to secure available statistics showing results of goiter prophylaxis program if one is carried on in the elementary schools
- B. Visit medical and dental clinics, hospitals, state and private institutions. Teachers should always contact the hospital superintendent to learn if and when visitation is allowed
- C. Obtain outside speakers; such as physician, dentist, public health nurse, visiting teacher
- D. Write life insurance companies and industrial organizations requesting information on health examination requirements for policy holders and industrial workers
- E. Make use of approved available radio broadcasts.
- F. Make use of periodical health articles written by accepted authorities
- G. Make a list of suggestions for aiding any family in selection of physician or dentist
- H. List the functions of the national, state, and county official and non-official health agencies (Discuss

their part in the control of communicable diseases such as pneumonia, tuberculosis, diphtheria, malaria, syphilis, gonorrhoea)

- I. Every subject should have a culminating activity. Example: Outside speaker, display charts showing improvement of students, trips to hospitals, clinics, plays, participation campaign and programs involving community health and welfare, auditorium programs, parent visitation, preparation of models of material used

V. Evaluation

- A. Pupils are more interested in personal health and health habits
- B. Pupils appreciate the medical and dental services available
- C. Pupils are able through analysis and evaluation to select qualified individuals to give health guidance
- D. Pupils recognize their own responsibility for their health program

VI. Materials

- A. Teacher's Reference
 1. **Health Education**, N.E.A. — A.M.A., 2d. rev. ed., 1941, pp. 74, 96, 163-169.
- B. Children's References
 1. **Safety Every Day**, Andress, Unit VIII.
 2. **Health and Growth, Living Healthfully**, Charters and others, pp. 116, 125.
 3. **Health and Growth, Good Habits**, Charters and others, p. 91.

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NOTES

ON

Teaching Experiences, Suggestions, Comments, Additions

Teacher

School

Grade

Date

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NOTES
on
Teaching Experiences, Suggestions, Comments, Additions

Teacher	School	Grade	Date
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NOTES

ON

Teaching Experiences, Suggestions, Comments, Additions

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NOTES

on

Teaching Experiences, Suggestions, Comments, Additions

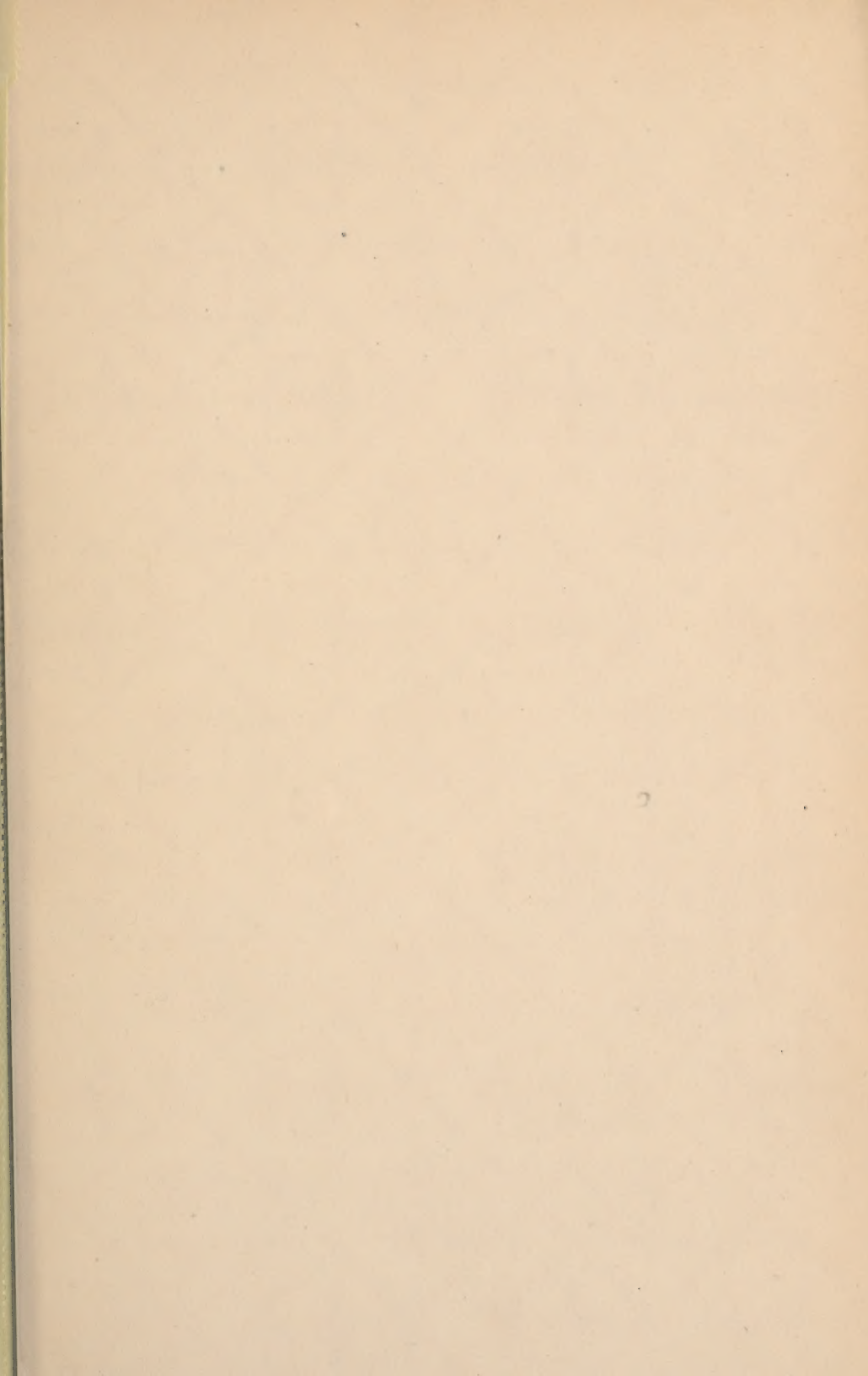
Teacher

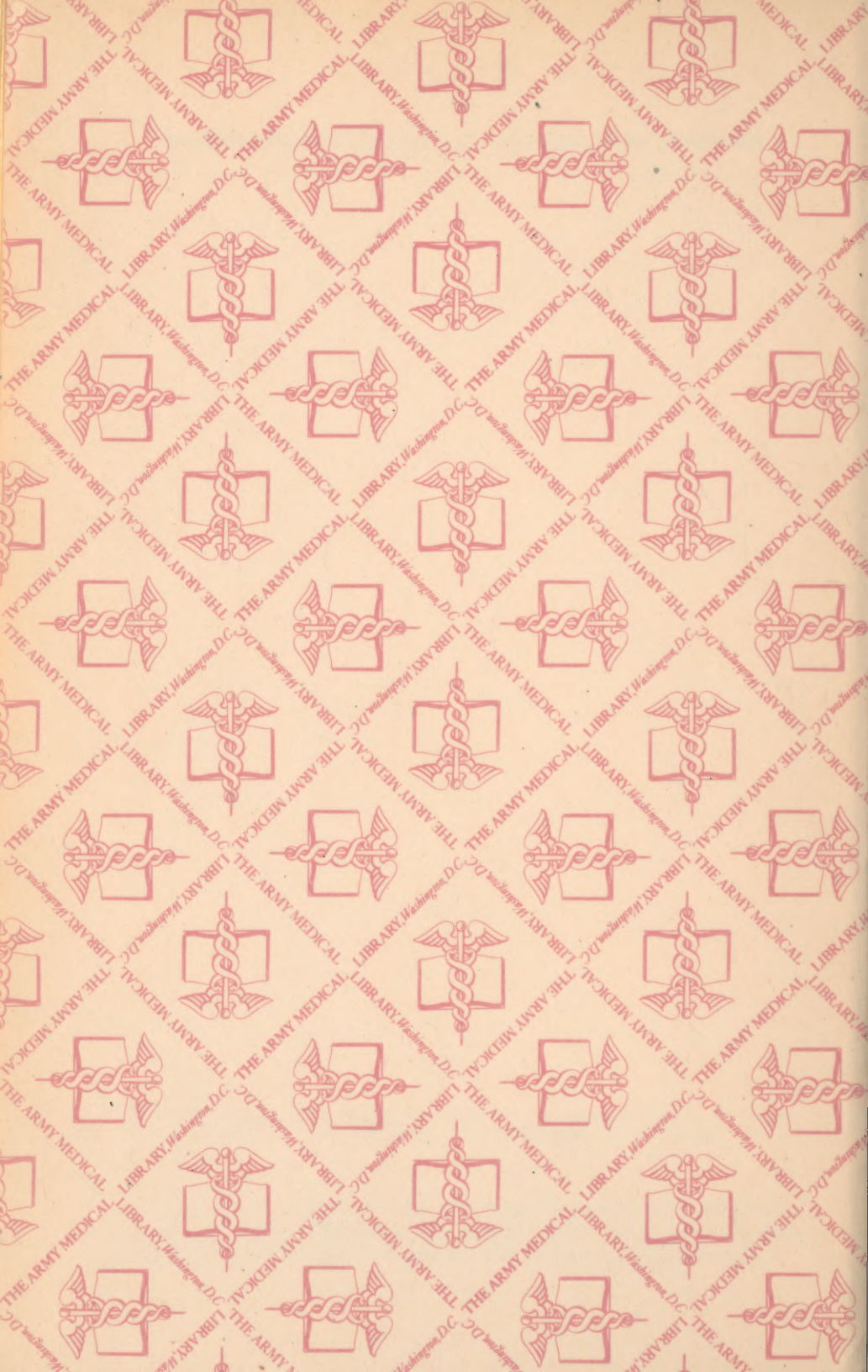
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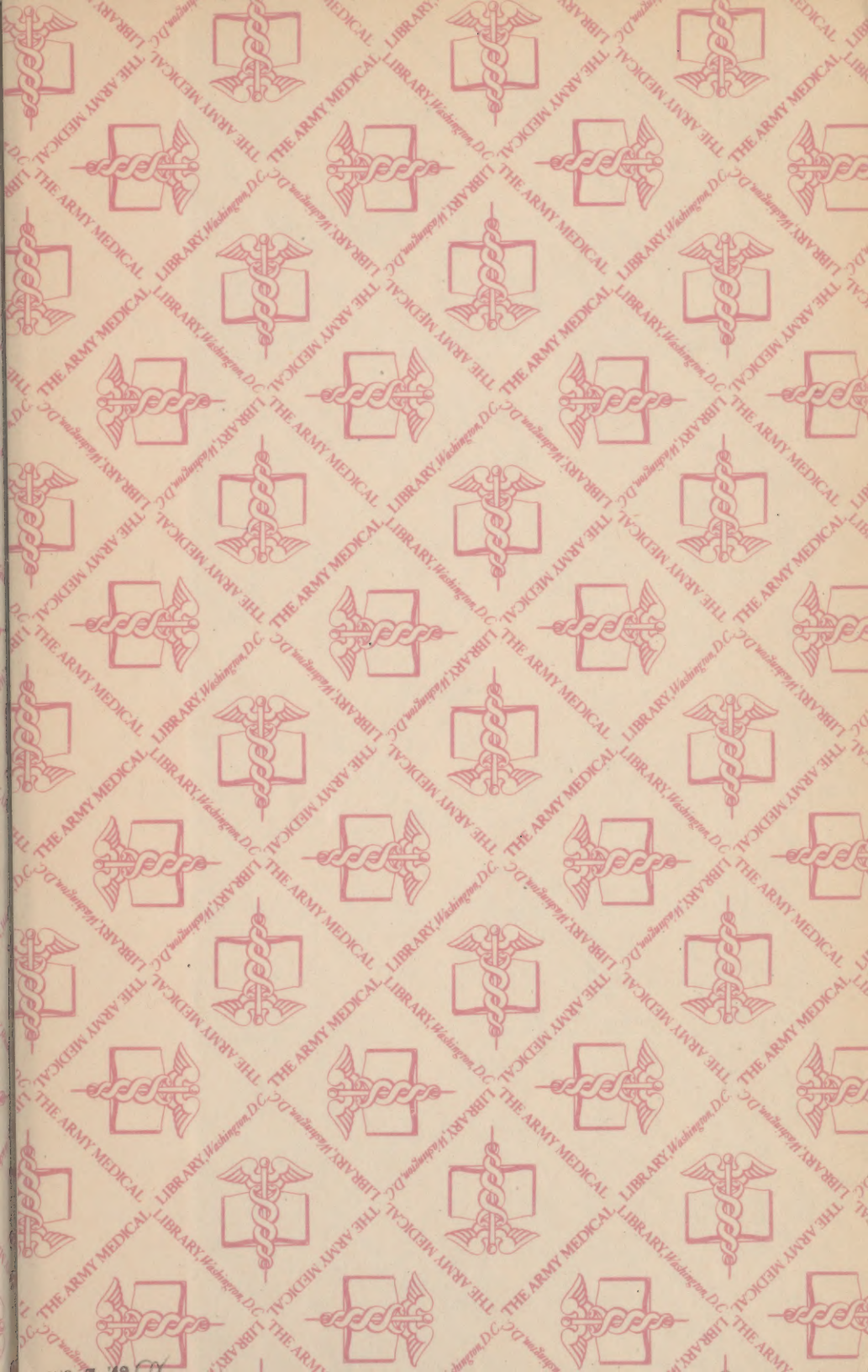
Grade

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