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Suggested Method for Teaching Health Education in the Fourth, Fifth, and Sixth Grades in the Livingston Elementary School

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SUGGESTED METHOD FOR TEACHING HEALTH EDUCATION
IN THE FOURTH, FIFTH, AND SIXTH GRADES IN
THE LIVINGSTON ELEMENTARY SCHOOL

By

Aurilla B. Yates Lewis

A Thesis in Education Submitted in Partial
Fulfillment of the Requirements for the
Degree of Bachelor of Science

in the

Division of Arts and Sciences

of the

Prairie View State College
Prairie View, Texas

August, 1938

DEDICATION

**To the Boys and Girls of the
Livingston Elementary
School**



ACKNOWLEDGMENT

The Writer takes this Method of expressing her appreciation to Mr. Trent S. Russell, her advisor, for the time, patience and assistance to her in the construction of this thesis.

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CHAPTER I

I N T R O D U C T I O N

Problem Defined: To set up a health program in Livingston Elementary School for teaching health education.

Purpose of the Problem: To establish in the children in Livingston Elementary School the habits and principles of living which throughout their school life and later years will insure a better and healthier place to live.

Need For this Study: This study of health education in recent years has around more interest than any other branch in the elementary school. The causes for this interest may be summed up in the following facts: that health education has been neglected in many schools and communities, for instance, the children in the Livingston elementary school did not until recently, have a health program to follow. The textbook was placed in the hands of the child with no definite goal in view, so far as establishing the right health habits and attitudes are concerned.

What was the cause for such teaching? To many grades for the number of teachers; (2) teaching load too heavy. Another reason why this study is necessary because the health conditions in the community indicated that a health education

program should be set up.

Limitations:-There are ninety-five children in the Livingston elementary school, ranging in age from 9-10 years in the fourth and fifth grades; the sixth grade ages ranging from 11-12.

Definitions:-Health education is the sum of experiences in the school and elsewhere which favorably influence habits, attitudes and knowledge related to individual and community health.

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CHAPTER II

THE PRESENT HEALTH PROGRAM IN LIVINGSTON ELEMENTARY SCHOOL

Modern health program of health education is comprised of three divisions, Namely:

1. Health Service
2. Health instruction
3. Health Supervision

The health service in Livingston elementary school includes an annual health examination by the part-time physician and nurse, who give medical inspection at the beginning of the school term and about twice during the term. However, daily morning inspections are practiced throughout the school term by the teachers. The method for holding the daily inspection in the fourth, fifth and sixth grades is quite different to that of the first three grades. The method used in the first three grades becomes invaluable to the children of the fourth, fifth and sixth grades.

While frequent inspection is necessary to induce children to pay proper attention to personal cleanliness yet, the teacher should shift the responsibility to the children them-

selves as soon as they can assume it. In the middle grades in Livingston School this inspection is made a kind of military proceeding with captains for each row. Each captain is to inspect the children on the following points; clean hands, nails, faces, teeth, ears, nose, and clean handkerchiefs.

The teacher supervises this inspection to prevent it from becoming monotonous. An informal health club may be formed to take the daily inspection out of the hands of the teacher. In Livingston elementary school we use as a stimulus for the accomplishments of results the cooperation of the principal in occasional inspection. His occasional inspection of the children and his commendation of clean hands, nails and etc. is a great help to the teacher and also an inspiration to the children.

Health Instruction:-Together with school and physical education assures every child, from kindergarten through seniors high school, the progressive unified experiences through which he should acquire good habits essential to the building of a well-rounded, well developed integrated self. Since the best health meanings are learned through the experience growing out of some particular situation, every teacher is stimulated to be alert to incidental op-

portunities for health education. The teachers or directors in health are two, namely, the classroom teachers in elementary and senior high schools and special teachers of hygiene and of biology in junior high school. Health teaching may be done through dramatics, music, student organizations, posters, plays and etc.

Health Supervision:-The health supervision of Livingston school deals with sanitation which includes ventilation, lighting, fire protection, cleanliness and building construction.

The instruction of children proceeds in a wholesome environment and without injury to their health. Thus all organization for an administration of instruction is not only in relation to the effectiveness of teaching but also with reference to probable effects upon health.

One full-time janitor is employed to keep the school plant clean in a general way. His duty is to see that the school building, classrooms, library, school equipment, water supply, toilets, heating and ventilation are of sanitary standards.

Livingston school is equipped with two drinking fountains with three spouts each. The children are instructed as to the use of the spouts, not to let the mouth touch it.

The lavatories are equipped with basins, but it has been found that continuous lecturing is necessary with the primary and intermediate children in order to make them form the habit of washing after each visit to the toilet and before each meal.

Since the school is heated by wood, it is hard to keep the classroom at the correct temperature, because there is no direct way to regulate the heat. Ventilation can be regulated to some extent since the windows can be lowered from the tops as well as the bottom.

The teachers know about the hygiene and sanitation of the school plant and are more concerned with the children themselves than with the subject-matter which they teach.

The program is hygienic because it does not overtax the children either mentally or physically or fails to provide a proper balance between work, play, rest, and the taking of nourishment. The results of the health examination are used to determine the needs of the children. On the physical side, attention is given to factors that influence unfavorable posture, vision, and having such as improperly adjusted seats, gray blackboards, unshaded windows and loud noises. Children suffering from

CHAPTER III

defective vision or defective hearing are seated as advantageously as possible by the teachers.

DEFECTIVE VISION

It is essential that the child be seated at such a distance from the blackboard that he can see the writing clearly. The teacher should be seated so that he can see the child's face and the child's work. The child should be seated so that he can see the teacher's face and the teacher's work. The child should be seated so that he can see the teacher's face and the teacher's work.

Drinking water is essential for every child in the school. For our child water is abundant.

Drinking water should be obtained from the school. It is purified by special filtration, and is distributed with filter pipes. Another method for getting the water is by boiling. It is essential that the child be seated so that he can see the teacher's face and the teacher's work.



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CHAPTER III

COMMUNITY AND PERSONAL HYGIENE IN THE
FOURTH GRADE

Community Hygiene:

Sanitation like charity should begin at home, for what is applicable at home may also be applied at school. Health habits learned at home should be carried over to the school, and that which is learned at school may likewise be put into practice at home. The first to be considered in teaching community hygiene is:

Water

Method:

A safe drinking water is essential for every home and school. How can this safe water be obtained?

If pure, natural water cannot be obtained then the water must be purified by special filtration. Many cities are supplied with filter plants. Another method for killing the germs in water is by boiling. To emphasize the fact about pure water, take the children to a local water plant, arrange to have the method of operation well explained. Further, let the pupils demonstrate various methods of making questionable water safe for drinking:

- a. boiling
- b. filtration
- c. distillation

Garbage

Method:

Discuss with the children the germs carried by garbage. The main germ carriers are flies, beside the garbage has a very foul odor. Questions may be asked to stimulate interest in the topic, such questions as: Have you ever thought of what would become of garbage if it were not collected by the cities? Do you know what large cities do with garbage? After this discussion, have the pupils to make a poster by using cut-outs pictures showing people who work to keep the garbage collected and destroyed for the safety of others.

Toilet Waste

Method:

Unsanitary open-back surface privies are still common in the Livingston community. In a few cases the parents have pit toilets with lids, but in most cases the toilets are surface ones. The teachers in Livingston elementary school are trying to improve these conditions

through the school health program and the parents-
teachers' organization and the following things are
given concerning caring for toilet waste:

1. The privy should be fly-tight and the dirt
banked up against the building, to turn drainage
water away.
2. Seats should have self-closing covers to keep
out flies.
3. Toilet paper should be provided.

However, in the Livingston elementary school the
children have access to water toilets.

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CHAPTER IV

PERSONAL HYGIENE

Cleanliness

Method:

The child should continue practices in cleanliness taught at school or at home. For class discussion the following questions may be asked: What habits of cleanliness are practiced at school without the pupils being reminded by the teacher? Have the children to make a list of these and decide upon some plan which will help them to remember any necessary practices which they forget. Further, take more responsibility for cleanliness of some conditions at home; as care of his belongings, and some tasks which help to keep the home neat. This suggestion should be adapted to the home conditions of the pupils. The teacher may discuss with the children the breeding places of mosquitoes and flies and how they may be prevented. Activity work may begin by getting a report from each one to learn what fourth graders can do in helping to keep homes clean. The teacher can appoint a committee to make a survey of the room. After the class hears their report, plans are made to improve conditions.

Food

Method:

By this time the children should know the value of eating the proper kinds of foods. They should know that milk and vegetables are important foods for building bones and teeth, because they are rich in mineral salts. Teach them to eat foods that help to build sound teeth as, milk, vegetables, oranges and other fruits. After the topic on foods has been discussed make posters by cutting out pictures of foods and mount them. Arrange the pictures in groups as soup, vegetables, meats, breads, salads, drinks, and desserts.

Teeth

Method:

Discuss with the children the value of the teeth and their work. Have them to understand that the teeth help to prepare the food for the stomach, and if the food isn't chewed properly the stomach cannot well do its work. Next, explain the importance of the six-year molars and where they are found. Then ask each child to find his own and report on them as follows:

1. How many should there be?
2. How many are found?

3. How many have been extracted?

4. How many look clean?

After the above questions are answered have each one to write a story of his own six-year molars, telling how they found them; how they keep them, clean, and what they are doing to build sound teeth. Further, have posters made of toothbrushes and the places where they are kept.

Rest and Sleep

Method:

Discuss with the children the number of hours of sleep they need as: spend eleven hours in bed at rest or sleep and open the windows before going to bed and etc. Bring out the fact that regular hours of sleep are better than staying up late for such reasons as going to movies, listening to radio program. Tell the class why it is hard for some to awaken easily in the morning. Lead a discussion to making suggestions for helping mothers whose children are sleepy and cross in the morning. Propose putting these suggestions into a play, as the evening meal, the type of play, the quieter play before retiring, the conditions in sleeping rooms, and the preparations for bed.

Posture

Method:

The class should know how to sit, stand, walk, or run correctly and they should be taught to appreciate good posture in others. Further, the teacher should help the pupils to see that standing tall improves the appearance. Then secure good pictures of happy children playing or working and stimulate pupils to note the postures.

The students should see that boys and girls who are well and strong eat wholesome food and sleep long enough to get rested, usually have good posture, unless they form careless habits in school.

Posture Tests

The stick or Pole test:

Place a straight stick or pole at the side of the pupil so that it passes the forward part of the ear and strikes the floor along the outer border of the front half of the foot. Any exaggerated front or back curves of the body will now be more apparent. The pole should divide the body laterally into halves.

Another test is:

The observation three-part test.

Ventilation

Method:

Fresh air and even, moderate temperature never hurt anyone, but their opposites leave a goodly yearly toll of asthmatics, rheumatics, consumptives, and sleepy miserable human beings trying to wake up and find out what the joys of life are. In teaching this subject try to help the pupils to appreciate the need for good ventilation; how it is secured in school, in living rooms, in sleeping rooms; what precautions should be used when gas is used as fuel; what is the effect of poor ventilation upon ability to study.

The approach to this lesson may be made after an activity period which has been rather strenuous and all have returned to the room breathing more deeply than usual. Call attention to the rising and falling of the chest. Ask for the cause. From this lead to discussions on why, how, and the purpose of breathing.

The following project is helpful in teaching the lesson on ventilation. A study, by ventilation used in public buildings, schools and etc.

Care of the Eyes

Method:

Attention must be given to light when reading or working on fine material. The children should know that when the eyes ache, or when one has trouble in seeing things distinctly, the eyes should be examined. Teach the children not to sit too close to the screen when attending the movies.

The following questions may be raised for discussion: What have we learned about the care of the eyes in grades one to three? What care have we given them in the classroom? Have any members of the class been fitted with glasses?

Care of the Nose, Throat and Ears

Method:

It is important for the children to know that the treatment for a "cold" or sore throat should be given treatment in the very beginning. And if they feel any pain or discharge of the ear tell their parents, nurse, or physician. Teach the children that "colds" and sore throats are communicable, therefore, he should stay away from other persons as much as possible when suffering with either.

I find in teaching this topic let the emphasis in this grade be on good hearing. Discuss what pleasures would we miss if we could not hear? What work is not safe for a hard of hearing person to do? From a simple outline on the board show that a little tube leads from the throat to the inner ear. By this approach help children to become interested in the prevention of "colds."

Care of the Skin, Hair, and Nails

Method:

The discussion may be started by giving certain rules to remember as:

1. Take a cleansing bath with warm water and soap more than once a week.
2. Use your own manicure articles effectively.
3. Know how to prevent or care for hangnails.
4. Hands should be washed thoroughly before handling food.
5. Refrain as far as possible from contact with persons who have skin diseases, or with their belongings. The teacher can work out a unit on the care of the hands, skin, and hair, including demonstrations or dramatizations.

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CHAPTER V

TEACHING HEALTH EDUCATION IN THE FIFTH
AND SIXTH GRADES

Before working on any unit for the year, the teacher should review the material given in the preceding grades. If the lessons in the previous grades were well taught the students should have a good knowledge of the material. However, some outcomes will require additional emphasis. In such a case a new approach should be used and activities introduced which will appeal to the interest of the older group. After the teacher has received the desired outcomes through the drill or review a new type of material may be considered.

1. Communicable diseases

Method used:

The most common communicable diseases are diphtheria, smallpox, typhoid fever, malaria and yellow fever. The child has an understanding of bacteria as the cause of disease on infection, without undue fear of them.

They should know the effect of sunshine on bacteria, and the carriers of these diseases are flies, foods, fingers, mosquitoes and water. After the class has had discussions on the different phases of this topic and hunted

in the available text for material, let them write a story on "Keeping Our Town Free From Sickness."

Personal Hygiene

Method:

The discussion may be opened by telling the students why the body needs air. Then the air passages may be next considered, namely, nose, throat, larynx, lungs, and etc. To assure interest the questions may be asked "What effect has posture on the development and efficiency of the lungs? What effect has tight clothing about the chest or abdomen on breathing? After the discussion the class may observe breathing at rest; after vigorous exercise such as in a game or short run; note difference in rate of respiration movement in inspiration and expiration, and discuss part of the body effected.

Circulatory System

Method:

Call attention to the effect of exercise of various types on the heart and the seriousness of certain infectious diseases upon the heart tissue and the consequent effect upon its efficiency. The children should be taught to appreciate the value of the practice of good hygiene

in maintaining the health of the circulatory system; avoid straining the heart through excessive physical activity.

The child should be taught the general plan of the circulatory system as: the blood (1) carries nutrition to the tissues, (2) takes waste products from the tissues, (3) carries oxygen to the tissues and (4) removes the carbon dioxide from the tissues.

The teacher may demonstrate with one pupil pulse rate response to exercise and rest.

Find the normal pulse rate of pupil while standing. Repeat several times until two successive records are alike. Then have pupils run in place for fifteen seconds, bringing the knees up, count pulse rate again immediately after the exercise and determine the time it takes for the pulse to return to normal.

Excretion

Method:

The value of water in the body should be taught the children. They should be taught that water carries certain body wastes out through the kidneys. The discussion may arise by asking what are kidneys? This may be discussed by the teacher, using a picture of the kidneys and naming each part and the work of each.

The students may be asked to find the blood vessel that carries blood away from the kidneys after the impurities have been taken out. What is it called? Find the tubes that carry urine to the bladder. The best method for teaching a lesson on excretion is through demonstrations.

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CHAPTER VI

S U M M A R Y

In the treating of this thesis graphic pictures and dramatization are suggested for use in various topics. It is noted that lucid explanations are given throughout and it is hoped that the reader may be able to get first hand information relative to the subject matter discussed.

The problem and purpose are to establish a health program for teaching health education in the Livingston Elementary School and to foster the habits and principles of right living through future years for the children. It is needful for the study of health education because, in recent years, more emphasis has been placed on it than any other subject in elementary school.

The best writers and educators have noted that this phase of education has been grossly neglected at the expenses of the child. In the treating of this thesis the following subjects or topics were discussed: health service, instruction, health supervision, community hygiene, personal hygiene and communicable diseases.

CONCLUSION

From the treatment of the subject matter and explanations given in this thesis, certain conclusions are deduced as follows: First that there is a general awakening by educators everywhere on the importance of child health; second that the child's health cannot be secured and maintained without the combine assistance of the home school, and the various health agencies; third that when such a program is established and maintained, the principles of right living and correct habits will continue through life.



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