



HEALTH EDUCATION



in the



ELEMENTARY SCHOOL



DEAN F. MILLER



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Preface

The development of the ideas, concepts, and challenges presented in this textbook have been the result of several years experience teaching elementary school children, teaching hundreds of elementary education majors a basic elementary school health course, working with numerous student teachers in elementary health education, and serving on a variety of state and local elementary health education curriculum committees. We have written this textbook with several different groups in mind: (1) the elementary education major, with little background and experience in health education, who will have to prepare and teach health to his/her classroom students in the future, (2) the health education major who will be the health specialist, or coordinator, in an elementary school, (3) the school nurse who works in the elementary school setting, and (4) those community health educators and nurses who increasingly find their experiences necessitating interaction with elementary school personnel.

The textbook is designed to give a broad introduction to and understanding of the different components of the school health program. Several selected subject areas that are usually considered to be a part of the elementary health curriculum are presented as individual chapters. We recognize that many of those for whom this textbook is targeted have minimal knowledge of health. Therefore, small amounts of cognitive information are provided in each of these chapters. For each, there are a number of suggested activities that the teacher can apply, use, or modify in his/her unit development. Each activity presented in the various chapters has been used, observed, or discussed with our classes. The suggested activities should in no way be considered to be exhaustive of the possibilities for use by the classroom teacher. They should serve as models and examples. The creative classroom teacher should expand in the development of many more teaching activities.

The book is divided into three sections. The first includes chapters 1 and 2 and presents an introduction to the school health program, including the health service component. The second section, including chapters 3 and 4, provides information that should be useful in the development of the elementary

health curriculum. The third section, chapters 5 through 14, provides information and teaching recommendations for several content areas that should be a part of any elementary health education curriculum.

The first chapter presents a brief description of health as perceived by the authors. Then eight different components that comprise the comprehensive school health program are presented. There are a number of different factors that have impact upon the educational system in the United States, several of which are presented for student discussion and understanding.

The second chapter presents several different activities that comprise the school health service program. This component of the comprehensive school health program is very important in helping to maintain a positive status of student health and well-being. Measures that are used in the schools to appraise the health status of the elementary school-age child are presented. Also, measures that the school should provide to protect against communicable diseases and sickness and injury are considered. The school nurse is an important individual in this component of the health program.

Chapters 3 and 4 comprise the second unit of the textbook. We present a number of Tools of Teaching in this unit. It must be recognized that the elementary health education curriculum will most likely be developed at the local school district with the input of various school and community personnel. However, the elementary classroom teacher and others developing health curriculum should be familiar with the many curriculum models that have been developed, disseminated, and marketed in recent years. Various aspects of these curriculum models can be integrated and used in local curriculum development.

The use of subject matter textbooks is an important aspect of elementary education. There are several different elementary health texts from which the school district can choose. Factors relating to textbook selection are presented in chapter 4. Also, the use of microcomputers and health fairs in elementary instructional programs is discussed as useful pedagogical tools.

The third unit of the textbook begins with chapter 5, which presents material useful to the elementary curriculum about psychosocial causes of negative health behaviors. Low self-esteem, isolation, loneliness, rejection, and frustration are a few causes of negative health behaviors that are addressed in this chapter. Suggestions on ways to impact these causes are presented.

Chapter 6 focuses on relationships, families, the male and female reproductive system, and puberty. This chapter on human sexuality offers several teaching activities and provides guidelines and suggestions on how to answer children's questions.

A major problem facing our society is drug and alcohol abuse. Unfortunately, exposure to this matter often begins during the elementary school-age years. Information and teaching activities about drugs and alcohol are presented in chapter 7. Peer resistance and decision-making skills are included in this chapter.

Chapter 8 deals with the sensitive and important topics of aging, dying, and death. The aging process, grief, stages of dying, and the developmental stages of understanding death are presented in this chapter.

No health problem has been of greater concern in recent years than HIV/AIDS. Chapter 9 is devoted to the prevention of and education about HIV/AIDS. Information about the immune system, modes of HIV transmission and prevention, and the risks for young people are addressed. This chapter also focuses on appropriate objectives for both early and late elementary students relating to this topic.

Chapter 10 presents a number of personal health concerns that confront the elementary child. Dental health and skin care are specific matters that need attention during these years. This is also an age when children need to begin to develop behavioral patterns that will contribute to an increased level of physical fitness. The chapter also includes information about asthma, a common problem among young children.

Elementary school-age children are faced with numerous problems related to nutrition. Information and teaching ideas for effective nutrition education are found in chapter 11. The focus of this chapter includes the study of the basic four food groups, nutrients, dietary guidelines, and nutritional problems of adolescents.

A major cause of death and disability among elementary school-age children is accidents. Injury prevention and the establishment of safety programming are extremely important in the elementary health education curriculum. Several different topics are presented in chapter 12, including drowning, fire safety, injuries from falls, electricity, and poisoning. Also, bicycling, pedestrian, and motor vehicle safety are covered in this chapter.

The last chapter of this textbook includes information about the environment and how many serious problems can impact the health of people. Water and air pollution are discussed along with problems related to increased noise levels and the disposal of solid and toxic wastes. Acid rain and lead poisoning are other concerns that need attention in the elementary school health education curriculum.

Throughout the textbook, we have included a number of pedagogical aids to assist the reader. In each chapter there are a chapter outline, a summary, several review/discussion questions, and a listing of suggested readings to support the chapter information. In all of the chapters of Section Three, a number of teaching/learning aids are presented in box form for use by the readers. There are several forms that have been developed that will be helpful in evaluating elementary health textbooks, computer software, and other selected materials.

We wish to express our gratitude to many people who have been the stimulation for writing this textbook. We wish to recognize the excellent work of Ms. Gloria Enck, College of Education and Allied Professions of the University of Toledo, for developing the accompanying Instructors Manual and Test

Item File. The test questions are also available on TestPak 3.0, a complete classroom management system.

Recognition and appreciation also should be extended to many organizations for help in providing information, pictures, and other material during the preparation of the manuscript.

The manuscript was greatly enhanced by the reviews, critiques, and suggestions given by the following reviewers: Jeanne Herman, Gustavus Adolphus University; Onie Grosshans, University of Utah; Thomas Loughrey, University of Missouri-St. Louis; Jean Denney, California State-Chico; Scott Scobell, West Virginia State College; Leslie Oganowski, University of Wisconsin-Lacrosse; and Richard Riggs, University of Kentucky.

This book could never have happened without the work of Sue Pulvermacher-Alt and the editorial and production staff of Wm. C. Brown Publishers. Their probing questions, concerns about every detail, and complete confidence in this project were most helpful.

No writing project is without its burden to one's family, particularly in respect to time commitment. For her understanding and patience during this writing project, thanks should go to Karen Miller. Without question, her greatest contribution to the development of this manuscript was the work she did in reviewing each chapter after the initial writing, making them presentable from a grammatical, writing style, and language-usage perspective.

Thanks is also extended to those individuals who have helped to provide the confidence and knowledge needed to complete this task. Particular note of appreciation is made to Paul and Kathleen Telljohann (parents of Dr. Susan Telljohann), Dr. Clay Williams of Bowling Green State University, and Dr. R. Morgan Pigg of the University of Florida.

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Section

1

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