

Towels + Soap -

PSYCHOLOGY OF HEALTH TEACHING METHODS  
Poston, Arizona  
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The health education program is primarily one of activity. Habit training requires special methods.

1. Guide the development of health education program by these basic principles:
  - a. Teach what to do rather than what not to do--a positive rather than a negative program.
  - b. Every child must be reached in the program, not just those who are in need of clinical care. Health is abundance of life and vigor, not merely freedom from disease.
  - c. Health is an end to be gained, not a subject to be taught, and so must be a major objective to which the entire curriculum contributes.
  - d. Motives should be established on the basis of the child's psychological and physiological development.
  - e. Material used should be adapted to the special interests of the group and come within the experiences of the individuals.
  - f. Teaching should recognize the life situations of the child and aim to influence the home and community.
2. Develop methods of health teaching on the basis of laws of habit formation.
  - a. Arouse the child's active interest--Motivate.
  - b. Focus attention on the practice by repetition of each good habit.
  - c. Use participatory activities to sustain interest.
  - d. See that the child has pleasurable associations with the practice in habit formation. Consciousness of progress is an incentive to greater effort.
3. Make use of natural instincts of the child.
  - a. Instinctive interests--Spontaneous behavior.
    1. Activity-----a natural instinct leading to the development of the child which is valuable in health habit training.

Psychology of Health Teaching Methods  
(continued)

2. Imitation-----one of the earliest instincts. Group psychology depends partially on this. Teacher's own health practices should be correct.
3. Acquisition-----the tendency to hoard gives child joy in possession. Let child have things of his own in connection with health teaching, scrap book, pictures, cut-outs, etc.
4. Emulation-----group competition in cooperative effort is useful in group activities connected with sanitation, keeping buildings clean, etc.
5. Constructiveness-----children like to make things--posters, health books, and food displays.
6. Curiosity-----an early instinct useful in arousing interest with presentation of new material. Stimulates spirit of investigation.

Social Interests--Higher type of appeal than instinctive.

1. Love of Praise-----a powerful stimulus to greater activity.
2. Love of Success-----see that work is graded so child can see progress.
3. Love of Superiority-----feeling of power when success is repeated.
4. Love of Competition-----use with groups rather than individuals.
5. Love of Companionship-----give every child the opportunity to be included in the group.
6. Love of Heroic-----interest appears with older children. Use health heroes, athletic heroes to stimulate worthy effort.

c. Moral Interests--Less concrete and highest appeal.

1. Loyalty-----appeal to loyalty to class, to school, to companions as guide for conduct.
2. Justice-----sense of fair play is strong in children. Basis for altruism in control of conduct.
3. Truth-----respect for truth as basis of science and need of accepting its dictates can be used. Guard against making statements which are not truthful which may discredit all health teaching.