

HLED 280 Fall 2018
Elementary School Health Education
3 CREDITS

Instructor: Sheila Miech
Classroom: CPS 326
Office: 437 CPS
Email: smiech@uwsp.edu – Preferred method of contact
Class Time: Section 1, 5:00 pm-7:30 pm
Class Days: Mondays
Office Hrs. Mondays 3:30 pm-until class time

Text: Meeks, Linda B., Philip Heit, and Randy Page. Eighth Edition, Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health, New York: McGraw-Hill.

Course Description:

A course designed for elementary teachers. This course provides the background information and skills teachers need to implement comprehensive school health education at the grade levels in which they are certified. This course is designed to have students engage in an analysis of effective approaches to teaching health education in our schools, primarily utilizing prevention theory. Students will engage in the application of teaching methods and strategies. The following teaching components in a comprehensive school health education curriculum will be identified: The 10 health content areas, implementing the National Health Standards, multiple intelligences, teaching strategies, instructional teaching aids, lesson plan development, implementation of a health fair, classroom teaching, and health agency/social service resources. An important focus of this course is on the skills needed to develop curricula that teach health in a totally awesome way.

Course Objectives: At the completion of this course, the student will be able to:

1. Begin to value the school health program as an integral part of the elementary school curriculum.
2. Become familiar with the components of comprehensive school health education.
3. Become familiar with current literature and resources available for teaching health.
4. Become less directive and more facilitative in relation to teaching health education.
5. Become involved with the process and development of how to set up an elementary school health fair.
6. To become comfortable in teaching a variety of health topics in a classroom setting
7. Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

EVALUATION COURSE REQUIREMENTS

All detailed assignments, rubrics, examples and evaluation tools are in D2L (please pay attention to due dates) A short summary of all assignments are explained below, including due dates. Assignments turned in late will receive a 5-pt. deduction.

Infusing the dimensions of wellness into your classroom curriculum: (7 pts.)

Demonstrate ideas for each of the 7 dimensions of wellness.

Create at least one activity that you would present to a k-8 classroom in each of the 7 dimensions of wellness. Make sure your activity is geared towards teaching health education concepts infused into the elementary core curriculum. Be specific and detailed in your example. You do not need to specify the grade level. Due in D2l drop-box, **Sunday, Sept. 23** – Be ready to share your ideas on **Monday Sept. 24**. Bring a hard copy to class. 5 pt. late submission in D2l.

Elementary Children's Health Book: (30 pts.) Five of the eight standards must be answered. You may select which five to answer. Each question is worth 6 pts.

Bring to a class a children's book that demonstrates evidence in Health content, Health skills and the 8 National Health Education Standards. You will be asked to evaluate your book, answering at least five of the eight National health standard questions to receive all your points. All questions in each of the five standards that you choose must be answered. Suggestions for health content book titles may be found in D2l. Due in D2l drop- box, **Sunday, Sept. 30** You will be asked to bring your book and a hard copy of your paper to class on book report day on **Monday, Oct. 1** and discuss your answers with your peers, A 5 pt. late submission if not submitted in D2l on time. Please submit your book title in D2l under discussions by Sept. 19, so we have no repeat of books. Once submitted, no other classmate may use your book title.

Multiple Intelligence: (9 pts.)

You will be assigned one of the 10 health content areas.

Create **at least one health activity**, using **all 9** multiple intelligences.

Due in D2l drop-box, **Sunday Oct. 7**. Be ready to share your ideas on **Monday Oct. 8**. Bring a hard copy to class. 5 pt. for a late submission in D2l.

Best Teaching Practices: writing a lesson plan and practice teaching in a group: (15 pts.) In class assignment Oct. 16

With the guidance of lesson plans in your text book and Best Teaching Practice lesson plans, your assigned group will practice writing and teaching a health lesson to your peers. Instructions will be handed out in class on "Best Teaching planning day". Lack of attendance for your planning and teaching day will be deducted in your individual pts. Not showing up for your teaching day, (no points will be given to you).

Health Resource Paper (includes handout or brochure)

1. Health Resource Paper 40 pts. Due in D2I drop box on Sunday, Oct. 28. Individual class reports are on Monday Oct. 29 (includes sharing of handout or brochure that you have created).

You will be assigned a health resource that will provide k-8 teachers information about teaching health education in the schools. Your assignment is in D2I content under health resource paper. Please refer to D2I content under health resource for questions you are to answer. Your paper must be typed answering the questions (four pages typed double-spaced). Please number your answers 1-5, if your paper is less than 4 pages (double spaced); a **5-point** grade deduction will occur. You may have more than 4 pages.

2. Create a Resource Handout or Brochure 20 pts. Due in D2I drop box and discussions on Sunday, Oct. 28.

You will present and share your informational resource handout or brochure with your classmates on **Monday Oct.29.**

Your handout is reliable health education information that provides a list of health educational materials that are resourceful tools for teaching about health education content.

Midterm: due in D2I drop box (60 pts.) Date TBA

Read Chapters 1-4, section one in your text. A review sheet is in D2I under content. Some of the reading will not be covered in class; it is your responsibility to read the Chapters in the book. Information taught during the semester will also be covered on the exam.

Health Fair: Date TBD (100 pts.)

A half-day celebration of health and wellness for 5 and 6^{grade} elementary students. This fall's health fair will be at Bannach Elementary School. You will need to be available from 8 am-11 am on the day of the health fair. Your group will be assigned to teach a 15-minute lesson on one of the ten health content areas identified in your textbook. The elementary students will come to your booth for health information. Information should be provided in an interactive way. Each group should develop at least one informational take-away and have it duplicated for those who come to the booth. Complete instructions will be handed out to you on our health fair planning day and may be found in D2I under health fair content. You will have one entire Monday evening to work with your group on planning for our health fair.

Health Fair, Group Lesson Plan: (Due the day before the health fair, submitted in D2I drop box)

This is your lesson plan for your health fair topic. Each health fair group will be responsible for writing a lesson plan. Complete instructions will be handed out on the health fair planning day. Your **group health fair lesson plan** is required to be uploaded one day before the health fair in D2I- Drop-box. A **hard copy** of your group lesson plan is required to be handed to your instructor on the day of the health fair.

5 pts. will be deducted from your group grade if your lesson plan is not uploaded on D2I on the day before the health fair, and **5 pts.** will be deducted if your instructor does not receive a hard copy on the day of the health fair. When **uploading** your health group lesson plan in the D2I drop box. identify your group lesson plan by Content, Topic, and Names of your group members.

Health Fair Reflection: Total 2 pts. (Due the day after the health fair, D2I drop box)

After the completion of the health fair you will need to reflect on the health fair individually and not by your group. Please upload your reflection in the **drop box**. **Answer the following 3 questions: Upload in d2I drop box.**

- 1. How did this experience help you become a better health educator?**
- 2. What group improvements would you make?**
- 3. What percentage would I give myself and my group members for their work effort in preparing for the health fair. You must indicate what everyone did preparing for the health fair, including yourself.**

Group percentages should be the following. Three in a group 33%, Four in a group 25%, Five in a group 20%.

If your individual group grade is low, a 10-20 pt. deduction may occur in your overall grade. 5 pts. deducted for late submission

Peer Teaching: Total 100 pts. (Begins after the week of health fair) Construct a lesson plan on a health content assigned to you. You may select your own topic. Your written outline must be a detailed and typed. You will teach this lesson to your classmates for 20 minutes. You will find a rubric, grading criteria, lesson plan format and a sample lesson plan in D2I under content, under the title, peer teaching.

Due, in D2L (drop box) on the day before you teach, include all of your handouts and power points. A hardcopy of your lesson plan, including all class handouts must be given to your instructor on the day that you teach.

A 5-pt. deduction will occur if your lesson plan is not uploaded in D2I the day before you teach and if your instructor does not receive a hard copy, another 5 pts. will be deducted

Peer Teaching Reflection – due the day after you teach your lesson, 2 pts. (5 pt. late deduction)

After the completion of peer teaching, you will need to reflect on your teaching experience in detail. Please place your reflection in the **drop box**.

Reflection Questions for HLED 280 – Ideas to consider when reflection on your teaching experience.

Reflection questions: (just ideas) you may create your own reflective thoughts and reflection questions. You do not have to answer all of these questions in your reflection.

1. How did this lesson affect me as a future health educator, infusing health into core curriculum?
2. What would I do next time to improve this lesson?
3. Classroom management skills – how did I do?
4. Did I feel confident teaching my topic?
6. How was my time management?
7. Did I have a good balance of cognitive, psychomotor and affective performance indicators?
8. Did I consider infusing our National Health Education Standards when I taught?
9. Did I write health goals that are achievable?
10. Did I have a creative and effective grabber/essential questions and reflection?

Wellness Energizer final review. This is a review of what we learned in class this semester. December 10

Work day: December 3

Informal lesson plan due date: Sunday, December 9 in D2I drop box. – minus 5 pts. for late submission. One per group submitted.

(COURSE REVIEW) WELLNESS ENERGIZER EXPLANATION – total pts. 20 pts.

Your group will be graded on the following:

1. Total class involvement
2. originality/creativity – the amount of time and effort put into this will be recognized – (teaching aids, teaching strategies and multiple intelligences)
3. Provide an informal detailed description of your activity, include two health goals. One per group- handed in to the instructor on the day your group presents and due in the D2I drop box by December 9.
4. Time is not a grading factor – you will have 20 minutes to present
5. Physical Education activities are not solely what I am looking for; this must be a health education activity infusing concepts in the 10 health content areas, life skills, dimensions of wellness eight National Health Standards are a few examples.
6. All members of your group must be involved in teaching and group planning
7. Being absent on group planning days or both presentation days will result in minus 10 pts. for each day.
8. Grade level or age group is your choice and does not have to be designated on your description handed in to the instructor. Keep in mind k-8th grade level.
9. Put your creative thinking hats on, I am looking for a very creative, interactive lesson.

HLED 280 Assignments, submissions, due dates and points

| Assignments (due in D2I drop-box or discussions) 5 pt. late deduction | Due Date: Submit in D2I | Pts. |
|--|---|---|
| 7 Dimensions of Wellness k-8 activities | Sunday, Sept. 23 (D2I drop box) | 7 pts. |
| Elementary children's health book, list by book title and your name | Sunday, Sept. 30 (D2I drop box) | 9 pts. |
| 9 Multiple Intelligences, infusion of curriculum connections | Sunday, Oct. 7 (D2I Drop box) | 30 pts. |
| Best Teaching practices, Group practice teaching and writing a lesson plan | Submit hard copy the day your group presents (no submission) | 15 pts. |
| Health Resource paper and brochure or handout, list by resource contact and your name | Sunday, Oct. 28 (D2I drop box) A hard copy of both paper and handout/brochure is due on Monday Oct. 29, presentation day. | Resource Paper 40 pts. |
| Health Resource brochure or handout, made for your classmates, list by resource contact and your name | Sunday, Oct. 28 Submit in (D2I discussions) | Brochure 20 pts. |
| Take home exam | TBA (D2I drop box) | 60 pts. |
| Group Health Fair lesson plan – list by topic, content, and group members Due day before the health fair, one per group | Due day before health fair (D2I drop box) Health Fair TBD | Part of 100 pt. total grade |
| Individual Health Fair Reflection Due day after health fair | Due day after health fair (D2I drop box) | 2 pts. |
| Peer Teaching Lesson Plan- list by content and Topic | Due day before your peer teaching experience (D2I drop box) | Part of 100 pt. total grade |
| Peer Teaching Reflection | Due day after your peer teaching experience (D2I drop box) | 2 pts. |
| Group Wellness energizer informal lesson plan | Group hard copy due to instructor the day you present and submission in (D2I drop box) by Sunday Dec. 9 | 20 pts. |
| Final Reflection of class exam | (D2I Drop box) Due Monday Dec. 18 | 2 pt. 20 pt. deduction if not submitted |

TENTATIVE SCHEDULE

| <u>Week</u> | <u>Content</u> |
|-------------|---|
| 1 | Labor Day holiday – no class |
| 2 | Course orientation / Getting to know your classmates |
| 3 | Introduction to health and wellness |
| 4 | The need for Comprehensive School Health Education/skills/standards |
| 5 | Continue |
| 6 | Best Teaching practices / 10 Health Content areas – group teaching (learning to create an awesome health education lesson plan) |
| 7 | Continue |
| 8 | Health Resource paper/ class presentations |
| 9 | Health Fair Work Days |
| 10 | Health Fair |
| 11 | Review Health Fair/ Begin Peer Teaching |
| 12 | Peer Teaching |
| 13 | Peer Teaching |
| 14 | Wellness energizer planning |
| 15 | Wellness energizer group presentations |
| 16 | Final exam 12/18, 7:15-9:15 pm, final class reflection due in D2L drop box |

Attendance

To attend class, meeting once a week is equivalent to meeting three class periods per week. Grade influenced by absence, 10 pts. will be deducted from total points for each absence. Except for rare cases of serious illness or family emergencies, a professional student shows up for class, fully prepared and ready to learn. When professional students can't meet their responsibilities due to unusual circumstances, they communicate with their instructor as soon as possible, before class begins. In general, the best way to contact me about an absence, is before it occurs. Please suggest on how we should handle the absence and what you plan to do to make up the time.

Grade influenced by being Tardy, if you are a habitual late person, 10 pts. will be deducted from your total pts. (You are allowed 2).

To enjoy learning and engage in class participation!

All assignments are to be put in D2L on due dates, assignments not turned in on time will be deducted by 5 pts.

Class Climate and honoring differences

I am committed to honoring differences and strive to honor the unique difference in all learners.

My policy is aligned with the UWSP Community Bill of Rights and Responsibilities and Americans with Disabilities Act.

If you have a disability and want accommodation, please register with the Disability Services and Assistive Technology Office and then contact me.

Integrity policy

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. I expect you to treat me, your classmates, and anyone else with respect and tolerance. I expect you to manage your life so that you complete all assignments on time. If you are unable to meet these expectations, I expect you to communicate with me or anyone else who is affected as soon as possible, and to suggest a clear, fair plan to address the problem.

Eliminate group work problems as soon as possible and please involve me.

I expect you to complete your assignments with integrity. Do your own work, but certainly use outside resources for help. Cheating will not be tolerated.

Grading Point system

| | |
|----|---------|
| A | 94-100% |
| A- | 90-93% |
| B+ | 86-89% |
| B | 83-85% |
| B- | 80-82% |
| C+ | 76-79% |
| C | 73-75% |
| C- | 70-72% |
| D+ | 67-69% |
| D | 65-66% |

