

HEALTH EDUCATION 280
3 CREDITS

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Suggested Text: Meeks, Linda B., Philip Heit, and Randy Page. Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health, 6th Edition New York: McGraw-Hill.

Course Description:

A course designed for future elementary education 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. The course includes information on the six categories of risk behavior identified by the Centers of Disease Control and Prevention. It includes the objectives for Healthy People 2020, and the CDC School Health Guidelines to Promote Healthy Behavior among Children and Adolescents. It examines the eight components of a coordinated school health program and the National Health Education Standards. State of the art information is provided on school health services, a healthful and safe school environment the comprehensive school health education curriculum, and instructional strategies and technologies. A review of the ten health education content areas is included.

Attendance: This is a 3-week hybrid course. We will meet on the Thursday of each week from 9am-12:30pm.

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. Develop resources for teaching health.

Course Requirements used for Evaluation:

Exams (200 points)

There will be 2 exams (100 points each) throughout the course. The exams are not comprehensive; however the organization of the course is such that the topics build upon each other. The exams include short answer/essay questions that cover content from the class lectures. No “make-up” exams are available for students who perform poorly or miss a due date. Exams will be given and handed in on D2L. Exams will be posted before 10am and will be due at 10pm on that date.

Assignments (250 points)

All assignments for this class have a distinct purpose. Busy work is not cool. The first assignment was developed to allow students to *create* a simple teaching resource. This is a skill that is essential for future educators, especially at the elementary levels. The second assignment was developed to provide students with the opportunity to *find* already established resources within the community. The third assignment was developed to give students the opportunity to plan and implement health related activities into the core curriculum of elementary education. There will be one assignment per week. See below.

Week 1- Children’s Book: (50 points)

Students will write and illustrate a children’s book that describes and emphasizes the importance of a healthy lifestyle. One rule: cannot pick physical activity as your health related content. The target audience for the book is up to you and the overall content is also your choice. The format is also your choice. Children’s books can be submitted as word documents, PDF, PowerPoint, etc. Books will be presented to the rest of the class during our first class meeting. You will be given approximately 10-15 minutes to present your book to the rest of the class. The rubric for this assignment is available on D2L.

This may not be work that you created for another class! If you turn in something that you have used in a previous class, you will receive a zero for this assignment.

Week 2- Agency Contact Paper: Total 100 pts.

Contact either an Education agency or Social Services agency. Your paper must be typed answering the following questions (4 - pages typed double spaced) this must be a **personal interview!** (Conducted in person or on the phone)

Please number your answers 1-7. If your paper is less than 4 pages (double spaced); a **10 point** grade deduction will occur. You may have more than 4 pages. You will upload your agency contact paper in D2L in a discussion. **A 10 pt. grade deduction will occur if not uploaded in D2L by deadline.**

A hard copy of your agency contact paper is due on the day that we present.

A 10 pt. grade deduction will occur if your instructor does not receive a hard copy on the day of the presentation.

1. Name of agency, address, phone number of the agency you contacted and researched. **5 pts.**
2. Name of the person you contacted- explain their role in the agency. Include the date and location, when and where you contacted this person. **5 pts.**
3. What is the purpose of this agency? Detailed information, not just a sentence. **10 pts.**
4. What health education programs or resources does this agency offer for a k-8 school health curriculum? (Keep health topics in mind). What age group do the resources target? **10 pts.**
5. How would this health agency benefit the elementary teacher or student? **10 pts.**
6. How would you **incorporate** this information into your classroom? Explain at least 3 detailed examples. **15 pts.** **5 pts.** for each example.
7. Miscellaneous impressions? How did they act? Were they interested in helping educators? (About the individual you interviewed and the information available for elementary schools). **5 pts.**
8. Attach a brochure or available handout from the agency to your paper. (Due the day of your presentation). **20 pts.**
10. Class presentation. **20 pts.**

Bring in a sample of one item the agency has to offer and distribute enough copies for the entire class. Examples: Coloring books, brochures, handouts on suicide prevention, fire safety, AIDS, nutrition, diseases, grieving, etc. You must have a handout to provide. If the agency does not provide you with one, please design your own. You will be given approximately 10-15 minutes to present your information to the rest of the class.

This assignment must be related to elementary health education or beneficial to the teachers' wellbeing. If you want additional information off the Internet, that is fine, but a **personal interview** is what I am looking for. **This may not be work that you created for another class! If you turn in something that you have used in a previous class, you will receive a zero for this assignment.**

Agency contact ideas: Fire station, police station, Dairy Council of WI, Environmental agencies, WPS, American Heart Association, American Cancer Association, American Lung Association, Red Cross, CESA, Crisis Intervention, MADD, Dentist, Funeral Home, Hospital, Social Services, Planned Parenthood, etc.

Week 3- Curriculum Integration Activity: (100 points)

Students will create an original 10-15 minute activity which details the integration of health education content into a core subject. **This will be done in groups.** The subject of the activity and the grade level are entirely up to you as long as it fits within the area of elementary education. One rule: cannot pick physical activity as your health related content. The activity must involve one of the 10 health content areas and be conducted in the classroom setting. Activities will be presented/ taught during the final class meeting. **This may not be work that you created for another class! If you turn in something that you have used in a previous class, you will receive a zero for this assignment.**

Mini assignments and reflections (100 points)

Periodically, students will complete small assignments or reflections based off of the lectures that are found on D2L. These will be submitted to the instructor in a dropbox on D2L.

<u>Task</u>	<u>Points</u>
Exams	200
Children's book	50
Agency interview	100
Curriculum integration	100
Mini assignments	100
<u>Total Points</u>	<u>550</u>

Academic Integrity:

Academic dishonesty of any sort will not be tolerated in this course. Examples of dishonesty include giving or receiving aid during examinations, using any type of crib sheet, copying from or looking at another exam, or submitting another's work as your own. Students who engage in scholastic dishonesty will be referred to the Dean of Students for appropriate disciplinary action and will receive no credit for academic work related to the incident of academic dishonesty.

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity

and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Equal access for students with disabilities

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact Jim Joque in the Disability Services Office in 101 SSC, and complete an Accommodations Request form. Phone: 346-3365 or email jjoque@uwsp.edu

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWSP 22.03, with notification within the first three weeks of class.