

HEALTH EDUCATION 280 - 3 CREDITS

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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:

Due to the nature of this course only meeting once per week your attendance both physically and mentally is important. If you ever need to be absent, please contact me as a courtesy. Understand, you are responsible for your learning and it is up to you to get "caught up" on anything you may have missed. In class assignments will be given periodically throughout the semester and cannot be made up if absent from class.

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 (300 points)

There will be 3 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

questions that cover content from the class lectures. No “make-up” exams are available for students who perform poorly or miss a due date.

Assignments (250 points)

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. 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 Canvas. 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.

Curriculum Integration Activity (75 points)

Students will create an original 10-15 minute lesson which details the integration of health education content into a core subject. This will be done in groups. The subject of the lesson 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 lesson 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.

Agency Contact Paper: (100 points)

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 Canvas. A 10 pt. grade deduction will occur if not uploaded in Canvas by the deadline.

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. 10 pts.
3. What is the purpose of this agency? Detailed information, not just a sentence. 15 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? 20 pts.
5. How would this health agency benefit the elementary teacher or student? 20 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). 15 pts.

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.

Mini assignments and reflections (100 points) Periodically, students will complete small assignments or reflections based off of the lectures. These assignments will be done in class and be used to spur discussion and thought. Students will not be able to make these assignments up if they are missed.

<u>Task</u>	<u>Points</u>
Exams	300
Children's book	50
Agency Paper	100
Curriculum integration	75
Mini assignments and reflections	100
Total Points	625

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.

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.