

HLED 701 Online
Curriculum and Resources in Teaching Comprehensive School Health Education
3 credits

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Suggested Text:

Benes S. & Alperin H. (2016). The Essentials of Teaching Health Education. 1st Edition. Human Kinetics, Champaign, IL.

COURSE DESCRIPTION

The purpose of this course is to: become familiar with current school health curriculum and various resources to support sound educational practices, gain comfort applying the National Standards for Health Education to lesson and unit plans, developing skills in writing behavioral objectives, life skills and lesson plans in health education designed to develop life skills, and lastly to gain an appreciation and understanding of the nature, development and purpose behind Comprehensive School Health Education (CSHE). It is important to gain an understanding of the elements of CSHE and develop an appreciation for your role and function in this coordinated, dynamic means of educating school-aged children in concert with their school, family and community.

Learning outcomes

1. Develop a unit plan specific to a chosen content area.
2. Become aware of controversies and responsible ways of reducing and dealing with controversy, determine how to proactively handle controversy in your school.
3. Consider ways information necessary to teach health education in schools can be used collaboratively and cooperatively.
4. Identify resources for teaching health education, especially focusing on the use of technology and the Internet.
5. Understand and appreciate the role of a health education coordinator and Coordinated School Health Programs.

COURSE EVALUATION

| | |
|-----------------------------|------------|
| Why Health Education speech | 50 points |
| Health Education Philosophy | 50 points |
| Daily assignments | 80 points |
| 5 lesson Unit | 100 points |

WHY HEALTH EDUCATION?

Prepare a written **five** minute speech (maximum length 3 pages) that you might present to administrators, school board members, community members and parents to explain the importance of mandatory CSHE in your school and community. Your speech should be **typed and double-spaced and adhere to the APA format**. Be as creative a possible. Try to get the attention of your listeners and make an impact. Remember, these days, it's not what you say, it's how you say it.

Evaluation Criteria

| Components | Exemplary (10) A+ | Quality (9.5-8) A-/B- | Acceptable (7.5-6) C+/D- | Emerging (0-5.5) F |
|--------------------------------|--|---|---|---|
| Strength of positions/argument | Excellent balance of facts, experiences and personal beliefs | Good approach; need better balance between facts, experiences and personal thoughts | Strive to create a better balance; too many facts, and/or personal references | Chosen approach unclear, too wordy and/or full of irrelevant material |
| Motivation | Excellent means of challenging, motivating audience | Solid effort, make certain you strive to include everyone | Moderately motivates audience | Speech tends to be difficult to follow and insulting rather than motivating |
| Ownership | Excellent application of CSHE to your school and community | Well done, make sure you include everyone in this process | Strive to better engage in everyone moving in the same direction | This could have been delivered to any school in the country |
| Creativity/Cohesion | Outstanding effort, a pleasure to listen to and read | Well done; solid effort with a smooth flow and message | Less distinct, but consistent message throughout | Inconsistent muddled approach, creating a negative view |
| Use of language | No mechanical, grammatical or spelling errors | Minimal errors one to three | Three-five mechanical, grammatical or spelling errors | Multiple language errors. |

PHILOSOPHY PAPER

As experienced educators you undoubtedly have a philosophy of teaching related to your discipline that may or may not transfer well to health education. A philosophy is a statement of what you believe about something, based upon all the information or ideas you have about that something at a given point in time. In this assignment, you are asked to construct a written statement about your philosophy on health education thus far. It is by no means expected to be complete – your philosophy will change and grow constantly throughout your teaching career. This is an attempt to get you to begin to put your beliefs together and select them from a variety of possibilities. **2-3 pages, double spaced.**

Evaluation Criteria

| Components | Exemplary (10) A+ | Quality (9.5-8) A-/B- | Acceptable (7.5-6) C+/D- | Emerging (0-5.5) F |
|---|--|---|---|--|
| Ownership | Outstanding sense of being in possession of principles and actions – first person | Well done, but make certain this is clearly yours thinking throughout | Less distinct sense of owning stated philosophy | Vague and unclear possession of written words |
| Health education impact in school setting | Strong, clear defense and application of health education in a school setting | Either the defense or support could be improved upon | Moderate support and commitment of health education in schools | Inconsistent, unclear position related to health education in school setting |
| Professionalism | Concepts, principles and approaches are a credit to the teaching profession | Concepts and approaches needing more thought | Concepts and approaches lacking necessary focus | Professionalism leaves a great deal to be desired |
| Application of philosophy into classroom | Strong connection of theory and practice into your classroom, with at least 3 examples provided | Strong link of theory and practice with at least 2 examples | Moderate link of theory and practice with at least 1 examples | Lack of clarity and meaning. Conflicting statements |
| Cohesion and use of language | No language use errors, each paragraph contributed important points related to the whole | One or two minor usage errors; solid flow throughout | Three-five language usage errors; occasional irrelevant or unclear statements | Nonstandard use of language – many errors and considerable irrelevant material |

DAILY ASSIGNMENTS

Throughout the class, there will be reflective questions that correspond with the video recorded lectures. These assignments are simply designed to facilitate thought with regards to the class material.

5 LESSON UNIT

This assignment will be a complete and comprehensive example of planning to teach health education. You will create a 5-lesson unit that will be both graded and given to your fellow classmates for their benefit as well. Make this a “resource” for all that others can benefit from in the future.

- For the assignment you will choose a content area.
- You choose the grade level.
- The unit must contain 5 lesson plans.
- Each lesson must utilize the lesson plan format used in class and must include:
 - At least 3 behavioral objectives (1 cognitive, 1 affective, 1 psychomotor).
 - At least one active learning strategy one of which must be creative and innovative.
 - At least one outside reference that is relevant to the lesson (book, DVD, website, web-based activity, etc...). The material must be referenced clearly on the lesson plan.
- You must include all relevant materials: power points, handouts, etc...

*Please submit all assignments to the appropriate dropbox on Canvas.