

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

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Suggested Text:

TBD

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 incorporate all 8 National Health Education Standards within one content area. Make this a “resource” that could be used in the future.

- For the assignment you will choose a content area.
- You choose the grade level.
- The unit must contain 5 lesson plans.
- In the 5 lesson plans, incorporate all 8 Health Education Standards
- Each lesson plan can use any template that you are comfortable with, but must include:
 - At least 3 behavioral objectives (1 cognitive, 1 affective, 1 psychomotor).
 - Active learning strategies that allow students to practice health education skills.
 - Connect a strategy, an objective, and a health education skill.
 - 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.