

University of Wisconsin - Stevens Point
Teaching Health Education in Middle and Secondary Schools

HLED 250 Course Syllabus

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Course Description:

This course is an introduction to teaching methods and content areas for skills-based health education in K-12 schools. The class will focus on instructional strategies, SHAPE America's revised health education standards, and description of content. This course also provides an opportunity for students to observe health teachers in the field and reflect on their experiences.

Course Objectives:

Upon completion of this course students should be able to:

1. Describe and practice instructional strategies for K-12 health education.
2. Demonstrate instructional strategies for health education in a mock classroom situation.
3. Identify and discuss relevant health education content and connections with skills in health education.
4. Identify the SHAPE America's health education standards.
5. Develop innovative strategies to reinforce health education content and skills.
6. Reflect upon observation experiences in the field.

Attendance:

Students are expected to attend class and actively participate in class discussions on a regular basis. Rather than taking attendance regularly, there will be short in-class assignments given on random days throughout the semester (see the "Course Assignments" section of this syllabus for further information). **There will be NO make-ups allowed on course assignments and exams.** The instructor must be notified in writing (email or hand written notes are acceptable) of any potential problems **BEFORE** the scheduled due date or exam time.

Any unexcused absence will result in a reduction of a full letter grade from your final grade.

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.

Classroom Behavior:

I want you to actively participate in class. Your course relevant opinions, thoughts, etc. are valuable and will be treated as such. Likewise, your absent state of mind will also be noted and felt by your learning community. Socializing, sleeping, cell phones, pagers, and personal use handhelds all indicate an absent state of mind and will result in a five-point deduction from your final grade for each distraction.

Inappropriate classroom behaviors include behaviors that disrupt instruction by the professor and/or leaning of classmates and behaviors that threaten, harass, or discriminate against others. Students who engage in inappropriate classroom behavior will be asked to leave the classroom, will receive no credit for attendance and in-class activities for that day, and must meet with the instructor prior to returning to the next class meeting. Severe cases of inappropriate behavior will be referred to the Dean of Students for appropriate disciplinary action.

Course Assignments:

This course consists of both group and individual assignments. Teams for the group assignments will consist of no more than 3 members, all must participate equally and all must speak in front of the class. The remaining class members are the students that must participate in the activity that is being presented.

Exams: (200 points)

There will be 2 exams throughout the course of the semester. The exams are not comprehensive, however the organization of the course is such that the topics build upon each other. The exams include multiple choice, true/false, and sometimes short answer or essay questions that cover content from the class lectures and readings. Study guides for the exams will be given in advance. No “make-up” exams are available for students who perform poorly or are absent from class on an exam date.

Instructional Strategy Demonstration: (50 points)

In the course, there will be a thorough description of the common instructional strategies used in health education. Student teams will select an instructional strategy and a content area and develop an activity. The team will lead the class through the activity. This is a group activity and all members of the group must participate equally. The activity will be presented to the class. The activity should last 15 to 20 minutes and include a discussion session where the health message is discussed. Examples will be given in class.

Technology presentation: (50 points)

Technology is becoming increasingly important and prevalent in today’s classroom. In your future career, you may end up in a classroom that has a whiteboard and an overhead projector, but you may also end up in a classroom with a smartboard, an iPad cart, and video conferencing equipment. The educational technology to which you have access depends on the school district. For this assignment, you and a partner will lead the class through a brief health activity (15 minutes) that utilizes a piece of technology. You will give this presentation in the CPS technology center. The content area is entirely up to you, the focus on this activity is the use of technology to teach the chosen content.

“Close To Home” Assignment: (75 points)

One of the greatest problems in health education is that many know what the risk behaviors are (not exercising, smoking, using drugs, eating too many twinkies, etc...) and yet they choose to adopt and/or continue the behavior regardless. The purpose of this exercise is to choose a health education content area and develop an **innovative** activity that you could use in either middle or secondary school to make a health message “hit close to home.” Examples will be given in class. This is a group activity and all members of the group must participate equally. The activity will be presented to the class. The activity should last 15 to 20 minutes and include a discussion session where the health message is discussed.

School-Based Setting Observation (100 points)

In this course students will observe a health teacher in the classroom setting. Students may choose either high school or middle school.

- A list with schools and teacher contact information will be provided.
- Students will be responsible for contacting teachers and setting up 5 class visits.
- Students must report and sign in at the school office.
- Students will be provided with a log sheet for the teacher to sign for each observation.
- Students must keep a journal for recording observations.

STUDENT DRESS CODE FOR OUT OF CLASS ASSIGNMENTS

Students enrolled in HLED 250 are future educators; therefore, it is important to dress in the appropriate manner when observing classrooms, interviewing current teachers, or any other professional outing. Proper clothing includes dress or casual dress clothing (e.g., khakis, dress pants, skirts, dresses, etc). Clothing that is considered unacceptable for field experiences includes but is not limited to jeans, hats, tennis shoes, shorts, overalls, t-shirts, sleeveless shirts including tank tops, halter tops, tube tops, tops with spaghetti straps, spandex and other form fitting clothing, short skirts, shirts or blouses with low necklines, and clothing revealing the abdomen or lower back. If you have doubts, don't wear it.

Upon completion of the 5 observations, students will write a 3-5 page, double spaced reflection paper. The outline for the paper is as follows:

Opening

- Who did you observe?
- What school?
- What were the subjects of the classes?
- What grade were the students?
- What were the students like (behavior)?

Content

- What were some interesting techniques that were used by the teacher?
- What was the overall attitude/disposition of the teacher?
- In your opinion, did the teacher adequately cover the content? WHY/WHY NOT?
- What did you learn that you did not know before about teaching?
- What did you like about the teacher and his or her techniques? WHY?
- What did you dislike about the teacher and his or her techniques? WHY?

Closing

- What will you take from this experience and use in the future? WHY?
- What will you not use in the future?
- What was your overall impression of the project? Did you like it or dislike it and why?
- Was it helpful?

***A complete project will include the sign-in sheet, the journal, and the reflection paper.

Points:

<u>Assignment</u>	<u>Points</u>
Exams (3x100)	200
Instructional Technique	50
Technology Presentation	50
“Close to Home” Activity	75
Observation Project	
Journal (20)	
Signed sheet (5)	
Paper (75)	100
Total	475

Wisconsin Teaching Standards

These standards have been adopted by the School of Education. The standards have been grouped into four general categories to help users organize their thinking about the standards, found on pages 20-21 in the attached advising guide:

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners’ communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners’ acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Pupil Development. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

Standard #2: Learning Differences. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

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.

HLED 250

Name _____

Teacher's Name _____

School _____

Name _____ **Date** _____

Name _____ **Date** _____

Name _____ **Date** _____

Name _____ **Date** _____

Name _____ **Date** _____