

**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, 6<sup>th</sup> 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.

**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 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.**

#### **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.**

#### **Health Fair: Total 100 pts.**

Your group will be assigned to teach a 15 minute lesson on one of the ten health content areas identified in your textbook. The elementary students will come to your booth for health information. Information should be provided in an interactive way. Each group should develop at least one informational take-away and have it duplicated for those who come to the booth. Complete instructions will be handed out to you on our health fair planning day.

Health Fair, Group Lesson Plan: Evaluation is part of the 100 pts. (Above)

This is your lesson plan for your health fair topic. Each health fair group will be responsible for writing a lesson plan. Complete instructions will be handed out on the health fair planning day. Your group health fair lesson plan is required to be uploaded

on the day of the health fair in D2I- Drop-box. A hard copy of your group lesson plan is required to your instructor on the day of the health fair.

5 pts. will be deducted from your group grade if your lesson plan is not uploaded on D2I on the day of the health fair, and 5 pts. will be deducted if your instructor does not receive a hard copy on the day of the health fair. When uploading your health group lesson plan in the D2I drop box.

Identify your group lesson plan by Content, Topic and Names of your group members.

Health Fair Reflection – due the day after your health fair., 5 pt. late deduction

After the completion of the health fair you will need to reflect on the health fair individually and not by your group. Please upload your reflection in the drop box.

Answer the following 3 questions: Upload in d2I drop box.

1. How did this experience help you become a better health educator?
2. What group improvements would you make?
3. What percentage would I give myself and my group members for their work effort in preparing for the health fair. You must indicate what each individual did preparing for the health fair.

**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
Health Fair	100
Curriculum integration	75
Mini assignments	100
<u>Total Points</u>	<u>625</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](mailto: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.