

DEPARTMENT OF HEALTH PROMOTION

Course Syllabus

SS I 2009

T Th 8:30-1:30

HSCI 4201 Health Education for Elementary School Teachers

INSTRUCTOR: Professor Jo Hill
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HOURS: One hour before and after class in the classroom

TEXT: Teaching Today's Health, Eight Edition
Anspaugh and Ezell, Authors Allyn & Bacon, Publishers

CATALOG DESCRIPTION

The course focus is on the identification and study of current health concerns, principles and practice of teaching health, selection and implementation of effective instructional strategies; investigation of the coordinated school health program; curriculum development and evaluation of instruction and the school health program.

COURSE DESCRIPTION

Youth, in today's society, are faced with the greatest health challenges ever. They are confronted with issues of violence, drugs, threats from infectious diseases, concerns of global health and the degradation of the environment. This course is designed to prepare educators to educate today's youth to meet these challenges. Trying to keep up with the ever changing health market and health news can be frustrating yet exciting. We have the opportunity to assist a new generation of students to become a starting place for a better health future. To attain this goal we will work with teaching methods, materials, resources, program development, evaluation and develop an awareness of children, grades K through 8, and the health problems in their relationship to instruction and learning.

COURSE OBJECTIVES

By the end of the semester the student will be expected to

1. define the terms Health, Wellness, Health Promotion and Health Education.
2. identify the many problem areas that confront our young children in the U.S.
3. identify why health education is necessary.
4. discuss the significance of the Youth Risk Behavior Surveillance System.
5. describe the eight basic components of the Coordinated School Health Program.
6. discuss the academic and personal qualifications of an effective health educator.
7. describe how a teacher of health has an opportunity to be a significant and positive role model in students lives.

8. explain the barriers that make health instruction more difficult to teach than other subjects in the curriculum.
9. describe the legal liability associated with teaching.
10. explain how the health educator can work with other members of the school staff to enhance the wellness of students.
11. describe the scope and sequence of health education.
12. list the content areas of health education.
13. identify the National Health Standards and tell why they are important.
14. discuss why outcome-based education and performance indicators are important to health education.
15. develop detailed lesson plans to cover the topics discussed in class.
16. produce behavioral objectives for each of the content areas discussed in class.
17. identify different strategies that enhance learning for different styles.
18. list the factors that affect teaching strategy selection.
19. discuss the various styles of learning.
20. discuss ways to use technology in the classroom.
21. demonstrate the ability to teach one component of any content area covered in class.
22. explain the difference between measurement and evaluation.
23. discuss the steps necessary for developing a teacher-made test.
24. define measurement, evaluation and testing.
25. develop a list of community sites that would be appropriate for school field trips.
26. develop a list of community agencies that could supply guest speakers for the health classroom
27. illustrate an understanding of each of the content areas introduced in the text and discussed in class.
28. list several learning activities associated with each of the content areas.
29. prepare one bulletin board associated with one of the content areas.
30. select and evaluate health teaching materials and modules available from voluntary health agencies.

COURSE PROCEDURES

Summer session is short and fast. There is an excessive amount of material to accomplish in just four weeks. Therefore, regular attendance and punctuality is absolutely necessary. Roll will be taken. If you must enter after class has begun, please take a seat in one of the rows near the door. Do NOT walk in front of the instructor. It is the student's responsibility to stay in touch with the instructor if you see that you have to deviate from our schedule. There will be a fifteen minute mid-morning break. Please use the restroom and get a drink just prior to entering class so as not to have to disrupt the class by leaving and re-entering during our studies.

The class will involve lectures, class discussions, activities and assignments. No extra credit work will be given or accepted. **PLEASE CHECK YOU PHONE BEFORE YOU ENTER CLASS TO MAKE SURE IT IS TURNED OFF.**

EVALUATION CRITERIA

- I. Examinations - There will be two examinations. The exams will equal 100 pts. each. They may be true-false, multiple choice, short answer, listing and/or identification.

- II. Class activity - Students, in groups of three or four, will select a topic from the content area of the text and prepare to teach that topic to the class on the date shown on the schedule. The lesson should not be less than 30 minutes in length and should use most of the hour. A learning activity will be included. The group will be evaluated by the class and the instructor. The teaching will be worth 50 points. The day that a component is taught, a detailed daily lesson plan, including the behavioral objectives, will be turned in to the instructor. This will equal 50 points.
Also, a bulletin board relating to the topic will be in place in the classroom. This, too, will equal 50 points. Criteria for evaluation will be given early in the semester.

- III. A number of “behavioral objectives” relating to each of the content areas will be assigned before that unit is covered in class. This assignment will total 50 points by the end of the semester.

Grades are based on a total accumulative point system which will include the above assignments. The point breakdown is as follows:

Exam I	100	Points
Exam II	100	“
Teaching	50	“
Lesson Plan	50	“
Bulletin Board	50	“
<u>Beh. Obj.</u>	<u>50</u>	“
Total Possible	400	Points

SCALE:

400-360 A

359-319 B
 318-278 C
 277-237 D

CLASS SCHEDULE

June	9	Tues		Introduction to class w/syllabus Vocabulary of Health Terms Health problems in society today
			Ch. 1	The need for health education
			Ch. 2	The field of professional health educ
			Ch. 4	The role of the teacher in health educ Methods for teaching health educ
	16	Tues		
			Ch. 3	Planning for health education and Designing lesson plans
			Ch. 5	Behavioral Objectives Completing objectives Measurement & Evaluation
	18	Thurs	Ch. 6/7 Ch. 9/10 12:30-1:30	Mental Health/Stress Reduction Personal Health/Body Systems Exam I
	23	Tues	Ch. 11/12 Ch. 13/14	Sexuality Education Drug Education
	25	Thurs	Ch. 15/16 Ch. 17/18	Diseases Nutrition
	30	Tues	Ch. 19/20 Ch. 21/22	Accidents & Violence Prevention Consumer Health

July 2 Thurs

Ch. 23/24
Ch. 25/26
12:30-1:30

Aging/Death Education
Environmental Health
Exam II