

University of Louisiana at Lafayette
College of Education
Class Syllabus

Course: HLTH 313

Schedule: TR. 9:00 – 10:15

Instructor: Johan J. Adendorff, M.Ed.

Telephone: 482-6155

Email address: jadendorff@louisiana.edu

Semester: Fall 2006

Location: Bourgeois Hall 157B

Office: 132A Bourgeois Hall

Office Hours: Posted

Course Description

A survey of the methods/strategies and materials used in teaching comprehensive health education (K-12). Fa. **Prereq. HLTH 312.**

Required Text

Meeks, Linda, Heit, Phil. Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health, (2005). McGraw Hill Companies, Inc. **5th Edition**

Conceptual Framework: The Responsive Professional

The conceptual framework of the UL Lafayette College of Education is designed to expand upon the institution's commitment to be a responsive university. Teacher candidates are expected to demonstrate knowledge, skills, and dispositions associated with the four elements of a ***Responsive Professional***. Responsive Professionals demonstrate expertise in knowledge and practice. They are reflective practitioners who respect diversity and demonstrate a commitment to professionalism.

Course Objectives and Corresponding Unit Outcomes

At the completion of this course the student will be able to:

1. discuss the importance of teaching the concept of health and wellness education for K-12 as implied in Healthy People 2010 and the national and state health education standards as measured by the completion of a reflective essay during the final exam **(CFP6-K) (Disp. 5)**
2. identify the reasons why children choose the six categories of risk behaviors instead of protective behaviors by investigating the 2001 Youth Risk Behavior Survey as measured through developing and presenting a six-slide power point presentation on "Risk Behaviors" to peers. **(CF-(P2) (Disp.1)**
3. incorporate the LA Foundation Skills, the National and State Health Education Standards into the required health content units that must be taught in K-12 grades as measured by the completion of both a single lesson plan and a 4 day health unit during the semester course. **(CF-K4) (Disp.7)**
4. design ways to show the relationship of the National and State Health Education standards and skills to the ten generic health content areas as measured by various skill related activities, the evaluation of the lesson and unit plan writing assignments, objective questions and reflective essays during written final exam. **(CF-R2) (Disp. 8)**
5. Select and practice using a variety of health related teaching strategies proven to meet the needs of the diverse learners within the class setting as measured both by the supervising teacher's evaluations while completing the assigned teaching experiences and personal reflection essay after teaching experience. **(CF-D2) (Disp.2)**

6. Assist learners in the use and practice of the state foundational skills of responsible decision making skills, resistance skills, communication skills, health literacy skills, health behavior contracts, and health behavior inventories as evaluated through both the written lesson and unit plans and the actual teaching experiences. (CF-D3) (Disp. 5)
7. Utilize the internet to access both health related epidemiological reports/current research and to experience the “hands on” interactive health education web sites which focuses on health prevention and wellness for students K-12 as evaluated using the scavenger hunt assignment, the lesson and unit plan technology component and the final exam (CF-K7) (Disp.3)
8. Utilize the “Strategies for Effective Teaching” as stated by the LA Department of Education in the evaluation of both the lesson and unit plan development, the actual teaching experiences and the final examination 90-Day Scope and Sequence plan. (CF-K) (Disp.3)
9. Identify and apply successful age appropriate classroom management skills for health related content classes as observed both during the various teaching observations and the actual teaching experiences. (CF-D2) (Disp.5)
10. Demonstrate the ability to conduct classroom health content classes in two out of the three levels of teaching K-12 as observed and rated using the Louisiana Components of Effective Teaching Evaluation Tool. (CF 3) (Disp. 5)
11. demonstrate the ability to use a variety to technical teaching tools including the use of the overhead projector, making a transparency and conducting a mini lecture using the LCD Infocus projector and PowerPoint, the completion of technology related interactive bulletin board assignment, brochure and/or flyer assignment, transparency development assignment. (CF-K7) (Disp.7)
12. demonstrate the capability of recruiting resourceful health professionals within the local area by completing the “Resource Person” assignment. (CF-P1) (Disp.5)
13. design and teach a 4-6 day health unit incorporating health/wellness concepts, updated strategies and technology skills for the grade level of choice as observed by the local teacher and also by the self-reflective written assignment at the end of the experience.(CF-R1) (Disp.4)
14. design and teach a 1-2 day health lesson plan incorporating health/wellness concepts, updated strategies, and technology skills for a primary grade level at the local schools as observed by the local teacher and also by the self reflective written assignment at the end of the experience. (CF-R1) (Disp.4)

GRADING SCALE

90% - 100%	= A
80% - 89%	= B
70% - 79%	= C
60% - 69%	= D
0 -59%	= F

Concepts and Skills:

- understand the concept of coordinated school health education
- apply the seven standards of the National Health Education Standards.
- apply the philosophy of wellness within a teaching situation
- implement at least two generic personal and social skill in unit plan.
- practice implementing health content skills into "cross-the-board" curriculum in at least three subject areas.
- use "hands-on teaching strategies when teaching 3/4 day unit plan in local school.
- use the web as a resource when designing unit plan.
- design a bulletin board using computer graphic and art skills.
- design a health game as a type of review.
- use at least one type of technology when designing and teaching health unit.
- will understand how concepts from each of the ten generic health content topics fit into the day and the life of students in 4-12 grade.
- will be able to teach students how to access health resources within the school, local community and using the internet

Course Requirements:

E-mail account- Students are required to set up an email account for this class. It will take the help desk 24 hours to activate your account, so please keep this in mind.

1. **Exams** – 2 exams worth **100 marks** each. Materials will come from chapters, readings (websites), discussions, and PowerPoint notes from topic areas covered.
Examination Dates: Test 1 – October 3.
Test 2 – November 7.
2. **Distance Learning Assignments** – 2 worth **10 marks** each for a total of 20 points. The students will either submit assignments to Moodle or place the Discussion Board. Assignments can be found in the *Assignments* link. Follow directions on each assignment.
3. **Annual Health Fair (Spring semester only)/American Heart Walk (Fall Semester Only) or Interactive Bulletin Board Design/Presentation. 30 marks**
 Details will be discussed in class.
 All will be required to participate.
4. **Website Lesson Plans(2) Worth 10 marks each.**
 - Pick health content area topic in class.
 - Investigate grade appropriate topics for this content area
 - After locating a web site as a resource for this topic, find a grade appropriate lesson
 - Email entire lesson plan and web address to instructor

- Format to use:
 - a. Health 331-(section 1)
 - b. Your name and level you will be teaching.
 - c. Short explanation of how this lesson could be used in reference with your unit.
 - d. Web Address (full address in correct format)
 - e. Copy of entire lesson plan.

Due October 10, 2006

Moodle Assignment Submission – Complete the assignment using Microsoft word or rtf (rich text file). Save the file on your hard drive, disk or CD, saving the file as: last name, first name, assignment number. When you submit the file to Moodle, in the title box, use the title: last name, first name, assignment number.

Example: Doe, Jane, Assignment 1

Points will be deducted for not following directions.

5. **Interview: Worth 20 marks.** Interview a veteran elementary teacher who has at least 10 years of experience plus!

During your interview, address three categories:

- (a) Discuss the positive experiences that have motivated you through your years of teaching.
- (b) Discuss the negative experiences that have motivated you through your years of teaching.
- (c) As an experienced teacher, what advice would you give a rookie/new teacher?

Format: Your Name/Date of Actual Interview. Teacher's Name/School Presently where presently employed/# of Years Teaching /Grade Level.

Due: September 26.

6. **Actual Teaching Experience In A School Setting: Worth 100 marks.**

- Find an elementary school where you would like to teach.
- Contact the elementary teacher of your choice and present him/her with your teaching request (A letter will be given to you by instructor). Person cannot be related to you.
- Teacher must accept your health content topic. However, ask input from teacher on exact topic within this content area.
- Set up appropriate teaching times.
- TEACHING TIMES MUST be scheduled **between Monday November 6 and Monday November 30, 2006.**
- Teacher Permission slips and finalized teaching times/dates must be signed and handed in at the beginning of class on MONDAY.
- Each student will teach a total five complete lessons, not including a one day observation to collect class demographics.

7. **Unit and Lesson Plan Writing: Worth 100 marks.**

Due date Thursday November 30, 2006. Once you have your topic, teaching slot, and grade level, design a unit based on the number of days that you will be teaching. (5 lesson plans).

- Refer to unit plan and lesson plan format outlines for more information. This information will be given to you in class.

- You will end up making two copies of your final and COMPLETE unit plan:
One copy for you and one copy for the instructor to keep. A disc formatted for IBM compatible and Word must be used
8. **Announcements & Emails** – you are responsible for visiting the course Moodle site & checking the *Announcements* and your email daily for any posted information or any emailed information pertaining to the course.
 9. **Posting of Grades** - Grades will be posted in your Moodle course site within a few days after an assignment or project is due, barring any unforeseen circumstances. If you do not have a grade posted for an assignment or project you have submitted, it is your responsibility to bring a hard copy (printed copy) to me within **3 days** of the due date.
 10. **Due Dates - All assignments & projects are due on the due date by 6am unless otherwise noted.**
Assignments & projects will NOT be accepted late. This is a reminder that it is your responsibility to submit your assignments & projects on time – that includes posting them on time. It is your responsibility to find a computer that works to do this. You are given the course calendar with due dates posted for assignments & projects on the first day of class. It is YOUR responsibility to submit them on time and on the due date.
 11. **Additional projects will be assigned in class for teacher preparation and development and will be worth a maximum of 50 additional marks.**
These assignments will include projects such as bulletin boards, teaching strategies, web assignments, scope and sequence charts, brochures, health advocacy presentations, Transparency Skill Design/Presentation, Professional Membership Involvement: KNES Club Mandatory , etc.

PASS-PORT Artifacts

Working portfolio

Technology Integration

The course will integrate online technology and the delivery system being used is Moodle. The technology integrations projects in this course are Power Point Presentations and internet research. This is a web enhances methods course.

Field Experiences = 10 hours (see above)

Technology Integration

The course will integrate online technology and the delivery system being used in Moodle. The technology integration projects in this course are power point, web investigations (research, scavenger hunt) transparency development, web resources, teaching strategy development.

Resources

Supplementary Texts:

- Adopted Louisiana K-12 Curriculum Manuals and Teaching Tools
 - Glencoe/McGraw Hill. Teen Health 1, 2, 3 (grades 6-8)
 - Glencoe/McGraw Hill. Health. (Grades 9-12)
 - Meeks and Heit. Totally Awesome Health (grades K-8)
 - Meeks and Heit. Health and Wellness (grades 9-12)
- Fetro, Joyce, PhD., CHES. Personal and Social Skills, (2000) ETR Associates, Santa Cruz, CA (Level 1, Level 2, Level 3 texts)
- Credible Internet Sources

Professional Associations:

American Association for the Advancement of Health

American Association for School Health

American Cancer Society

American Heart Association

American Lung Association

Louisiana Association of Health Physical Education, Recreation and Dance

Related Journals:

Health Education and Behavior

Journal of Health Education

Journal of School Health

Related Bibliography: (this is updated online as updated related articles, etc. are published)

- American Association of School Administrators. (1991). Healthy Kids for the Year 2000: An Action Plan for Schools. Arlington, VA: American Association of School Administrators.
- Ames, E. E., Trucano., L.A., Wan, J.C., & Harris, M.H. (1995). Designing school health curricula. Dubuque, IA: Brown & Benchmark.
- Association for the Advancement of Health Education. (1991). Strengthening Health Education for the 1990's. Reston, VA: Association for the Advancement of Health Education.
- American Cancer Society. (1992). National Action plan for Comprehensive School Health Education. Atlanta: American Cancer Society.
- American Cancer Society. (1995). Joint Committee on Health Education Standards. The National Health Education Standards: Achieving Health Literacy. Atlanta, Georgia.
- Centers for Disease Control. (2001). Youth Risk Behavior Surveillance - United States, 1995. U.S. Department of Health and Human Services, Public Health Service. Atlanta, Georgia.
- Fetro, Joyce, PhD., CHES. Personal and Social Skills ETR. 2000.
- Gilbert, Glen, Sawyer, Robin (2000). Creating Strategies for School & Community Health. Boston, MA: Jones & Bartlett.
- Greenberg, Jerrold. (1998). Health Education: Learner-Centered Instructional Strategies. Dubuque, IA: Brown & Benchmark.

- Kennedy, Eugene, Ph.D. Louisiana Youth Risk Behavior Survey. (1995). Bureau of Student Services, Louisiana State Department of Education. Baton Rouge, LA.
- Meeks, Linda, Heit, Phil & {age. R. (1996). Totally Awesome Strategies

Related Materials and Resources

US Department of Health & Human Services: Global Health:

<http://www.globalhealth.gov/>

The National Women's Health Information Center: <http://www.4woman.gov/>

National Institutes of Health: <http://www.nih.gov/>

Population Reference Bureau: <http://www.prb.org/>

Medical Advice: http://www.healthandenergy.com/medical_advice.htm

Environmental Issues: http://internet.ggu.edu/university_library/environ.htm

American Association of School Administrators. (1991). Healthy Kids for the Year 2000: An Action Plan for Schools. Arlington, VA: American Association of School Administrators.

Association for the Advancement of Health Education. (1991). Strengthening Health Education for the 1990's. Reston, VA: Association for the Advancement of Health Education.

American Cancer Society. (1992). National Action plan for Comprehensive School Health Education. Atlanta: American Cancer Society.

American Cancer Society. (1995). Joint Committee on Health Education Standards. The National Health Education Standards: Achieving Health Literacy. Atlanta, Georgia.

Centers for Disease Control. (1995). Youth Risk Behavior Surveillance - United States, 1995. U.S. Department of Health and Human Services, Public Health Service. Atlanta, Georgia.

Kennedy, Eugene, Ph.D. Louisiana Youth Risk Behavior Survey. (1995). Bureau of Student Services, Louisiana State Department of Education. Baton Rouge, LA.

Web Site Resources:

American Council for Drug Education

<http://www.acde.org/>

America's Health Network

<http://www.ahn.com>

American Public health Association

<http://www.apha.org/>

American School Food Service Association

<http://www.asfsa.org/>

American School Health Association

<http://www.ashaweb.org/>

Centers of Disease Control and Prevention
<http://www.cdc.gov/>

Child Health Care
<http://www.wellchild.org>

Children Now
<http://www.childrennow.org/>

Children's Environmental health Network
<http://www.cehn.org/>

Classroom Connect
<http://www.classroom.net/>

Harvard Center for Children's Health
<http://www.hsph.harvard.edu/children/>

Health finder
<http://www.healthfinder.org>

Kids Food Cyber Club
<http://www.kidsfood.org/>

Kid's health Organization: Children's Health and Parenting Information
<http://www.kidshealth.org/index2.html>

Mental Health Net
<http://www.cmhc.com/>

National Clearinghouse for Alcohol and Drug Information
<http://www.nih.gov/>

Smart Parent
<http://smartparent.com/>

Course Policies and Procedures

Emergency Evacuation Procedures

A map of this floor is posted near the elevator marking the evacuation route and the Designated Route Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Student who may need assistance should identify themselves to the teaching faculty.

Academic Honesty

The College of Education adheres to the policy on academic honesty as outlined on page 427 in the Undergraduate Bulletin (2003-2005)

Students Requiring Special Accommodations

Students requiring special accommodations must register with the Office of Services for Students with Disabilities and provide official documentation to the instructor in a timely manner.

Policies Specific To Class Operations

- The **pre-service** candidate must provide proof of current certification of the First Aid and CPR before he/she can successfully complete this course
- Operational email accounts are mandatory. If the address changes during the semester, please keep the instructor updated.
- Texts will be expected at each class.
- **PLEASE CHECK MOODLE BEFORE CLASSES FOR ANNOUNCEMENTS**
- **ALL ASSIGNMENTS ARE DUE ON ASSIGNED DATE AT THE SPECIFIED LOCATION** (either on Moodle, e-mail or in class). Failure to complete the assignment by the due date at the beginning of the class period will result in a **ZERO**.
- All papers must be computer generated. Technical problems with the computer/printer are not valid excuses. Students are strongly advised to keep a copy of every assignment that is turned in for credit AND send a copy of every assignment to your mailbox.
 - **Put your name on ALL assignments, whether handed in class or by email using the following format:**

▪ Last Name	Adendorff
▪ HLTH 313-1 FA06 Date	HLTH 313-1 FA06 8/26/04
▪ Name of Assignment	Scavenger Hunt
 - **Make sure that all papers handed in are either clipped, stapled or in a folder. I do not accept loose papers!**
 - **Grammar, spelling and sentence structure will be three BASIC areas that will be check on a regular basis. Points will be taken off for errors made.**
 - **As professionals your attendance is expected. You will be allowed THREE ABSENCES ONLY-. Some lectures will be internet generated and will not require class time. Student must check Moodle DAILY for announcements, etc.**
 - **Materials given out during class time will not be given out at any other time. If you are not in class, you must get them on your own.**
 - **The instructor must be contacted prior to any due date to negotiate any alternative arrangements.**
 - **Dress professionally for any community or local school involvement. If it is in a classroom teaching, tennis shoes and/or warm-ups are NOT acceptable**
 - **If it is activity oriented, then the above can be worn. Any presentation given in class is considered professional and points WILL BE TAKEN off.**
 - **Photography or videotaping is not permitted without written permission from parents of students involved.**
 - **Any evidence of academic misconduct shall be treated in accordance with university policies. Cheating by any student - especially future educators - is inexcusable.**
 - **Beepers and/or cellular phones are not permitted without first checking with instructor and must be visible to instructor during all exams.**