

I. HHP363 Health Methods in the Elementary and Middle Schools

II. Credit Hours: One Semester Hour

III. Course Description

Designed for elementary education candidates who are not completing a health concentration or minor or middle level broad area. Emphasis is on both the theory and practical demonstration of how to develop a health curriculum and how to teach the curriculum to elementary students and middle level students. Prerequisite: HHP-100 and upper level standing.

IV. Place of the Course in the Curriculum

This course is required for elementary education students.

V. Course Goals

The purpose of this course is to equip the pre-service professional with knowledge, attitudes and skills for learning, leading, and teaching in the health area. The course will specifically:

- A. Provide an overview of the ten content areas of comprehensive health education (LR7)
- B. Identify and develop strategies and skills to enable students to develop and utilize appropriate and effective health education programming for elementary and middle level students. (T1-3, T5-9, LD1-3, LD5, LD8, LD9, LR2-4, LR7)

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

1. Identify the role of health in education. (LD3)
2. Explain the professional role of the health education teacher. (T1-9, LD1-6, LR1-6, LR8)
3. Define comprehensive school health. (LD3, LD6)
4. Describe the contribution of organized health education programs to the whole child. (T6, LD3, LD6)
5. Understand the role of the health educator as a life-long learner. (LR5)
6. Discuss the national initiatives and standards that support a comprehensive school health program. (T5, LD3, LD6, LR3, LR4)
7. Explain the role of the teacher in the implementation of a developmental and structure program in health which meets the national standards. (T1, T5-8, LD1-3)
8. Describe the content areas of a health education curriculum. (T5, LD3)
9. Develop interpersonal skills enabling candidates to work more effectively with students, parents, administrators and colleagues. (LD5, LD8-10, LR4)
10. Select purposeful and developmentally appropriate activities for use in elementary and middle school health classes. (T1-3, T5-9, LD3, LD4)
11. Analyze and evaluate health lessons through observations as to their strengths and weaknesses. (T3, T9, LD1, LD2)
12. Identify the characteristics and needs of children at the different developmental levels. (T6, LR4)
13. Effectively plan, organize, and instruct an elementary health class. (T1-9, LD1-3, LD8, LD10, LR3, LR4, LR6)
14. Identify and access valid and appropriate health promotion resources for use in the school and classroom. (T6, T7, LD3, LR4-5)
15. Write educational objectives involving the cognitive, affective, and psychomotor domains. (T1, T2, T6-9, LD3)

16. Construct a developmentally appropriate health unit plan and lesson plan. (T1-3, T5-9, LD3, LD5, LR4)
17. Adapt health materials, equipment, instructional methods, and assessment tools to meet the specific developmental needs of children. (T1-2, T5-6, LD3-5, LD8-9, LR6)
18. Develop and demonstrate appropriate, positive classroom management skills for the health setting. (T1, T2, T4)
19. Understand the unique needs and characteristics of students with exceptionalities. (LD8, LR4)
20. Identify the signs of potential impairments, conditions, and abuse. (LD8, LR4)
21. Discuss universal precaution procedures. (LD1, LD2, LD8)
22. Examine school policies and procedures for promotion of healthful behaviors and environment. (T9, LD8, LR3, LR4)
23. Distinguish between behaviors that foster and those that hinder well-being. (T5, T7, LR8)
24. Develop skills to effectively teach and address controversial and sensitive topics. (T1, T7, T9, LD1-2, LD5, LD8, LR3-4)
25. Identify other curriculum areas in which health topics and teaching strategies can be infused. (T1-2, T5, T8-9, LD3)

VI. Course Content

(T1-9, LD1-6, LD8-10, LR1-8)

- I. Introduction
 1. Course requirements
 2. Objectives of the course
- II. Comprehensive School Health Education Programs
 1. Components
 2. Need for
 3. National initiatives and standards
- III. Content Areas/Skills
 1. Knowledge
 2. Skills
 3. Behaviors
- IV. Organization/Management/Instructional Strategies
 1. Curriculum, units, and developmentally appropriate activities
 2. Planning and writing objectives, lesson plans, units
 3. Instructional styles and strategies
 4. Teaching controversial and sensitive topics
 5. Effective classroom management
 6. Evaluation procedures
- V. Mini-teaching in health
 1. Nutrition
 2. Personal health
 3. Substance use and abuse
 4. Community health
 5. Consumer health
 6. Growth and development
 7. Prevention and control of diseases
 8. Injury prevention and safety
 9. Family life
 10. Mental and emotional health
 11. Environmental health
- VI. Health Issues in the School and Classroom
 1. Environment
 2. Safety

3. Services
 4. Policies and Procedures
- VII. Professionalism
1. Role of teacher in the school
 2. Personal well-being
 3. Role of teacher in the community

VII. Methodology

(T1-9, LD1-6, LD8-10, LR1-8)

1. Guided and small group discussion
2. Videos
3. Collaborative Curriculum/Unit Planning
4. Classroom Practicum/Peer Evaluation
5. Classroom Observation
6. Article Review
7. Test
8. Lecture
9. Resource compilation and analysis

VIII. Student Roles

1. One journal article summary/critique will be completed. The article is to be related to teaching elementary/middle level health, and should come from a respected health education journal. APA style referencing should be used. (T5, T9, LD4, LD8, LR1, LR4-5, LR7)
2. Each student will write a unit plan for one content area of comprehensive health education, for a grade level (PK-8) of their choice, other than the content area presented. Format will be provided. (T1-9, LD1-4, LD8, LR1-4, LR7)
3. Each student/group is responsible for providing a written overview of the information/subject matter from the assigned chapter. Each group will present a written summary of chapter topics relevant/appropriate for K-2nd, 3rd-5th, 6th-8th, with individual grades noted as necessary. Each student is also responsible for developing and presenting a 10-12 minute mini-lesson from that chapter for/at a grade level of their choice **or** a demonstration of a series of activities/teaching ideas (minimum of 4) for the chapter. Only one activity idea may be taken from the text. Lesson topics/activities should be different for each group member. Copies of the lesson/activities should be given to the class, with enough information so that the lesson/activities can be recreated. In addition, for the lesson, additional teaching ideas/activities should be listed, as well as appropriate adaptations for exceptionalities, and resource citations. Groups are to write 12 test questions (college level) that cover the corresponding health content chapter. No more than three of these questions may be true/false. Questions are to be sent via email as a Word document attachment to the instructor. (T1-9, LD1-4, LR1-7)
4. Students will submit two activities/teaching ideas for each content area. These are to be appropriate for your target level and should come from different sources than your text. Activities are due at the beginning of class on the day that the content area is being covered. A typed edited copy of all activities is due as part of the health resource notebook. (T2, T5, T7, T9, LD1, LD2, LR2-5, LR7)
5. Students will observe an elementary or middle level health class and complete a class observation form. (T5-6, T9, LD1, LD8, LR2-4, LR7)
6. Each student will develop/create a bulletin board or a health game/activity that can be used either in conjunction with a specific unit, or as a stand-alone activity. (T2, T6, T8, LR4)
7. Each student will create a collage. (LD2, LR2, LR8)

8. Students will develop a health resource notebook/file. Minimal requirements of the notebook include developmentally appropriate: (T2, T5, T7, T9, LD1, LD2, LR2-5, LR7)
 - a. **ANNOTATED INTERNET RESOURCES** (CHE content areas)
 - 1) 10 annotated-information(adult/teacher/parent) sites
 - 2) 10 annotated-lesson idea/student activity resources (print hard copies)*Annotations include CHE content area, URL, 1-2 sentence description. These should be typed out as a separate document from the hard copies.*
 - b. **ANNOTATED RESOURCES LIST** (min. 10 sources, all areas of CHE)
 sources to include books (teacher resources, literature), curricula, periodicals, videos
Annotations include CHE content area(s), citation, 1-2 sentence description. These should be typed.
 - c. **ACTIVITY/TEACHING IDEAS LIST** (minimum of two per chapter – typed)
 - d. **OUTSIDE RESOURCES/MATERIALS**
 (pamphlets, curricula, cartoons, teaching ideas, additional sites and resources from above, etc.).

IX. Evaluation

Evaluation will take place on a point system as follows:

Resource File (T2, T5, T7, T9, LD1, LD3, LR2, LR5, LR7)	120
Class Practicum (T1, T9, LD1, LD4, LR7)	100
Observation (T5-6, T9, LD1, LR2, LR4)	25
Journal Article (T5, T9, LD4, LD8, LR1, LR4-5, LR7)	20
Unit Plan (T1, T9, LD1, LD5, LD8, LR1, LR4, LR7)	130
Activity/Game/Bulletin Board (T2, T6, T8, LR4)	25
Take-Home Final (T2, T4, T9, LD1, LD3, LD6, LR3-4, LR7)	125
Collage (LR2, LR8, LD2)	25
Other Assignments (T5-6, LD1-2, LD5, LR1-2, LR4, LR7)	??

X. Bibliography

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