I. Bulletin Description

A study of health education programs and practices for the elementary school student.

II. Prerequisites

Admission to teacher education or teacher certificate

III. Rationale for Course Level

Middle level including both content and professional preparation for the elementary level pre-service teacher.

IV. Textbooks and Other Materials to be Furnished by the Student


V. Special Requirements of the Course

None

VI. General Methodology

Lecture, discussion, small group activities, discussion, guest speakers, internet exploration, assigned readings.
VII. Course Objectives

1. Understand the health education content areas as they apply to social, mental, physical, and environmental health. [1.1.2]

2. Demonstrate strategies used to peacefully resolve conflict and prevent violence. [1.2.4]

3. Identify developmentally appropriate health needs, health risks, and protective factors for young people. [1.3.1]

4. Investigate social and personal factors influencing health behaviors of young people, e.g., family, peers, media, culture, environment, technology, and community norms. [1.3.2]

5. Investigate the roles of knowledge, skills, self-efficacy, perception of risk, motivation and environmental support in changing behavior, as defined in the research. [1.3.3]

6. Analyze the interrelationships of physical, intellectual, emotional and social health during childhood. [1.3.4]

7. Analyze the impact of disease, other health problems, medical advances and research on contemporary health practices and the prevention of disease. [1.3.5]

8. Determine priority areas of need for health education. [2.3.2]

9. Employ the services of the regional school health coordinator for information and resources related to school health programs, e.g., program planning, professional development, curriculum implementation, and advocacy issues. [3.1.2]

10. Determine the range of essential health concepts, information, and skills that are developmentally and culturally appropriate to the student population, and related to content areas. [3.2.1]

11. Organize and prioritize the content areas comprising the scope of a program in a logical and developmentally appropriate sequence that includes the following components: the prevention of injury and violence; alcohol and drug use prevention; tobacco use prevention; sexual health; nutrition; physical activity; emotional health; personal and consumer health; and community and environmental health. [3.2.2]

12. Use the scope and sequence plan and the state standards to develop performance indicators that describe essential student skills and concepts. [3.3.1]

13. Access and review curricular models and programs for consistency with specific performance indicators and teaching strategies, such as the state-developed Michigan Model for Comprehensive School Health Education. [3.4.1]

14. Align proposed learning activities with the identified performance indicators. [3.4.2]

15. Develop learning activities that use research-based educational strategies, including those identified in the Michigan Teaching and Learning Standards. [3.4.3]

16. Formulate and modify a variety of teaching and learning strategies to meet diverse learning styles and needs. [3.4.4]

17. Select and adapt strategies best suited to instruction in a given setting, e.g., elementary. [3.4.5]

18. Employ a wide range of developmentally appropriate educational strategies matched to diverse learning styles and needs and aligned with the Michigan Teaching and Learning Standards, such as those found in the state-developed Michigan Model for Comprehensive School Health Education. [4.1.1]
19. Apply individual and cooperative group learning strategies to given learning situations in the classroom, at home, and in the community. [4.1.2]
20. Use teaching strategies that are matched to student performance indicators, develop conceptual knowledge, and build skills. [4.1.4]
21. Assist students in making learning connections between health instruction and other curricular areas. [4.2.3]
22. Analyze factors that influence choices of curricula, strategies and materials, including student characteristics such as level of development, multiple intelligences, cultural influences, special learning needs, and other considerations such as legal aspects and feasibility. [4.3.1]
23. Determine performance-based criteria for scoring student work. [5.1.1]
24. Develop tools for scoring concepts and skills, e.g. scoring rubrics. [5.1.2]
25. Determine the extent of instruction across the curriculum that addresses health issues. [6.1.1]
26. Identify available school services that can be used to enhance healthy development. [6.1.2]
27. Identify gaps and overlaps in the provision of coordinated school health programs. [6.1.4]
28. Demonstrate appropriate handling of student disclosure by supporting the student, maintaining confidentiality, observing district policy and state law, and reporting, when required by state law, to the appropriate agency. [7.2.3]
29. Assemble educational material of value to the health of children, youth and families. [7.4.1]
30. Analyze the major responsibilities of the health education teacher within a coordinated school health program. [8.1.5]
### VIII. Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
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| 1    | • Introduction  
|      | • Coordinated School Health  
|      | • Dimensions of Wellness  
|      | • Policymakers in health education |
| 2    | • National and State Standards for Health Education  
|      | • Planning effecting Health Programs for the Elementary School  
|      | o Accessing Student work  
|      | o Rubrics  
|      | o Designing performance tasks  
|      | o Feedback for skill development  
|      | o Engaging students in assessment |
| 3    | • Making a difference with health education  
|      | o Modeling a healthy personality and life skills  
|      | • Health & Emotional Well-being  
|      | o Communicating with “I” messages  
|      | o Impulse control / delayed gratification  
|      | o Listening and communication skills  
|      | o Goal setting  
|      | o Problem solving  
|      | • Promoting Mental and Emotional Health |
| 4    | • Safe and positive learning environments  
|      | • Managing Controversy in health education  
|      | • Interacting with students  
|      | o Expectations  
|      | o Discipline  
|      | o Sensitivity to diversity |
| 5    | • Physical Activity  
|      | o Obesity in youth  
|      | o Influence of media  
|      | o Physical inactivity  
|      | • Factors influencing physical activity  
|      | • Strategies for Learning and Assessment |
| 6    | • Promoting healthy eating  
|      | o Link to academic performance  
|      | • Strategies for Learning and assessment  
|      | • “Action for Healthy Kids” a program for coordinated school health. |
| 7    | • Promoting Safety  
|      | • Bicycle Safety  
|      | • Playground Safety  
|      | • Online Safety  
|      | • Crossing Safety  
|      | • Violence & Unintentional injury prevention  
|      | o Youth violence  
|      | o Bullying  
|      | o Aggressors, Victims and bystanders  
|      | • Strategies for Learning and Assessment |
| 8    | • Promoting Substance Free lifestyle  
|      | o Prevention Education strategies  
|      | o Substance Abuse Problems  
|      | o Developmental considerations  
|      | o High-risk students  
|      | • Strategies for Learning and Assessment – Alcohol and Other Drugs |
| 9     | - Promoting Tobacco free lifestyle  |
|       |   o Guidelines and content for tobacco education  |
|       |   o Strategies for learning and assessment  |
| 10    | - Sexual Health at the elementary school  |
|       |   o Understanding child sexual development  |
|       |   o HIV/AIDS education  |
|       |   o Puberty Education  |
|       |   o Sexual Abuse Prevention  |
| 11    | - Managing Loss and Grief  |
|       |   o Inclusion in elementary health program  |
|       |   o Children's understanding of death and dying: Preschool, middle childhood and adolescence  |
|       |   o Childhood and adolescent bereavement  |
|       |   o Supporting the terminally Ill child  |
| 12    | - Michigan Model for Health K - 3  |
| 13    | - Michigan Model for health 4 - 5  |
| 14    | Presentation of student developed teaching tool  |
| 15    | Presentation of student developed teaching tool  |
| 16    | Final Exam Week  |

### IX. Evaluation

| Attendance/Participation | 50 points |
| Group Presentation (Teaching Strategy/Tool) | 75 points |
| Classroom Observation | 50 points |
| Teaching Strategy/Lesson Development | 50 points |
| Lesson Implementation in Elementary Classroom | 75 points |
| Exams – 3 tests 50 points each | 150 points |
| **450 Total** | |  

### X. Bibliography


Strock, Margaret, Plain Talk About Depression, Information Resources and Inquirers Branch Office of Communications and Public Liaison, National Institute of Mental Health (NIH Publication No. 00-3561) Rockville, MD: NMIH, 2001


M.A. Zehr, “Legislatures Take on Bullies with New Laws” Education Week (2001 May 16): 18, 22

Websites:
www.bam.gov  BAM = Body and Mind: a site for students and teachers
www.healthfinder.gov  Office of Disease Prevention and Health Promotion
www.al-anon.alateen.org/english.html  Alcohol Prevention and support for youth
www.suicidology.org  Information of Suicide Prevention
www.pbs.org  Educational Video for health education (Dying to Be Thin)
www.fema.gov/kids/on_safety.htm  Online Safety Rules for Kids
www.fatcalories.com  Fast Food Nutrition Fact Explorer
www.fightbac.org  Fight Bac! Fighting bacteria for youth
www.nationaldairycouncil.org  United Dairy Council
www.cdc.gov/HealthyYouth  School Strategies to Promote Healthy Eating

www.oli.org/for_kids/kids_overview.htm  Railroad crossing safety

www.ou.edu/oupd/kidsafe/start.htm  Police notebook for Kid Safety

www.nea.org/schoolsafety  School Safety

www.schoolsafety.us  National School Safety Center

www.youthlearn.org  Education Development Center

Syllabus Prepared by:

Su Nottingham

Name

Signature

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Date