I. Bulletin Description

A study of health education programs and practices for teachers at the elementary school level.

II. Prerequisites

EDU 107 or admission to teacher education program.

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, guest speakers, internet exploration, assigned readings.
VII. Course Objectives

This course is part of Central Michigan University’s Professional Education Program and is designed to be:

C-concept and knowledge driven: Provides the knowledge base needed in teaching. Also provides pedagogical studies to prepare professionals for the classroom.

Lea-ner centered: Focuses on the intellectual, social, emotional, and physical needs of each learner.

R-eflective practice relevant to diverse settings and roles; Prepares professionals who reflect upon the roles they fill, from teacher inside diverse classrooms to curriculum planner or education professional within a school district or community.

Health Education
Candidates demonstrate knowledge, understanding and application of research-based strategies to create opportunities for all students to develop critical knowledge, skills and behaviors that contribute to life-long health.

Candidates will know and demonstrate an understanding of how to teach:

1.6.1 Strategies and life-skills that examine the relationship of safety, social-emotional health, healthy eating, physical activity, disease prevention, alcohol, tobacco, and other drug use to health and learning. CLEAR Framework – C; Candidate Performance Outcomes (CSET 1.6, 1.6.1)

1.6.2 understanding of research-based methods used to impact student knowledge, skills, and behaviors that contribute to lifelong health. CLEAR Framework – C, LEA, R; Candidate Performance Outcomes (CSET 1.6, 1.6.2)

1.6.3 Quality characteristics of research-based health education curricula, and health education resources in Michigan. CLEAR Framework – C, LEA, R; Candidate Performance Outcomes (CSET 1.6, 1.6.3)

1.6.4 Appropriate decision making processes relative to healthy life choices. CLEAR Framework – C, LEA, R; (CSET 1.6, 1.6.4)
In alignment with the standards for certification for school health education teachers (SHCG – School Health Content Guidelines), students will be able to:

1. List the health education content areas as they apply to social, mental, physical, and environmental health. CLEAR Framework – C; (SHCG – School Health Content Guidelines 1.1.2)

2. Demonstrate strategies used to peacefully resolve conflict and prevent violence. CLEAR Framework – C; (SHCG – School Health Content Guidelines 1.2.4)

3. Identify developmentally appropriate health needs, health risks, and protective factors for young people. CLEAR Framework – C, LEA, R; (SHCG – School Health Content Guidelines 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. CLEAR Framework – LEA, R; (SHCG – School Health Content Guidelines 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. CLEAR Framework – LEA, R; (SHCG – School Health Content Guidelines 1.3.3)

6. Analyze the interrelationships of physical, intellectual, emotional and social health during childhood. CLEAR Framework – C, LEA; (SHCG – School Health Content Guidelines 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. CLEAR Framework – C, LEA; (SHCG – School Health Content Guidelines 1.3.5)

8. Determine priority areas of need for health education. CLEAR Framework – C, LEA, R; (SHCG – School Health Content Guidelines 2.3.2)

9. Utilize 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. CLEAR Framework – C, LEA, R; (SHCG – School Health Content Guidelines 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. CLEAR Framework – C, LEA, R; (SHCG – School Health Content Guidelines 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. CLEAR Framework – C, LEA, R; (SHCG – School Health Content Guidelines 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.
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.

14. Align proposed learning activities with the identified performance indicators. CLEAR Framework –LEA, R; (SHCG – School Health Content Guidelines 3.4.2)

15. Develop learning activities that use research-based educational strategies, including those identified in the Michigan Teaching and Learning Standards. CLEAR Framework –LEA, R; (SHCG – School Health Content Guidelines 3.4.3)

16. Formulate and modify a variety of teaching and learning strategies to meet diverse learning styles and needs. CLEAR Framework –R; (SHCG – School Health Content Guidelines 3.4.4)

17. Select and adapt strategies best suited to instruction in a given setting, e.g., elementary. CLEAR Framework –R; (SHCG – School Health Content Guidelines 3.4.5)

18. Utilize 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. CLEAR Framework –LEA, R; (SHCG – School Health Content Guidelines 4.1.1)

19. Apply individual and cooperative group learning strategies to given learning situations in the classroom, at home, and in the community. CLEAR Framework –LEA, R; (SHCG – School Health Content Guidelines 4.1.2)

20. Use teaching strategies that are matched to student performance indicators, develop conceptual knowledge, and build skills. CLEAR Framework –LEA, R; (SHCG – School Health Content Guideline 4.1.4)

21. Assist students in making learning connections between health instruction and other curricular areas. CLEAR Framework –R; (SHCG – School Health Content Guidelines 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. CLEAR Framework –R; (SHCG – School Health Content Guidelines 4.3.1)

23. Determine performance-based criteria for scoring student work. CLEAR Framework –R; (SHCG – School Health Content Guidelines 5.1.1)

24. Develop tools for scoring concepts and skills, e.g. scoring rubrics. CLEAR Framework –R; (SHCG – School Health Content Guidelines 5.1.2)

25. Determine the extent of instruction across the curriculum that addresses health issues. CLEAR Framework –R; (SHCG – School Health Content Guidelines 6.1.1)
26. Identify available school services that can be used to enhance healthy
development. CLEAR Framework – LEA, R; (SHCG – School Health Content
Guidelines 6.1.2)

27. Identify gaps and overlaps in the provision of coordinated school health
programs. CLEAR Framework – R (SHCG – School Health Content Guidelines 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.
CLEAR Framework – R; (SHCG – School Health Content Guidelines 7.2.3)

29. Assemble educational material of value to the health of children, youth
and families. CLEAR Framework – C, LEA, R; (SHCG – School Health Content
Guidelines 7.4.1)

30. Analyze the major responsibilities of the health education teacher within a
coordinated school health program. CLEAR Framework – R; (SHCG – School
Health Content Guidelines 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
   - 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
     - Youth violence
     - Bullying
     - Aggressors, Victims and bystanders
   - Strategies for Learning and Assessment

8. Promoting Substance Free lifestyle
   - Prevention Education strategies
   - Substance Abuse Problems
   - Developmental considerations
     - High-risk students
   - Strategies for Learning and Assessment – Alcohol and Other Drugs

9. Promoting Tobacco free lifestyle
   - Guidelines and content for tobacco education
   - Strategies for learning and assessment

10. Sexual Health at the elementary school
    - Understanding child sexual development
    - HIV/AIDS education
    - Puberty Education
    - Sexual Abuse Prevention

11. Managing Loss and Grief
    - Inclusion in elementary health program
    - Children's understanding of death and dying: Preschool, middle childhood and adolescence
    - Childhood and adolescent bereavement
    - 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**

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<tr>
<td>Attendance/Participation</td>
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<tr>
<td>Group Presentation (Teaching Strategy/Tool)</td>
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<tr>
<td>Classroom Observation</td>
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<tr>
<td>Teaching Strategy/Lesson Development</td>
<td>50</td>
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<tr>
<td>Lesson Implementation in Elementary Classroom</td>
<td>75</td>
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<tr>
<td>Exams – 3 tests 50 points each</td>
<td>150</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>450</strong></td>
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</tbody>
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X. Bibliography


http://www.ascd.org/reading_room/eedlead/0003/marx.html


**Additional Resources:**

Websites: (2007)


**Syllabus Prepared by:**

Su Nottingham

Name

________________________________________________________

Signature

________________________________________________________

October 22, 2009

Date