HED 4880: Methods and Materials of K-12 Health Education

1. Identification of Course

   1.1. HED 4880: Methods and Materials of K-12 Health Education (3-3-0)
       Prerequisite: Admission to Teacher Candidacy Required

   1.2. Textbook(s) and/or Supplementary Materials

   1.3. General Information
       Professor: Dr. Catherine E. McMillan, MPH, CHES
       Office: 143 Health and Human Performance Building
       E-mail: catherinem@nsula.edu
       Phone number: 318-357-5129
       Fax: 318-357-5904
       Availability: Through email and by appointment; Office hours posted on office door and online.

   PASS-Port Policy:
   Each student must upload assigned artifacts to PASS-Port as a required component of this class. Since all students are required to maintain a current PASS-Port subscription, if all required field experiences and artifacts are not completed and entered into PASS-Port by the due date, the candidate will receive a grade of F in the course regardless of other grades.

2. Course Description/Justification

   2.1. Catalog Description of Course
       A study of up-to-date materials, methods and strategies for health educators. Emphasis will be placed on planning, organization and the development of curricula and evaluation methods.

   2.2. Justification/Rationale for Course
       Today, children and teenagers are becoming increasingly more obese and less physically and mentally fit. It is imperative health education is effectively taught in the K-12 school system. This course is designed to teach the selection of appropriate content, teaching strategies, unit/lesson plan development, and evaluation techniques necessary to successfully impact children and young adults’ health status.

3. Goals and Objectives
3.1. Goals
All candidates pursuing degrees in the College of Education and Human Development are expected to apply the principles of the conceptual framework, Models for Learning. Thus, objectives and learning activities in this course call upon candidates to take responsibility for their learning, to identify problems within specific areas, to arrive at solutions using creative/critical thinking, and to reflect upon and evaluate decisions made in the course of their learning.

For a copy of the Conceptual Framework document and link to the YouTube video, go to http://education.nsula.edu/conceptual-framework/.

The specific goals of this course include:

3.1.1. To develop the necessary skills to teach health education in the K-12 school system including, decision making, advocacy, communication, organizing, planning, implementing and evaluating health content.

3.2. Objectives
By completing the assignments and/or tasks of this course, each candidate will:

3.2.1. Identify and discuss role of the teacher regarding health education.
3.2.2. Write behavioral objectives appropriate for the unique need of health education, in the cognitive, affective and psychomotor domains.
3.2.3 Identify and discuss the importance of the inclusion of life skills in health education lesson plans.
3.2.4 Develop and demonstrate the ability to teach a unit of health instruction at the elementary and secondary level.
3.2.5 Select and utilize a variety of teaching strategies used in health education.
3.2.6 Deal appropriately with such controversial health education issues as sexuality education and death and dying.
3.2.7 Discuss methods for evaluating students in health instruction.
3.2.8 Describe various governmental, voluntary and commercial organizations and their possible interactions with school health.
3.2.9 Identify and discuss comprehensive school health education.
3.2.10 Identify and discuss common health problems of elementary and secondary school students.
3.2.11 Describe and discuss a variety of health content areas.
3.2.12 Discuss the role of referral of the health teacher regarding children and adolescent health needs.
3.2.13 Reflect on the teaching experiences and modify lessons
accordingly.

3.2.14 Identify best practices regarding health education in the classroom.

3.2.15 Evaluate health assessment procedures for determining the success of health education.

3.2.16 Identify successful school health education programs.

4. Student Activities and Experiences

Disability Policy:

It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University’s commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact the Office of Disability Support, which is located in Student Union, Room 240-A, telephone 357-4460.

NSU Classroom Civility Statement:

Each Northwestern State University student is encouraged to help create an environment that promotes learning, dignity, and mutual respect for everyone in the learning environment. Students who speak at inappropriate times, take frequent breaks, interrupt the class by coming to class late or leaving early, engage in loud or distracting behaviors, use cell phones or pagers (other noise-making devices like watches with alarms), listen to headphones/CDs, play with computers or hand held games, use inappropriate language, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others during the class period may be asked to leave the class and subjected to disciplinary action under the Northwestern State University Student Code of Conduct and Sanctions (Article VII Sanctions). The instructor of a course may deem additional behaviors or actions inappropriate; these actions or behaviors will be outlined in the course syllabus. Copies of the infractions and sanctions are available on the NSU web site at: http://www.nsula.edu/studenthandbook/page100.htm

Definition of Diversity:

Today members of our university community are more likely to experience differences among people. Northwestern State University defines diversity as differences in age, gender, religion, language, sexual orientation, socioeconomic status, ethnicity, race, exceptionalities, and geographic background. In our mission to acknowledge our differences, we also hope to realize our commonalities.

4.1. Assignments and/or Tasks

4.1.1. Tests- Three tests will be given. Each test will be worth 100 points and consist of multiple choice, true-false, matching and essay. (C/CT, PS, DM) (300 points total)

* If an exam is not taken on the day it is scheduled, the grade for
that exam will be a zero.

4.1.2. **Elementary, Middle, and High school teaching experiences** - Each student will develop and teach three lesson plans at the elementary, middle and high school level. A self-reflection will also be included in this process. These teaching sessions will count 105 points each for a total of 315 points. (RT, C/CT, DM, PS)

4.1.3 **Observations/Assisting Hours** - Each student will be required to complete 13 observations/assisting hours at the elementary/middle school level and 9 at the high school level. Each observation will count 5 points each for a total of 110 points. (C/CT, RT, DM)

4.1.4 **Lesson Plans** - Each student will develop 10 lessons for a two-week health content area for a specific grade level. These lesson plans will count 100 points. (C/CT, DM, PS)

4.1.5 **Portfolio** - Each student will develop a portfolio with various information regarding health education. (examples include, articles, activities, web sites, references from books, etc.) Each student will receive a handout on minimum contents and other sections added by the student will enhance the grade. 100 points (C/CT, PS, DM)

4.1.6 **Teaching Reflections** - Each student will complete three teaching reflection assignments after developing and teaching three lessons within the ten health content areas. This assignment is worth 30 points. (10 points each) (C/CT, RT, DM)

4.1.7 **Health Fair** - Students will work together to develop an appropriate health topic to present at the Natchitoches Central High School’s annual health fair. 50 points (RT, C/CT, DM)

4.1.8 **Passport** - Each student will be responsible for entering all observation/assisting hours and the field experience into passport. (RT, C/CT) zero points-basic requirement for this course

Each assignment is coded to the principles of the Conceptual Framework: Problem Solving (PS), Decision Making (DM), Responsibility Taking (RT), Creative/Critical Thinking (C/CT).

5. **Content Outline**

5.1. **Course Calendar**

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>TBA</td>
</tr>
<tr>
<td>Elementary, Middle, and High school teaching experiences</td>
<td>As students progress and schedule with supervising teachers</td>
</tr>
<tr>
<td>Observations/Assisting Hours</td>
<td>As students progress and schedule with</td>
</tr>
</tbody>
</table>
6. Evaluation Policies

General University grading policies are located in the current *General Catalog* under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

6.1. Attendance

6.1.1. Class attendance is mandatory. If a student misses more than three class days the student will be dropped from the class. Late arrival to class will be treated as an absence. The student is responsible for all materials and assignments given in the event of a missed class period. A medical withdrawal may be granted with proper documentation.

6.2. Grading

6.2.1. Assignments:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tests</strong>- Three tests will be given. Each test will be worth 100 points (CCT, PS, DM) (300 points total)</td>
<td>300</td>
</tr>
<tr>
<td><strong>Elementary, Middle, High school teaching experiences</strong>- A self-reflection will also be included in this process. These teaching sessions will count 105 points each for a total of 315 points. (RT, CCT, DM, PS)</td>
<td>315</td>
</tr>
<tr>
<td><strong>Observations/Assisting Hours</strong>- Each student will be required to complete 13 observations/assisting hours at the elementary/middle school level and 9 at the high school level. Each observation will count 5 points each for a total of 110 points. (CCT, RT, DM)</td>
<td>110</td>
</tr>
<tr>
<td><strong>Lesson Plans</strong>- Each student will develop 10 lessons for a two-week health content area for a specific grade level. These lesson plans will count 100 points. (CCT, DM, PS)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Portfolio</strong>- Each student will develop a portfolio with various information regarding health education. (examples include, articles, activities, web sites, references from books, etc.) Each student will receive a handout on minimum contents and other sections added by the student will enhance the grade. 100 points (CCT, PS, DM)</td>
<td>100</td>
</tr>
</tbody>
</table>
Teaching Reflections- Each student will complete three teaching reflection assignments after developing and teaching three lessons within the ten health content areas. This assignment is worth 30 points. (10 points each) (CCT, RT, DM)

Health Fair- Students will work together to develop an appropriate health topic to present at the Natchitoches Central High School’s annual health fair. (RT, C/CT, DM) 50 points

Passport- Each student will be responsible for entering all observation/assisting hours and the field experience into passport. (RT, CCT) zero points-basis requirement for this course

Total Points for the course: 1005

6.2.2. Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%-100%</td>
</tr>
<tr>
<td>B</td>
<td>80%-89%</td>
</tr>
<tr>
<td>C</td>
<td>70%-79%</td>
</tr>
<tr>
<td>D</td>
<td>60%-69%</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
</tr>
<tr>
<td></td>
<td>904.5-1005</td>
</tr>
<tr>
<td></td>
<td>804.5-904</td>
</tr>
<tr>
<td></td>
<td>703.5-803</td>
</tr>
<tr>
<td></td>
<td>603-703</td>
</tr>
<tr>
<td></td>
<td>0-602</td>
</tr>
</tbody>
</table>

6.2.3. Grading Policies:

* Note: All assignments must be turned in on time. No assignment will be accepted late for any reason. Any assignment turned in late will receive a zero.
# HED 4880 Methods of Teaching K-12 Health Education

## Portfolio Rubric

<table>
<thead>
<tr>
<th>Component Being Assessed</th>
<th>Exceeds Expectation</th>
<th>Meets Expectation</th>
<th>Does Not Meet Expectation</th>
<th>Total Potential Points</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content/Information</strong></td>
<td>The portfolio contains an exemplary presentation of all required content (30 pts)</td>
<td>The portfolio contains most required content (20 pts)</td>
<td>The portfolio is missing a significant amount of content (10 pts)</td>
<td>30 pts</td>
<td></td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>The portfolio contains exemplary use of technology (10 pts)</td>
<td>The portfolio contains adequate use of technology (5 pts)</td>
<td>The portfolio is missing use of technology (0 pts)</td>
<td>10 pts</td>
<td></td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>The portfolio was extremely unique with original and interesting concepts (20 pts)</td>
<td>The portfolio was moderately unique containing a few original and interesting concepts (10 pts)</td>
<td>The portfolio was unoriginal and significantly lacked original concepts (5 pts)</td>
<td>20 pts</td>
<td></td>
</tr>
<tr>
<td><strong>Organization Table of Contents</strong></td>
<td>The portfolio was exceptionally organized, extremely coherent, and very easily understood (20 pts)</td>
<td>The portfolio was organized had a logical progression however needs clarification in some areas (10 pts)</td>
<td>The portfolio is unorganized and consider-ably unclear (5 pts)</td>
<td>20 pts</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>The portfolio has no errors in grammar, capitalization, punctuation, and spelling (20 pts)</td>
<td>The portfolio has a few errors in grammar, capitalization, punctuation, and spelling requiring minor editing and revision (10 pts)</td>
<td>The portfolio has many errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision (5 pts)</td>
<td>20 pts</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Component Being Assessed</td>
<td>Exceeds Expectation</td>
<td>Meets Expectation</td>
<td>Does Not Meet Expectation</td>
<td>Total Potential Points</td>
<td>Points Awarded</td>
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<tr>
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<tr>
<td><strong>Health Content Area/Grade Level</strong></td>
<td>Grade level and the health content area are clearly identified and appropriate for the level. (5 pts)</td>
<td>Grade level and health content are missing. (0 pts)</td>
<td></td>
<td>5 pts</td>
<td></td>
</tr>
<tr>
<td><strong>Benchmarks and Standards</strong></td>
<td>Benchmarks and standards are clearly identified and appropriate for the level. (5 pts)</td>
<td>Benchmarks and standards are missing. (0 pts)</td>
<td></td>
<td>5 pts</td>
<td></td>
</tr>
<tr>
<td><strong>Objective(s)</strong></td>
<td>Objectives are clearly stated and concisely written. All elements are present. (20 pts)</td>
<td>Objectives are not clearly defined or are too wordy to understand. Some elements are missing. (10 pts)</td>
<td>Objectives are missing or extremely vague. (0 pts)</td>
<td>20 pts</td>
<td></td>
</tr>
<tr>
<td><strong>Motivation</strong></td>
<td>Motivation is highly effective in gaining the interest of the students. (10pts)</td>
<td>Motivation is moderately effective in gaining the interest of the students. (5 pts)</td>
<td>Motivation is missing or is ineffective for gaining the interest of the students. (0pts)</td>
<td>10 pts</td>
<td></td>
</tr>
<tr>
<td><strong>Communication of Purpose and Objectives</strong></td>
<td>Purpose of the lesson and objectives are accurate</td>
<td>Purpose of the lesson &amp; objectives are inaccurate or</td>
<td>Purpose of the lesson and objectives is missing. (0)</td>
<td>5 pts</td>
<td></td>
</tr>
<tr>
<td>The lesson &amp; the stated objectives &amp; complete. (5 pts)</td>
<td>incomplete. (3 pts)</td>
<td>pts</td>
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</tr>
</tbody>
</table>

**Teaching and Learning Activities**

Identify appropriate teaching and learning activities to accomplish the lesson.

- Teaching and learning activities are extremely effective and described well to achieve the stated objectives. **(25 pts)**
- Teaching and learning activities are moderately effective, but not described properly to achieve the stated objectives. **(15 pts)**
- Teaching and learning activities are ineffective and poorly described. **(5 pts)**

**Materials**

Discuss the materials necessary for the lesson.

- All materials are stated and explained in detail. **(10pts)**
- Some materials are included and explained. **(5 pts)**
- Materials are not included. **(0 pts)**

**Evaluation**

Describe the assessment procedure.

- The assessment measure accurately and effectively determined if the objective is met. **(20 pts)**
- The assessment measure is moderately effective in determining if the objective is met. **(10 pts)**
- The assessment measure is missing or entirely ineffective in determining if the objective is met. **(0 pts)**

**Final Grade**

| 100 pts | 20 pts | 10 pts | 25 pts |

Date syllabus revised: August 2010