

Health Education in the Elementary School
HS 275/375

Section 1: 9:50-11:50 MTWRF
Summer Session 2008
Office Hours: 9:00-9:50 MWF
and by appointment

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Text Required: Teaching Today's Health by Anspaugh & Ezell, 2007, 8th edition

<u>Tentative Schedule</u>	<u>Readings</u>
<u>May</u>	
19 <u>What is Health Education: An Introduction</u>	
The Need for Health Education in Iowa and the Nation	Ch 1
20 Role of the Teacher in Health Education	Ch 2
Role of a Health Education Facilitator	Ch 2
21 Mental Health & Stress Reduction	Ch 6
Developing a Positive Self-Image	Ch 7
22 Nancy Degner – Speaker on Nutrition	
23 La'tifini Zaun – Speaker – American Red Cross	
26 Child Abuse and the Role of the Teacher as a Mandatory Reporter	Ch 3
27 Planning for Health Instruction	Ch 3
Strategies for Implementing Health Instruction	Ch 4
28 Measurement and Evaluation of Health Education	Ch 5
Textbook Evaluations	Ch 8
29 Body Systems & Personal Health	Ch 9 & 10
Sexuality Education	Ch 11
30 Human Growth and Development Curriculum of Iowa	Ch 12
<u>June</u>	
2 Drug Education (Next test)	
3 Test # 1: Ch 1-9 Notes and Handouts	
4 Substance Use and Abuse	Ch 13
Strategies for Teaching Substance Use & Abuse	Ch 14
5 Infectious and Non-Infectious Conditions	Ch 15
Strategies for Teaching Infectious & Noninfectious Conditions	Ch 15
Diseases of Children	
6 HIV & AIDS Education in the Elementary School	
9 Injuries: Accident & Violence Prevention	Ch 19 & 20
Consumer Health and Strategies for Teaching Consumer Health	Ch 21 & 22
10 Aging, Dying, and Death	Ch 23
Strategies for Teaching Aging, Dying & Death- Unit Plans Due	Ch 24
Environmental Health and Strategies for Teaching Environmental Health	Ch 25 & 26
11 Review test, Peer Teaching	
Unit plans due – one copy for each student, review units	
12 Peer Teaching	
13 Peer Teaching - Test # 2: Ch 10-25, notes and handouts	

Grading System

Test # 1	25%
Test # 2	25%
Unit Plan	25%
Peer Teaching	15%
Attendance & Class Participation	<u>10%</u>
TOTAL	100%

Grading Scale

A	=	93% & Above
A-	=	90-92
B+	=	87-89
B	=	83-86
B-	=	80-82
C+	=	77-79
C	=	73-76
C-	=	70-72
D+	=	67-69
D	=	63-66
D-	=	60-62
F	=	59 & Below

Requirements:

Two examinations:

DPI Standard #2

Demonstrates competence in content knowledge appropriate to the teaching position.

Artifacts: Performance on written tests

Unit Plans: Choose a health topic for developing an eight to ten day unit plan. Each unit plan will be reviewed in class. Lateness will constitute a one-half letter grade reduction per day on all due dates which include the unit plans and peer teaching. Make two hard copies and keep one on disk. I will keep one hard copy.

DPI Standard #4

Demonstrates competencies in planning and preparing for instruction.

Artifact: Unit plan

Peer Teaching: You will present one 10-15 minute lesson which may be from your unit plan. Be prepared on your assigned date. Make a copy of your lesson for each student (from unit plan) and place them on the front desk before class begins on your assigned date. Also, your name and e-mail should be on the lesson plan heading.

DPI Standard #4

Uses strategies to deliver instruction that meet the multiple learning

Attendance and Participation: Contribution to the class is of vital importance. This is your class as well as mine and together we will learn and, hopefully, enjoy each other as we discuss health values, attitudes and behaviors. Perfect attendance and excellent participation will give you the total 10% allocated toward your course grade. Conversely, missing classes will decrease the percentage points appreciably. It is possible for a range of zero to 10% towards your grades.

***Reminder:** Because of the nature of the course, it is imperative to start your planning very early. Most of your projects and requirements are due at the end of the session.

Also, Special Topics will include: Child Abuse and the Mandatory Reporting Law, Basic AIDS Training, HIV & AIDS Education Curriculum, Environmental Education and the Iowa Human Growth and Development Curriculum. Timely, current events related to health education will be discussed on a daily basis. If possible, bring into class a K-12 Health Education Curriculum from your school district and find out if the school has an advisory committee.

If you have any unique needs or concerns, please do not hesitate to contact the Instructor. If you have a documented disability that may affect your ability to participate fully in the course or if you require special accommodations you are encouraged to speak with the instructor so that appropriate accommodations can be arranged.