

**Dewar College of Education and Human Services
Valdosta State University
Department of Kinesiology & Physical Education**

**KSPE 3460
HEALTH EDUCATION METHODS AND MATERIALS
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

AAHE Standards

Standard I: Content Knowledge. Candidates demonstrate the knowledge and skills of a health literate educator.

Key Element A: Candidates describe the theoretical foundations of health behavior and principles of learning.

Key Element B: Candidates describe the National Health Education Standards

Key Element C: Candidates describe practices that promote health or safety

Key Element D: Candidates describe behaviors that might compromise health or safety

Key Element F: Candidates demonstrate the health literacy skills of an informed consumer of health

Standard III: Planning: Candidates plan effective comprehensive school health education curricula and programs.

Key Element B: Candidates design a logical scope and sequence of learning experiences that accommodate all students.

Key Element C: Candidates create appropriate and measure-able learner objectives that align with assessments and scoring guides.

Key Element D: Candidates select developmentally appropriate strategies to meet learning objectives.

Key Element E: Candidates align health education curricula with needs assessment data and the National Health Education Standards.

Standard IV: Implementation: Candidates implement health education instruction

Key Element A: Candidates demonstrate multiple instructional strategies that reflect effective pedagogy, and health education theories and models that facilitate learning for all students.

Key Element B: Candidates utilize technology and resources that provide instruction in challenging, clear and compelling ways and engage diverse learners.

Key Element C: Candidates exhibit competence in classroom management.

Key Element D: Candidates reflect on their implementation practices, adjusting objectives, instructional strategies and assessments as necessary to enhance student learning.

Standard V: Assessment. Candidates assess student learning.

Key Element A: Candidates develop assessment plans.

Key Element D: Candidates implement plans to assess student learning.

Standard VII: Being a Resource. Candidates serve as a resource person in health education.

Key Element A: Candidates use health information resources.

Key Element D: Candidates describe ways to establish effective consultative relationships with others involved in Coordinated School Health Programs.

Standard VIII: Communication and Advocacy. Candidates communicate and advocate for health and school health education.

Key Element D: Candidates demonstrate professionalism.

COURSE DESCRIPTION

Pertinent information relative to selected health instructional techniques specifically addressed in the public school setting. Attention to learning activities appropriate for school health programs in elementary, middle grades, and secondary schools, health education models, health promotion, and related content-specific issues included in school health curricula. Appropriate classroom management and motivational strategies for behavioral modification in health education. Opportunities for classroom teaching experiences with micro-teaching and public school health teaching episodes.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Benes, S., & Alperin, H. (2016). The essentials of teaching health education: Curriculum, instruction, and assessment. Champaign, IL: Human Kinetics.

COURSE OBJECTIVES

At the completion of the course the student should be able to:

1. Display skills necessary to create and evaluate health education curriculum and instruction in the elementary and secondary schools. (InTASC S1, S4, S6, S7, S8), (AAHE I A, C, D; III C, D; IV A,D; V D)
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
2. Recognize contemporary health education concepts and models used by various health education programs. (InTASC S4), (AAHE I A, C, D, III C)
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
3. Recognize school health appraisal techniques and procedures. (InTASC S4), (AAHE I A, C, D, III E, V D)
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
4. Understand the important health problems affecting the elementary and secondary schools. (InTASC S4) (AAHE I D, III D, IV A, B, D)
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
5. Display the skills to formulate and apply learning concepts. (InTASC S4), (AAHE I A, C, D)
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
6. Select appropriate content, activities, materials, and evaluation procedures for selected objectives. (InTASC S7), (AAHE III C)
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
7. Be familiar with a variety of sources and appropriate health materials. (InTASC S4), (AAHE I A, C, D, VII A)
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
8. Relate the content of health instruction to everyday life situations. (InTASC S3), (AAHE I C)
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
9. Identify techniques for appraising the total school health program. (InTASC S1, S4, S6), (AAHE III E, V D)
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
10. Discriminate between the functions of the faculty, administrative staff, and medical staff of the school and school district. (InTASC S9), (AAHE I C, VII D)
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
11. Motivate students to accept progressive responsibility for their own health. (InTASC S8), (AAHE IV A)
***Activities/Assignments/Assessments: field experience, lesson plans, tests**

12. Understand where school health education has been and where it is going related to school policies etc.. (InTASC S4), (AAHE I A, C, D) EDL _{1.1}
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
13. Understand the need for school health education. (InTASC S4), (AAHE I A, C, D)
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
14. Understand the teacher's role regarding the health of students in the public schools. (InTASC S4), (AAHE I A, C, D)
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
15. Understand the organization of the school health program. (InTASC S4), (AAHE I A, C, D)
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
16. Understand the different aspects of school health services. (InTASC S4), (AAHE I A, C, D)
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
17. Demonstrate knowledge of curriculum and instruction for elementary and secondary school health education. (InTASC S4), (AAHE I A, C, D, III D)
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
18. Demonstrate knowledge of the healthy school environment. (InTASC S3), (AAHE I A, C, D)
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
19. Demonstrate knowledge of the importance of early detection of health problems affecting the child and the school environment. (InTASC S4), (AAHE I A, C, D)
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
20. Demonstrate knowledge and ability in school health screenings, and appraisals. (InTASC S4), (AAHE I A, C, D)
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
21. Demonstrate knowledge of school health and safety policies. (InTASC S4), (AAHE I A, C, D)
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
22. Demonstrate ability to use technology and innovative learning activities during classroom lessons. (InTASC S8, S9), (AAHE IV B)
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
23. Demonstrate knowledge of content, methods, assessments, and planning to provide a developmentally appropriate curriculum for health education. (InTASC S1, S4, S7, S8), (AAHE I A,C, D; III C,D; IV A,D; V D)
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
24. Candidates will understand expectations of the teaching profession and act in accordance with the standards of performance and the Code of Ethics for Georgia educators. See link for more detail: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/GAPSC-Session-Code-of-Ethics.pdf> (InTASC S9), (NASPE 6.3), (AAHE VIII D) (EDL _{1.2})
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
25. Candidates will be able to effectively communicate appropriate Georgia mandated P-12 standards (Health/Physical Education) through lesson plan writing and instructional delivery. (InTASC S1, S4, S7, S8), (AAHE I B, III C, D, IV A,D) (CPL _{2.1})
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
26. Candidates will understand academic language and how to use it appropriately when preparing and delivering lessons to P-12 students. (InTASC S4, S7, S8), (AAHE I A, III C, D, IV A, D) (CPL _{2.2})
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
27. Candidates will develop tasks (i.e. real world activities/situations) that applies content knowledge and skills when delivering lessons to the P-12 student. (InTASC S1, S4, S7, S8), (AAHE I A, B, III C, D, IV A, D) (CPL _{2.3})
***Activities/Assignments/Assessments: field experience, lesson plans, tests**
28. Design a health assessment (quiz) used to address learners while in the field experience. (AAHE IV A, B, D; V D) (AL _{2.1}) (AL _{2.a})

- *Activities/Assignments/Assessments: field experience, lesson plans, tests, quiz development**
29. Design and implements health lessons and modifications for diverse learners where applicable in public school settings. (AAHE IV A, B, D; V D), (DL 2.2)
- *Activities/Assignments/Assessments: field experience, lesson plans, tests**
30. Use multiple resources to create and teach developmentally appropriate lesson plans based upon observation, learners' knowledge, and learners' personal, cultural and community assets. (InTASC S1 S2, S3, S4, S5, S7, S8), (AAHE IA, B, C, F, IIA, B, C, B, C, D, III E, IVA, VIIB) (FL_{1.1})
- *Activities/Assignments/Assessments: field experience, lesson plans, tests**
31. Create learning objectives that align with current curriculum standards (NASPE/AAHE/GPS) and the central focus (essential question) and provide criteria for assessment for diverse groups of learners. (InTASC S1, S2, S3, S4, S5, S7, S8), (AAHE I A, B, C, F, III B, C, D, E, VA, D) (FL_{1.2})
- *Activities/Assignments/Assessments: field experience, lesson plans, tests**
32. Gain experience using various instructional strategies based upon university course materials, unit/lesson plan development, adaptation to diverse learners, and requirements for field experience. (InTASC S1, S2, S3, S4, S5, S7, S8), (AAHE III B, C, D, III E) (FL_{1.3})
- *Activities/Assignments/Assessments:**
33. Practice classroom management skills to promote learner engagement with minimal loss of instructional time through monitoring learners, organizing learning activities, allocating academic learning time, coordinating resources (e.g., time, space, materials). (InTASC S2, S3, S4, S5, S8), (AAHE IV C) (FL_{2.1})
- *Activities/Assignments/Assessments: field experience, lesson plans, tests**
34. Plan, teach, and comment upon a learning segment (3-5 lessons) that aligns a central focus, objectives, standards, and learning activities; sequences learning activities that lead to greater skill development; and assesses learning outcomes based on criteria for the unit and future instruction. (InTASC S1, S2, S3, S4, S5, S7, S6, S8), (AAHE IVA, B, C, D) (FL_{2.2})

ACTIVITIES/ASSIGNMENTS/ASSESSMENTS: FIELD EXPERIENCE LESSON PLANS, TESTS

Course Activities:

1. Classroom lecture and discussions
2. Large and small group discussions
3. Quiz development (AL 2a)
4. Field experience
5. Peer teaching

Student Requirements:

1. Tests and comprehensive knowledge exam
2. Peer teaching; with content and lesson plan (see assessment rubric attached)
3. Quiz development; (candidates will develop a quiz (assessment) and use it to assess student learning while in their field experience) (AL_{2a}).
4. Field Experience; (see expectations attached)(video of 1 health lesson segment)

COURSE EVALUATION

- | | | |
|---|---|----------------|
| 1. | Tests (2) | 200 pts. |
| 2. | Peer teaching | 100 pts. |
| 3. | Quiz development (AL 2a) | 100 pts. |
| <i>This is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.</i> | | |
| 4. | Field experience | 150 pts. |
| 5. | Class participation | 100 pts. |
| 6. | <u>Lesson plan (1) submission on Livetext</u> | <u>50 pts.</u> |

700 pts. maximum

Grade Scale: % of maximum points

700 - 627 = A 100 - 90

626 - 557 = B 89 - 80

556 - 487 = C 79 - 70

486 - 417 = D 69 - 60

416 and below = F 59 and below

ATTENDANCE POLICY & PARTICIPATION

Students are expected to attend and actively participate in each class meeting in order to successfully meet the course requirements. Your participation during each classroom activity is essential to the learning process. Therefore, it is necessary that you be on time, attend and participate in each of the class meetings. Lack of appropriate active participation during classroom activities could result in a deduction of classroom participation points.

Students missing more than 20% of the class sessions will receive a failing grade for the course unless a **documented written excuse** is provided for absences. Students are solely responsible for obtaining documented written verification of absence from authority giving reason for absence. Excused absences could be illness; university sponsored activities, and family or personal emergencies. Students are responsible for obtaining any class notes and/or assignments given during the absence.

Students are expected to be on time for class and ready to participate in the classroom activities. There may be problems that arise to cause you to be late for class. When this occurs, **it is your responsibility to notify the professor immediately after the class has been dismissed.** **Otherwise, your absence will stand for that day.**

Field Experience:

This course has a required field experience during the last three weeks of the semester. You will be assigned to a secondary school and a mentor teaching at that school. During the three weeks of the field experience you will follow the same schedule as your mentor. This means you will start your day when the mentor is required to arrive and sign-in until the mentor is allowed to sign-out and leave the school. You will be on-site for 15 days which is approximately 120 ± hours at your assigned school. **Your field experience will be a dual experience combining the teaching of health lessons and physical education lessons to secondary students. This is not an observation experience.** You will follow and apply the teaching methods you have learned in the Health Education Methods course. Additional information will be forthcoming in a handout at the appropriate time. Be sure you plan and communicate to your employer that you will not be able to work during your required field experience time on-school site.

Cell Phones

All cell phones **must be turned off during class time.** **Cell phones must be turned off and out of sight during tests.** Any extenuating circumstances must be discussed with instructor on the day of the special circumstances prior to entering class.

PROFESSIONALISM

Professional Improvement Plan

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process, linked below:

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

TITLE IX STATEMENT:

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

Unforeseen Circumstances :

Due to unforeseen circumstances, this syllabus is subject to change and may be altered if the instructor deems necessary. If a change is necessary, the instructor will give notice to the students in the class at the appropriate time and will always be in the best interest of the students.

Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.