

Northwest Nazarene University
KINE 3350- Teaching Health Education in the Secondary School
Spring 2013- Quad 1

Credit: 2 Semester Hours
Meets: M W F 1:10-2:05

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Text: Meeks, Heit & Page, Comprehensive School Health Education 7th ed.
ISBN 978-0-07-340466-0 **Required**

Course Description:

This course provides the background information and skills teacher need to implement secondary school health education. The course includes information on the six categories of risk behavior identified by the Centers for Disease Control and Prevention. An introduction to the ten content areas of health is included. Students will develop and teach lessons for secondary health education.

Instructional strategies:

Many of the instructional strategies used in this class may be adapted for teaching any grade level. They were selected to meet the needs of diverse learners, to promote active student involvement, and to encourage students to construct meaning in a variety of ways. Included in these strategies would be cooperative learning, various discussion structures, technology, interactive lecture, literature review, content alignment with state and national standards, comprehensive school health education, development and use of grading rubrics (formative and summative), and answering difficult questions.

University Outcomes

This course encourages growth and development toward the University Outcomes in the following ways:

Transformation—We believe education fosters transformation. NNU engages and affects all domains of life—intellectual, social, physical and spiritual—thereby advancing the transformation of the individual, the church and the world.

Truth—We believe education pursues truth. NNU explores knowledge, the wonder of God's creative activity, the story of human civilization and the achievements in the arts, sciences and professions. Ultimately, we believe Jesus is the truth incarnate; therefore, we pursue Christ.

Community—We believe education flourishes in community. NNU provides a learning and faith community that teaches, challenges and encourages each other through intellectual and spiritual practices. Within covenantal relationships we express our love for God and others.

Service—We believe education cultivates service. NNU teaches the importance of a life of servant hood as modeled by Jesus Christ. We learn to lead by giving of ourselves to God and humankind.

Conceptual knowledge base and framework for teaching:

1. **Citizenship/Democratic Society** – Graduates of education programs will promote democratic values, facilitate equal voice and equal access for all students and parents, examine and challenge social inequities in schools and communities, and formulate responses to local and global issues in education.

2. Liberal Arts/Continuing Learning - Graduates of education programs will value learning, evidence breadth of knowledge, and demonstrate an inquiry-based habit of mind. They will be effective communicators who question educational assumptions and use educational research to stimulate reflection and inform classroom practice.

3. Professional Knowledge and Skills – Through a learner-centered approach, graduates of education programs will apply theories, strategies, and research in teaching and learning to challenge, interest, accommodate, and assess a diverse student population. They will relate to students and families in a manner that stimulates learning and creates a positive, productive environment. They will use reflection to improve teaching and learning.

4. Role of Schooling - Graduates of education programs will demonstrate understanding of the historical and philosophical purposes of schools and a range of legal and societal influences. They will use their knowledge to make decisions about their teaching and work to improve school conditions and educational opportunities for all

*The mission of Northwest Nazarene University is the transformation of the whole person. Centered in Jesus Christ, the NNU education instills habits of heart, soul, mind and strength to enable each student to become God's creative and redemptive agent in the world.

Course Goals

- Students will explore and analyze teaching as a profession.
- Students will communicate effectively.
- Students will function appropriately in a professional setting.
- Students will assess their interests and abilities in relation to the teaching profession.
- Students will develop methods to prepare and assess Health curriculum
- Students will seek to further their health content knowledge beyond the textbook
- Students will identify primary resources for health content and changing national surveillance data
- Students will understand methods for analyzing curriculum
- Students will understand copyright and fair use for teaching resources

Learning Objectives

- Students will list and discuss the six categories of risk behaviors identified by the Centers for Disease Control and Prevention (CDC).
- Students will describe the goals and essential features of a coordinated school health program, list components and describe the role of each.
- Identify the role of the following in school health programs: the teacher, community, school nurse, administration.
- Identify the areas that must be addressed in emergency care planning, and the most common student health care.
- Identify and discuss factors that contribute to a healthful school environment.
- Identify strategies for creating protective schools against drug use.
- Identify the features of a healthful school nutrition environment.
- Develop an understanding of how to organize curriculum from the National, State, district and class level.
- Develop effective teaching strategies for health education programs including: lecture, discussion, role play, buzz groups, panel discussions, cooperative learning, field trips, demonstrations, and guest speakers.
- Describe how to find health information and evaluate its quality.
- Describe and identify major life skills needed for optimal wellness.
- Describe the Family Continuum, and give several examples of skills that are promoted in an ideal family.
- Explain how to make healthful adjustments to family changes, including divorce, remarriage, and other major changes.
- Develop a knowledge base within the Health curriculum field, including review techniques and examples of effective teaching strategies within each area.

- Identify how to construct quizzes and exams and how to utilize technology in the process.
- Outline the major facts about each of the following body systems: nervous, cardiovascular, immune, respiratory, skeletal, muscular, endocrine, digestive, urinary, reproductive, integumentary.
- Describe the stages of dying, death, decisions that must be made about this life stage, and the way people grieve.
- Design a chart to describe the six major nutrients, their functions, and their sources.
- Identify nutrition facts and dietary needs related to decision making.
- How to develop a personal health plan and describe the importance of linking personal health with in class learning objectives.
- Develop a plan for drug prevention.
- Describe the effects drug use and misuse.
- Explain how drug abuse can increase the risk of violence and accidents.
- Identify the common sources of consumer health information and evaluation of those products.
- Develop a plan for injury prevention and safety.
- Know the common response to acute injuries.

Professionalism

This is a vital factor for success in teaching. It will be evaluated in the checkpoint process. You will want to show your professionalism in this class by:

- Turning in assignments on due dates.
- Attending class.
- Class participation.
- Field experience as scheduled. (If you must miss your appointed time you must call the school well in advance so your teacher will know not to plan for you)
- Dressing appropriately for field experience work.
- Quality work on assignments. (Not first draft!)

Note #1 – Late assignments will receive a 50% reduction in grade unless arrangements have been made with the professor ahead of time (with a compelling reason to be late!). If you know you are going to miss class, have someone turn your assignment in for you.

Note #2 – Students who need to improve their writing are encouraged to use the services of the Academic Resource Center.

Course Policies

1. Attendance is expected to all scheduled meetings. Grades will be lowered 1/2 grade for each absence beyond 2. Absences are not permitted on the days you are assigned to teach.
2. **Tardies are not acceptable**, with the exception of personal emergency. All other tardies may negatively impact your grade.
3. Missed quizzes cannot be made up, with the exception of personal emergency/illness. If you are ill the day of a quiz you must notify the instructor prior to the beginning of that class session so alternative arrangements can be made.
4. Students must complete and participate in all course activities and assignments. Failure to turn in any assignment will lower the final letter grade 1 full grade.
5. Plagiarism is cheating: using someone else's work and presenting it as your own. This, as well as any other form of cheating is unacceptable and will result in a zero score each and every time. This is a non-negotiable rule.
6. Students who qualify for and desire accommodations in this course due to a disability, as defined by the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008, must follow the NNU Disability Services Policies and Procedures as put forth by the office of Academic Advising. Any student may review a copy of these policies and procedures at <http://libguides.nnu.edu/advising-testing>. Call 208-467-8463 or email (disabilityservices@nnu.edu) for further information.

Course Evaluation:

96-100%A	76-79%C
93-95% A-	73-75% C-
89-92% B+	70-72% D+
86-87% B	67-69% D
84-85% B-	0-66% F
80-83% C+	

Grading

A. Peer Lessons Taught w/ lesson plan (2 lessons taught, 25 pts. Each)	50 pts
B. Health Education Article (2). Each article must be related to the Health Ed. Profession, such as curriculum, methods, or innovative teaching idea. Write a brief overview followed by what you believe the implications and relevance of the article to the profession. (10 pts. Each)	20 pts
c. Develop a Teaching unit in the health area of their choice: The unit must contain: Unit Goals, minimum six 60 minute lesson plans, including individual lesson plan objectives, special equipment needed, teaching procedures, and lesson evaluation.	100pts.
d. Develop a list of reading/technology resources (30) that are appropriate for secondary age children related to health development/	30pts.
e. Quizzes- 3 at 15 points each	45pts.
f. Daily class Devotions/Prayer.	0pts
g. Observe and teacher aid in public school classroom (20 hours) Observing and teacher aiding, teach 6-10 lessons or portion of lesson and include the written lesson plan for lesson taught	60 pts
h. TK 20 Upload Students must satisfactorily complete their log of field experiences hours and evaluation in TK20 or a grade of incomplete will be assigned. Failure to complete this assignment may result in failing the course.	20 pts
TOTAL POINTS POSSIBLE	385pts.

Copyright statement

Northwest Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Access and use of course materials is restricted to enrolled students for the duration of the course. Any use or distribution of those materials outside the class may violate the law. For additional information on copyright policies see <http://www.nnu.edu/copyright>.

Academic Integrity

Northwest Nazarene University seeks to establish academic integrity within the university community. NNU has identified unacceptable practices including, but not limited to:

1. Cheating in its various forms, whether copying another student's work, allowing your own to be copied, using unauthorized aids on an examination, having someone else take an exam for you (in-class or take-home), submitting as your own another person's work, rescheduling an exam relying on a false excuse;
2. Plagiarizing, i.e. presenting as your own the words or ideas of another person, including inadequate documentation of sources (electronic, Internet, or print) and excessive dependence on the language of sources even when documented, relying on a similar order of sentences while altering a few words or word order;
3. Submitting the same work for more than one course or assignment without prior written approval from the professor;
4. Using copyrighted material without appropriate citation or copying software or media files (such as music, movies, etc.) without permission;
5. Signing a roll sheet for another student who is not in class;
6. Fabricating data: This includes falsifying or manipulating data to achieve desired results, reporting results for experiments not done (dry labbing), or falsifying citations in research reports;
7. Denying other students access to academic information whether in the classroom, library (by hiding books, for example), or computer lab;
8. Destroying, altering, or tampering with another student's work to impede academic progress;
9. Stealing problem solutions from a professor or computer file;
10. Falsely reporting completion of reading assignments.

Students who either witness or have knowledge of violations are responsible for informing the instructor or appropriate University personnel. At the instructor's discretion, depending on the nature of the offense, the student's grade or ability to earn credit for the course may be affected. All students who violate the principles of academic integrity will be reported to the appropriate academic school and the Vice President for Academic Affairs. Violations may also lead to further disciplinary action.

KINE 3350 Course Calendar

Week 1	16	Syllabus and Introduction
	18	Curriculum Design – State and local standards
Week 2	21	No School MLK Holiday
	23	Teaching strategies
	25	Teaching strategies
Week 3	28	Developing the Health Lesson
	30	Test development and writing
	1	Quiz #1 – Persuasive paper due / Speaking rubrics

Week 4	6	Writing rubrics
	8	Health content / teaching topics
Week 5	11	Peer lesson #1
	13	Peer lesson #1
	15	Peer lesson #1
Week 6	18	No School – Presidents Day
	20	Teaching sex education
	22	Teaching sex education – sample lesson w/ mapping and lesson plans
Week 7	25	Peer Lesson #2 – Sex Ed
	27	Peer Lesson #2 – Sex Ed
	1	Peer Lesson #2 – Sex Ed / Answering difficult Questions
Week 8	4	Teaching topics / Field experience
	6	Copyright and Fair use / Field experience
	8	Quiz #3, Units due, TK 20 logs