

## HEDU 4230 Health Education in the Secondary School Spring 2016

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**Office hours by appointment**

### Required Text

*Promoting Health and emotional Well-Being in Your Classroom*, 6<sup>th</sup> edition by Page, R. & Page, T., Jones & Bartlett Publishing, 2015

### Course Description

This course is designed to provide students with the knowledge and skills necessary to: utilize learner-centered strategies in the instruction of Health Education to a diverse population of students, construct unit and lesson plans for Health Education according to adolescent health risk and resiliency behaviors, develop a sound knowledge of the resources and materials available for secondary school Health Education instruction, prepare to experience and effective student-teaching practicum.

### Student Learning Outcomes

Upon completion of this course, students will be able to:

- Identify Health Education initiatives as resources for developing prevention-oriented Health Education curricula
- Demonstrate the ability to write formal unit and daily lesson plans
- Develop the knowledge of and ability to integrate personal and social skills throughout the curriculum
- Understand and identify age-appropriate Health Education content and methods of instruction
- Create and present media literacy components of health education lessons
- Create and facilitate active-learning components of health education lessons
- Identify instructional strategies and communication styles that are effective when working with a diverse group of students including the application of accommodations for special needs and ESL students

### Course Policies

The rules of this class are constructed to ensure safety and openness, not to obstruct free communication or to justify insensitivity. If you have concerns about the rules, would like to add rules to the list or notice rules being broken during any class session, please bring this to the instructor's attention immediately.

1. Respectful behavior toward self and others is a must. Students will listen and respond to ideas in a respectful manner.
2. During the course of this class we must take ownership for our ideas, beliefs, values and biases.
3. Your peers will be presenting in class. You are expected to listen, evaluate and form opinions but not debate or disrupt your peers.
4. You are encouraged to ask questions to gain understanding and clarity. Loaded questions are not allowed.
5. Please be courteous and DO NOT have private side conversations in class this includes text messaging, instant messaging, and emailing.
6. Make every attempt to be to class on time.
7. If absent, you are responsible for any take-home assignments and lecture material.
8. Evaluation of work will be based on expected college level of written and analytical thought.
9. Please feel free to discuss any difficulties or concerns with me by appointment, email or phone.

## Course Requirements

1. *Discussion Preparations (5 points each, 50 points total.)* Readings will be assigned each week of the semester (see schedule for exact due dates.) For each assigned reading, you will be asked to prepare 5 discussion points to be turned in at the end of class. Discussion points should be typed and should contain enough detail to facilitate in-depth discussions on the readings. Discussion points can include opinions, questions, critical analysis, relationships to current or past events and/or other points of interest. You must be in class for the discussion to receive full credit.

2. *Health Unit Plan Draft (10 points.)* You will be asked to create a formal teaching plan for one health education topic (assigned by the instructor) utilizing a variety of cited sources including: a current secondary education health text, materials from national or state health initiatives, and materials from non-profit health agencies. The unit plan will contain overarching goals for the unit, a schedule of daily lesson plans (complete with objectives, a brief explanation of instruction activities, materials needed, and possible adaptations for special needs learners) and a list of resources that will be utilized during the unit. The Health Unit Plan Draft must be typed and submitted on time.

- a. You must bring a hard copy of the Health Unit Plan Draft to class for the review
- b. You must submit the Health Unit Plan on Canvas as a doc or docx file

The plan will be reviewed by both the instructor and by other students. A period of revision will be given before the final plan is submitted at the end of the semester.

3. *Daily Lesson Plan Drafts (10 points each, 30 points total.)* You will be asked to create 3 detailed daily lesson plans that coincide with the unit plan you are assigned. Each lesson plan must include: key HBOs, skills or concepts to be taught, lesson objectives, assessments, materials needed, time frame, a lecture outline (lesson flow), instructions for an active-learning component (with possible classroom discussion ideas), an outline for a media literacy component (with possible discussion ideas for small group interaction), remediation and extension activities and a list of resources for that lesson.

- a. You must bring a hard copy of the Daily Lesson Plan Draft to class for the review
- b. You must submit the Daily Lesson Plan Draft on Canvas as a doc or docx file

The plans will be reviewed by both the instructor and by other students. A period of review will be given before the lesson plans are submitted at the end of the semester.

4. *Team-taught Lessons/Presentations (15 points each, 30 points total.)* You will be paired another student to create 40-minute lesson plans to be presented in class. Each student will be responsible for 20 minutes of the total time. Topics will be assigned by the instructor. One lesson will be required to have a media literacy component and the other will be required to have an active learning component. Lesson plan must include key HBOs, skills or concepts to be taught, lesson objectives, assessments, materials needed, time frame, a lecture outline (lesson flow), instructions for an active-learning component (with possible classroom discussion ideas), or an outline for a media literacy component (with possible discussion ideas for small group interaction), remediation and extension activities and a list of resources for that lesson)

- a. You must bring a hard copy of the Team-taught Lesson Plan to class for the presentation
- b. A copy of the lesson plan (created by both students) must be submitted to the shared class page on Canvas under the "Files" tab prior to the day of the presentation. Files should be submitted with a file name in the following format: TTLastnameFirstnameTopic.doc EX: TTPondAmeliaDrivingSafety.doc

Each student in the pair will be graded individually both on the quality of the lesson plan and the quality of the presentation. In the event that a student pair cannot be formed an individual may present alone or an additional student may be placed in a pair with students given a shorter presentation time.

5. *Peer Evaluations (5 points each, 40 points total.)* You will be asked to evaluate the team-taught lessons/presentations of your peers. You will be asked to rate your peers on student engagement, establishment of classroom safety, age-appropriateness of information, clarity of information, clarity of instructions for active learning component, and relevance of the media used in the media literacy component to the intended audience. In addition, you will be asked to justify your ratings and provide additional constructive comments. These evaluations will be turned in at the end of class and given to the team-teachers for their benefit.

6. *News Article Review and Analysis (10 points.)* You will need to find one current (no older than 1 year) news article about health education being discussed in the national or state political arena. You will be asked to write a 2-3 page summary and critical analysis of this article. Some possible questions to analyze would include: Why is health education discussed in the political arena? What groups have a voice in creating health education curriculum? Which groups have more voice than others in your opinion? What impact might political decisions about health education curriculum have on teachers and on students? This paper should be typed and the article should be correctly cited with in-text A.P.A. style citations and bibliography.

- a. A hard copy of the paper should be brought to class on the due date
- b. Submit the paper on Canvas

7. *Final Health Unit Plan with 3 Daily Lesson Plans (40 points.)* At the end of the semester you will turn in your revised Health Unit Plan with your revised Daily Lesson plans (revised according to instructor and peer feedback).

- a. Submit the Final Health Unit Plan with 3 Daily Lesson Plans on Canvas in a doc or docx format
- b. The final Health Unit Plan with 3 Daily Lesson Plans must also be submitted on the shared class page on Canvas under the “Files” tab. Files should be submitted with a file name in the following format: UPLastnameFirstnameUnitPlanTopic.doc EX: UPPondAmeliaNutrition.doc

7. *Extra Credit.* Extra credit assignments may be given throughout the semester. Each extra credit assignment is worth up to 3 points. Students are limited to 3 extra credit assignments per semester. Extra credit can be turned in at any time during the semester. No extra credit will be accepted after the last day of class day for the course section.

## Grading Scale

A 94 – 100	A- 90 – 93.99	
B+ 87 – 89.99	B 84 – 86.99	B- 80 – 83.99
C+ 77 – 79.99	C 74 – 76.99	C- 70 – 73.99
D+ 67 – 69.99	D 64 – 66.99	D- 60 – 63.99
E Below 60		

**Americans with Disabilities Act** The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 585-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

**Addressing Sexual Misconduct** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677 (COPS).

**Code of Student Rights and Responsibilities** (Policy 6-400): [www.admin.utah.edu/ppmanual/8/8-10.html](http://www.admin.utah.edu/ppmanual/8/8-10.html) Highlights include cheating on tests, plagiarism (failure to put the exact words of another author in quotation marks, even if you do cite the author by name), fraud, theft, and harassment, which will not be tolerated in any form; occurrences will be reported to the Dean of Student's Office for appropriate disciplinary action