

**HSCV 450: Health Education for Elementary School Teachers**  
**Summer 2008**  
**Monday, Tuesday, Wednesday, Thursday**  
**12:45pm to 4:30pm**  
**Butte 229**

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**Instructor:** Michael Mann, Butte 628 or Butte 707C

**Office Hours:** Mondays, Tuesdays, Wednesdays, and Thursdays - 11:00am to 12:00pm

**Phone:** (530) 898-5633

**Email:** Please email me using our course's VISTA email system. If that system is unavailable, feel free to email me at [mjmann@csuchico.edu](mailto:mjmann@csuchico.edu).

**Department Chair:** Dr. Mary Portis, Butte 607A

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**Welcome!**

Welcome to HCSV 450: Health Education for Elementary Teachers! Below you will find the main requirements associated with this course. Please take some time to read over this syllabus and feel free to ask me about anything you find below. I believe you will find we have a lot to do together, but the work is fun and I hope you will be excited about practicing the science and art of helping children grow into healthy, happy adults.

**Course Objectives:**

Upon completion of this course, the student should be able to:

1. Identify functions of the school health program
2. Identify appropriate health education scope and sequence for the elementary grades
3. Examine techniques for health appraisal of the child
4. Given a cumulative health record, interpret health information
5. Distinguish between normal and abnormal growth and development
6. Choose appropriate health education lessons based on growing and developing characteristics
7. Distinguish between situations likely to result in litigation with those unlikely to do so
8. Identify physical, social and emotional conditions that contribute to optimal learning
9. Identify appropriate community resources and referrals for student health problems
10. Identify characteristics of common health problems in children
11. Select appropriate classroom and curricular adaptations for students with disabilities and impairments
12. Explain implementation of mandatory and permissive emergency procedures in schools
13. Demonstrate infant and child CPR skills, rescue breathing and obstructed airway skills
14. Describe appropriate first aid responses for common classroom and school site accidents
15. Explain implementation of specific school-based screening procedures
16. Demonstrate use of *California State Framework for Health Instruction* in curriculum planning
17. Identify motivations for student drug use

18. select appropriate drug education/prevention strategies for school based programs
19. Identify psychoactive substances in terms of use, abuse and effect on human potential
20. Describe techniques for teaching decision-making, problem solving and values clarification skills in relation to health behaviors
21. Identify eating patterns which contribute to wellness
22. Suggest nutritional modifications to school lunch, school party and fund-raiser practices
23. Explain nutrition education strategies for elementary students
24. Describe the role and responsibilities of the family life educator
25. Explain educational strategies in family life education
26. Identify signs and symptoms of and prevention techniques for sexually transmitted disease
27. Describe integration of health-related physical fitness concepts into the health education curriculum
28. Describe strategies for mental health promotion and suicide prevention
29. Explain appropriate management of controversial health issues in schools
30. Describe the Health People 2010 National Health Objectives in planning health instruction

**Texts:**

Required text: Health Framework for California Public Schools: Kindergarten through Grade Twelve (posted on VISTA – no charge)

Optional text: Comprehensive School Health Education by Meeks, Heit, and Page. (But I will make several copies of this text available – at no charge - during group work time)

**Course and Materials Costs:**

I chose to teach this course without an expensive text book (about \$100 for the optional text) for 2 reasons: 1) most students never read textbooks after they buy them ☺ and 2) materials costs for this class can add up quickly. Over the course of the next 3 weeks, you will teach a minimum of 4 lessons to a group of 8-10 elementary school children. Please plan to spend about as much money on the materials for these lessons as you would a traditional text book or between \$60-80 over the semester.

**Course Evaluation:**

<u>Attendance/Participation:</u> (200 pts – 25%)	
Class Attendance	100 pts
Participation	100 pts
 <u>Group Lesson Plans and Delivery:</u> (200 pts – 25%)	
Lesson Plans	100 pts
Lesson Delivery	100 pts
 <u>Individual Lesson Plan:</u> (200 pts - 25%)	
Lesson Plan	100 pts
Lesson Delivery	100 pts
 <u>Exams:</u> (200 pts – 25%)	
Exam	100 pts
Exam	<u>100 pts</u>
Total: 800 pts	

**Attendance/Participation:**

You will find you learn from this class in direct proportion to your contributions. You are responsible for coming to class on time and participating regularly. Attendance points will be taken randomly in class throughout the semester for 100 points. Participation points will be earned by making draft presentation, completing brief in-class assignments, out-of-class assignments, and participating in class discussions.

Excused absences- for both class and community activities - include medical appointments and illness (with doctor's notes), deaths in the family (with documentation), and school events (with documentation on school letterhead).

Please be certain to plan for and attend all of the scheduled activities at Citrus Elementary School. If you miss any of these activities, your final grade will be reduced by one letter for each absence.

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**Citrus Elementary School Activity Dates and Times**

Initial Site Visit	June 3 <sup>rd</sup> from 2:45pm to 4:00pm
Health Lessons & Activities	June 9 <sup>th</sup> – June 12 <sup>th</sup> from 12:45pm to 2:00pm June 16 <sup>th</sup> – June 19 <sup>th</sup> from 12:45 to 2:00pm

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**Group Lesson Plans and Delivery:**

On four days, you and 2 or 3 group members will be responsible to provide health education activities for 8-10 students at Citrus Elementary School. For each session, the members of your group will be responsible for planning 75 minutes worth of health-supporting activities. Fifteen minutes of this time should be devoted to one of you teaching an individually prepared and delivered lesson (described below). The remaining 60 minutes of this time should be planned and delivered by the whole group. These actives should be active and fun and – ultimately – use proven health education strategies to clearly and directly contribute to the educational goals outlined in the California Health Education Framework. For each session, I will evaluate 1) your written lesson plan, and 2) the delivery of that lesson plan. Delivery will be evaluated using observation and participant feedback. Lesson plans are due during the class session prior to lesson delivery.

**Individual Lesson Plan and Delivery:**

As mentioned above, you will have the opportunity to individually plan and deliver one 15 minute health education lesson. Although you are individually responsible for writing your lesson plan and delivering your 15 minutes of direct instruction, I highly encourage you to collaborate with you classmates while planning this time. Again, these actives should be active and fun and – ultimately – use proven health education strategies to clearly and directly contribute to the educational goals outlined in the California Health Education Framework. For your session, I will evaluate 1) your written lesson plan, and 2) your delivery of that lesson plan. Delivery will be evaluated using observation and participant feedback. Lesson plans are due during the class session prior to lesson delivery.

**Exams:**

During this course, you will take two examinations. Each exam will consist of multiple choice, true/false, matching, short answer items, and one essay question. Each exam will cover 1) chapters

assigned from the text; 2) all class activities including lectures, discussions, handouts, videos, etc..., and 3) all community and project related activities.

Please bring at least one #2 pencil and your student ID to each exam.

Make-up exams will not be given without presentation of medical excuse or notice of a university-sponsored activity prior to the exam date. I do not distribute exams after 11:15pm, so please remember to be on-time for exam days.

## Other Items and Issues

### Ground Rules:

- Please respect each other's opinions and comments even though you may not agree.*  
Each of you has a heritage, history, and a variety of experiences that influence how you see the world. We tend to attach labels, develop values, and express attitudes based on this diversity. It is this diversity that makes each of us unique and important. In this class, please try to minimize the barriers associated with sensitive or controversial topics and maximize learning together in a trusting environment.
- Please try to avoid coming in late or leaving early. If either is necessary, please do so quietly and with minimum distraction.*  
Please leave the few seats closest to the door empty for anyone who might have to enter after class has started.
- Please do not use electronic devices in class.*  
Please turn off your cell phone, iPod, mp3 player, tape recorder, etc... prior to class beginning. These devices tend to cause distractions and unhelpful interruptions.

### Academic Honesty:

I expect and assume you will be honest with me in all aspects of your conduct regarding our course. In return, I will do the same with you. By formally registering for coursework at the Chico State University, you agree to abide by the CSU Academic Honesty Guidelines. Therefore, please do not attempt to cheat on any exam or project in this course. Any violation of the CSU Academic Honesty Guidelines will be reported to the Dean of Students Office and the student will receive a failing grade in the course. During exams, I will ask you to complete your work without discussion or help from other class members. For other assignments, I encouraged you to discuss the issues and assignments with your fellow students. All work turned in for a grade should be your original work or the original work of your group.

### Accommodations:

If you registered through the Disabilities Resource Program in the Dean of Students Office and you need specific accommodations for the course, I will gladly provide those accommodations. If you did not register formally, but you know you have behavioral or learning disabilities or other issues that might affect your performance in the course, tell me and I will help you.

### Grade Concerns and Extra Credit:

If you have any concerns about your grades – please feel free to contact me at any time. If possible - the earlier, the better - this helps give us as much time and opportunity as possible to work together toward improving your course grade or correcting grading mistakes.

There will be one extra credit assignment in this course. You can earn 10 extra credit points for attending a "Get-to-Know-You-Meal" with your course instructor and some of your classmates. The "Get-to-Know-You Meal" will be conducted at the beginning of the course for 10 points. Because this will be the only opportunity for extra credit in the course, please consider taking advantage of it.

**Due Dates:**

Please submit assignments on or before the due date. Work submitted late may not be accepted or receive the maximum point value. If you have a problem with a due date or assignment, please talk with me about it as soon as possible – preferably before the due date. I will help whenever I can.

**Vista:**

This course will be web-enhanced. I will make weekly reading assignments, supplemental materials, and course announcements available to you on the Vista HCSV 369 course pages. As a result, you will need to access our Vista course pages at least once per week (Thursday after 6pm). You were automatically added to the Vista roster when you added this course. However, if you have not used Vista in the past, you will need to initialize your Chico State portal account. Information on how to do this is available at [www.csuchico.edu/stcp/portal/account.shtml](http://www.csuchico.edu/stcp/portal/account.shtml). You can also count Student Computing at 898-4357.

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**Critical Class Session Dates**

June 3 <sup>rd</sup>	Citrus Elementary School Site Visit
June 5 <sup>th</sup>	Exam 1
June 9 <sup>th</sup> , 11 <sup>th</sup> , 16 <sup>th</sup> , & 18 <sup>th</sup>	Team 1 – Group & Individual Lesson Delivery Team 2 – Assist Citrus Elementary Teachers
June 10 <sup>th</sup> , 12 <sup>th</sup> , 17 <sup>th</sup> , & 19 <sup>th</sup>	Team 1 – Assist Citrus Elementary Teachers Team 2 – Group & Individual Lesson Delivery
June 19 <sup>th</sup>	Exam 2

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**Critical Individual Responsibilities**

I am on Team \_\_\_\_\_. My team is responsible for the following **group lessons**:

- Lesson 1 on \_\_\_\_\_ (day/date) about \_\_\_\_\_ (subject).
- Lesson 2 on \_\_\_\_\_ (day/date) about \_\_\_\_\_ (subject).
- Lesson 3 on \_\_\_\_\_ (day/date) about \_\_\_\_\_ (subject).
- Lesson 4 on \_\_\_\_\_ (day/date) about \_\_\_\_\_ (subject).

My **individual lesson** will be conducted on \_\_\_\_\_ (day/date) about \_\_\_\_\_  
\_\_\_\_\_(subject).