

Fall, 1999

HEALTH EDUCATION
UNIVERSITY OF KENTUCKY

HPR 430

METHODS OF TEACHING HEALTH

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OFFICE HOURS: MW 9:00-11:30 a.m. and 1:30-3:00 p.m.

REQUIRED TEXTBOOK: Meeks and Heit (1996). COMPREHENSIVE SCHOOL HEALTH EDUCATION: TOTALLY AWESOME STRATEGIES FOR TEACHING HEALTH. Meeks Heit Publishing Company. 2nd Edition.

Educators as Reflective Decision-Makers:

This course is designed to train professional health educators as "reflective decision-makers." Reflective decision-making refers to the process of applying knowledge to the teaching situation, evaluating the learning process, and then making adaptations to improve teaching and learning. Reflective decision-making requires self-awareness of how we teach along with the desire to improve. In addition, educators as reflective decision-makers use inquiry methods in teaching - they encourage students to ask questions, reflect on these questions and seek the answers. This course will promote this philosophy.

PURPOSE: To acquaint potential health educators with an array of contemporary health education teaching methods. The course will allow for students to exercise their creativity in developing original teaching methods, and to peer/student teach and to reflect on their own teaching and others teaching. Upon completion of the course, the student will have a collection of a wide variety of teaching techniques and possess the knowledge of how to implement them in health instruction. The course will also provide an overview of the Kentucky Education Reform Act of 1990 with a specific focus on performance-based instruction.

COURSE TOPICS:

Philosophy of Teaching Health
Health Instruction Methods (see pp. 101-126; 129-142)
Kentucky Education Reform Act
Kentucky Academic Expectations
Curriculum Planning Map
Writing Performance Assessment Tasks in Health Education

Writing Open-Ended Questions
New Teacher Outcomes

REQUIREMENTS:

- I. Attendance to class (10 points)**
- II. Notebook of Methods (5 points)**
(Notebook should include all notes, handouts, and materials listed in Sections A - G organized in an orderly fashion)

Included in your notebook will be the following sections:

SECTION A: 5 Original Teaching Methods (20 points)

The student must develop an original method (total of 5) that represents each one of the following types of methods: (1) health hazard appraisal, (2) simulation game, (3) decision making, (4) inoculation/refusal skills, and (5) experiential OR health activation method.

This assignment addresses New Teacher Standard I: Designs/Plans Instruction and New Teacher Standard VIII: Knowledge of Content.

* NOTE: Each original method must come from a different topical area.

P	S A	S F	N	E H	M H	D	U I	C H	G D
E	U B	E A	U	N E	E E	I	N N	O E	R E
R	B U	X M	T	V A	N A	S	I J	N A	O V
S	S S	U I	R	I L	T L	E	N U	S L	W E
O	T E	A L	I	R T	A T	A	T R	U T	T L
N	A	L Y	T	O H	L H	S	E Y	M H	H O
A	N	I	I	N	/	E	N	E	P
L	C	T L	O	M	E		T	R	M
	E	Y I	N	E	M		I		E
H		F		N	O		O		N
E	U	& E		T	T		N		T
A	S			A	I		A		
L	E			L	O		L		
T					N				
H	&				A				
					L				

- Simulation Games (1)
 - Health Hazard Appraisal (1)
 - Decision Making (1)
 - Inoculation/Refusal Skills (1)
 - Experiential OR Health Activation (1)
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SECTION B: 6 Adapted Methods (6 points)

In order to ensure that students read the text and are able to adapt methods for their own purposes, 6 adapted methods are required. Methods in the textbook should be adapted or modified in some way. (These methods must be substantially modified. If not, the method will receive no credit). These methods will not be evaluated according to type, but it is expected that they cover the various topical areas listed above.

This assignment addressed New Teacher Standard I: Designs/Plans Instruction and New Teacher Standard VIII: Knowledge of Content.

SECTION C: 3 Methods Presented in Class (15 points)

These 3 methods (1 original, 1 from an outside source and 1 that presents content) should not duplicate any of the methods you have written, adapted, or seen in KHP 430. Each of these methods should be a different type and from different topical areas. You will present these lessons in class on a scheduled date. These methods will be evaluated by your peers and by your instructor using the Teacher Performance Rating Scale. You must complete a lesson plan and give it to your instructor prior to teaching the lesson. Additionally the method from an outside source may be obtained from a book, journal, a practicing teacher or hearsay (basically, any source). The purpose of this assignment is for you to find an excellent, fun, creative method from any source and present it in class. This should be the **BEST** method you can find. The lesson on content must present factual material in a traditional, but interesting way. More details will be given on this in class.

This assignment addresses New Teacher Standard I: Designs/Plans Instruction; New Teacher Standard II: Creates/Maintains Learning Climates; New Teacher Standard III: Implements/Manages Instruction; New Teacher Standard VIII: Knowledge of Content.

SECTION D: Methods Presented in the Public Schools (12 points)

Each student is required to teach two lessons to school children in Fayette County. One lesson will be a group project developed around a theme. More details on these methods will be provided at a later date. The other lesson will be scheduled by the student with an individual teacher and evaluated by that teacher.

This assignment addresses New Teacher Standard I: Designs/Plans Instruction; New Teacher Standard II: Creates/Maintains Learning Climates; New Teacher Standard III: Implements/Manages Instruction; New Teacher Standard VIII: Knowledge of Content.

SECTION E: Performance Assessment Task (6 points)

Each student will write a performance assessment task method that will be peer reviewed and instructor evaluated. Specific format and instructions for this will follow at a later date.

This assignment addresses New Teacher Standard I: Designs/Plans Instruction and New Teacher Standard VIII: Knowledge of Content.

SECTION F: Curriculum Planning Map (6 points)

The Curriculum Planning Map is planning taken from Transformations and is used for planning instruction. Students will work in groups to use the map to plan instruction. More details will be given at a later date.

This assignment addresses New Teacher Standard I: Designs/Plans Instruction

and New Teacher Standard VIII: Knowledge of Content.

SECTION G: OBSERVATION REPORTS (5 points)

Students are required to observe two health lessons in the public schools and complete a form evaluating the observation.

SECTION H: PRESENTATION TO SCHOOL COUNCIL (5 points)

Each student will prepare a 3-5 minute presentation on a topic of his/her choice. This should be a persuasive appeal to influence curriculum or school practices in some way.

This assignment addresses New Teacher Standard VI: Collaborates with Colleagues/Parents/Others.

SECTION I: CLASS NOTES AND HANDOUTS

Notes should be neat and in a well-organized fashion so that they will be usable. This section should also contain all handouts and class notes. Points for class notes and handouts will be awarded under "Notebook" section.

SECTION J: METHODS (5 FOR EACH ONE OF THE 10 TOPICS) (2 points)

The student is required to collect 50 methods from sources other than him/herself and put in the notebook according to topical areas. The curriculum planning map, performance assessment and open-ended questions should be included as methods.

III. TEACHING PORTFOLIO (8 points)

The following is a list of items that you must include in your portfolio:

1. Cover page
2. Resume (include work history, any experiences working with children, certifications, volunteer work, honors received, etc.)
3. Best lesson plan you have written and presented
4. Evaluation of this lesson plan (instructor evaluation, peer evaluation and self evaluation)
5. Your definition of health
6. Your philosophy of teaching health education
7. An outline of the professional development activities you will engage in over the next five years.

This assignment addresses New Teacher Standard V: Reflects/Evaluates Teaching/Learning and New Teacher Standard VII: Engages in Professional Development.

Your final grade in the class will be based upon the following point totals:

- 90 - 100 points = A
- 80 - 89 points = B
- 70 - 79 points = C
- 60 - 69 points = D
- Below 60 points = E

Evaluation of Methods:

Written lesson plans for methods presented in class, methods presented in schools and the original methods will be evaluated on the following scale:

4 = Excellent 3 = Good 2 = Satisfactory 1 = Below Average

REWRITES

Each of the original lesson plans may be rewritten once and handed in again in order to improve the grade. However, an improved grade is not guaranteed. The methods presented in class may also be rewritten once. Other methods may not be rewritten. Whenever a lesson plan is rewritten, please submit both the original lesson plan and the rewrite. On any lesson plans that are rewritten, write **REWRITE** in the top left-hand corner of your paper.

METHOD FORMAT: (This method format incorporates the Council on School Performance Standards Assessment Task Format).

1. Title of Method
2. Statement of the purpose of the method and specify intended population (specific grade or level of students) of the method.
3. KERA Goal Addressed.
4. KERA Academic Expectation addressed.
5. Mode of Presentation of Method
6. Technology Requirements for Method.
7. List of materials needed and any special class arrangements.
8. Description and Explanation of the technique.
(Write this as if student was reading and carrying out instructions)
9. Special instructions for teacher (Special precautions or sensitivities).
10. Evaluation Procedures (on what criteria will you evaluate and how will you evaluate learning?)
11. Justification of the technique. (Why this type of method for this population for this topical area?)

* Methods should be appropriate to serve your future professional population (K-12).

** Please label methods in the upper right-hand corner in the following manner:

-ORIGINAL METHOD		-ADAPTED METHOD
-TYPE OF METHOD	OR	-TOPICAL AREA
-TOPICAL AREA		-PAGE # IN TEXT FROM WHICH METHOD WAS ADAPTED

ATTENDANCE POLICY:

Students are required to attend class. Excused absences for illness or other reasons may be considered by the instructor. Proof of illness from a physician may be required to have an absence excused.

One point will be deducted from the final average for every unexcused absence over two (up to a maximum of 10 points). IN ADDITION, IF YOU ARE ABSENT (UNEXUSED) WHEN YOU ARE SCHEDULED TO TEACH A PEER LESSON IN CLASS OR ARE ABSENT WHEN YOU ARE SCHEDULED TO TEACH IN THE SCHOOLS, YOU WILL NOT BE ABLE TO RESCHEDULE A TIME TO TEACH THESE LESSONS. THEREFORE YOU WILL RECEIVE 0 POINTS FOR THIS PART OF YOUR GRADE.

LATE PAPERS:

The instructor has the prerogative of either accepting or not accepting late papers. Late papers that are accepted will be penalized by a grade reduction. LATE NOTEBOOKS WILL NOT BE ACCEPTED.

CAUTION:

All methods except the method from an Outside Source (discussed in Section D) and the 50 methods (Section F) must be your own work. Copying adapted or original methods from former or present students is considered plagiarism and is not allowed. If you copy methods you will be subject to failure of the course, removal from the Teacher Education Program, and dismissal from the University.