

PTED 7281-08

INDEPENDENT PROJECT:

LF08 SCIENCE AND HEALTH

Semester Hours 3

Semester/Year: Summer 2008

Instructor: Dr. Rachel Abbott

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Online Support:

WebCT Login and Help page: <http://nibbler.westga.edu/webct/public/home.pl>
Distance Learning Library Resources: <http://www.westga.edu/~library/depts/offcampus/>
Ingram Library Information: <http://www.westga.edu/~library/info/library/shtml>
UWG Distance Education: <http://www.westga.edu/~distance/>

COURSE DESCRIPTION

Prerequisite: Bachelor's Degree and Academic Advisor's Approval

This course provides an overview of different skills, strategies, and activities to integrate current health concerns into the general education curriculum. Concepts and materials appropriate for P-5 children will be examined.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (NBPTS 1, 2, 3, 4 & 5), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are

related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

The students will:

1. critique and analyze health concern topics of P-5 children that can be integrated into the general education classroom
(*Decision Makers, Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective*)
(AIMS Education Foundation, 1995; Anspaugh & Ezell, 2007; Hyman, 2003; Kovar, Combs, Campbell, Napper-Owen, & Worrell, 2007; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; Thomas & Kotech, 2007);
2. critically examine current health strategies and materials in teaching P-5 health education
(*Decision Makers, Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective*)
(AIMS Education Foundation, 1995; Anspaugh & Ezell, 2007; Hyman, 2003; Kovar, Combs, Campbell, Napper-Owen, & Worrell, 2007; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; Thomas & Kotech, 2007);
3. prepare and develop sample activities that effectively integrate health concepts into language arts, social studies, mathematics, and/or science
(*Decision Makers, Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective*)
(AIMS Education Foundation, 1995; Anspaugh & Ezell, 2007; Hyman, 2003; Kovar, Combs, Campbell, Napper-Owen, & Worrell, 2007; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; Thomas & Kotech, 2007); and
4. design and implement learning experiences for P-5 health education based on theory and best practices.
(*Decision Makers, Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective*)
(AIMS Education Foundation, 1995; Anspaugh & Ezell, 2007; Hyman, 2003; Kovar, Combs, Campbell, Napper-Owen, & Worrell, 2007; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; Thomas & Kotech, 2007).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts: NONE
 *Selected journal articles will be used based on individual student needs

References:

AIMS Education Foundation. *Activities integrating mathematics and science*. (1995). Fresno, CA: AIMS Education Foundation

Anspaugh, D. J., & Ezell, G. (2007). *Teaching today's health*. San Francisco: Pearson/Benjamin Cummings.

Hyman, B. (2003). *Current issues in child and adolescent health*. Dubuque, IA: Kendall/Hunt.

Kovar, S. S., Combs, C. A., Campbell, K., Napper-Owen, G., & Worrell, V. J. (2007). *Elementary classroom teachers as movement educators* (2nd ed.). New York: McGraw-Hill.

Page, R. M., & Page, T. S. (2007). *Promoting health and emotional well-being in your classroom*. Sudbury, MA: Jones Bartlett.

Telljohann, S. K., Symons, C. W., & Pateman, B. (2007). *Health education: Elementary and middle school applications*. New York: McGraw-Hill.

Thomas, D. Q., & Kotechi, J. E. (2007). *Physical activity & health: An interactive approach*. Sudbury, MA: Jones and Bartlett.

Internet Resources :

BrainGym : www.braingym.com

Energizers : <http://www.ncpe4me.com/energizers.html>

MyPyramid : www.mypyramid.gov

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Assignments

1. **Learning Festival:** Each student will attend the University of West Georgia Learning Festival in its entirety. Students are expected to attend two morning concurrent sessions and afternoon class session from June 2-6, 2008 for a total of 30 hours. Students will be responsible for documenting the sessions attended. Each student will submit a 2-4 page reflection paper on their reactions/experiences of the UWG Learning Festival 2008 by responding to the prompts provided in class. **Paper Due: Wednesday, June 11, 2008.**
Objectives #1, #2, #3 and #4
2. **Teacher Workshop Plan and Presentation:** The student will be responsible for developing a half day professional learning teacher workshop addressing a current issue in health education. The workshop is strictly for P-5 education teachers and should incorporate innovative strategies, activities, teaching practices, and curriculum ideas for teaching health education in the classroom. The workshop plan will be presented to the class on **Workshop Plan Due: Friday, June 20, 2008.** The student must submit/post a minimum of one journal article and/or readings on webCT on June 20, 2008. The presentation should include an overview of the main concepts and two grade appropriate sample activities integrating health concepts into the P-5 curriculum. Dates for class presentation will be discussed in class.
Objectives #2, #3, and #4
3. **Pre/Post Evaluation:** Students will complete a pre/post assessment on the health education content knowledge and LF08 Science and Health Strand.

Objective #1

Tardy Submission of Assignment Policy: Assignments that are submitted after the due date will be reduced by 10% per day.

Evaluation Procedures

Learning Festival	50 points	A = 100 - 90%
Teacher Workshop Plan	100 points	B = 89 - 80%
Teacher Workshop Presentation	100 points	C = 79 - 70%
Pre/Post Evaluation	<u>50 points</u>	D = 69 - 60%
Total	300 points	

DATE CLASS TOPIC OUTLINE

Session 1 - 6/2	Course Introduction & Effectively Teaching Health Concepts
Session 2 - 6/3	Effectively Teaching Health Concepts and Technology
Session 3 - 6/4	Effectively Integrating Health Concepts – Project AIMS
Session 4 - 6/5	Energizers and Physical Activity
Session 5 - 6/6	Brain Gym: Move Your Body, Connect Your Brain

CLASS POLICIES

Attendance Policy: Students are expected to attend class and be respectful of the instructor and other students. Since emergencies do occur, you will be allowed one absence without grade reduction. Absences beyond the one excused absence will result in a

Plagiarism and Honor Code

As commonly defined, “plagiarism” consists of passing off as one’s own, the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the University of West Georgia Student Handbook under *Rights & Responsibilities*.

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *UWG Student Handbook* and *Graduate Catalog*.