

CLASS CARD**HEALTH EDUCATION**

Basic classes	Code in the study plan	ECTS
HEALTH EDUCATION	WFI-21	2

Education profile	Stationary
Faculty and field of study	FACULTY OF PHYSICAL EDUCATION
Studies program in which the subject is realized	2024-2027
Professor's name	Hanna Nalecz
Level of studies (eg. bachelor, master)	BACHELOR
Study year and semester	2/3
Language	English
Method of realization (stationary/ distance learning)	stationary
Lectures/classes hours	30
Form of passing classes	E
Type of subject (obligatory/ facultative)	obligatory
Prerequisites	Basics of didactics and psychology

DETAILED INFORMATION**Course aims and objectives**

1. To learn about the theory of health education and the methodology of health education.
2. To master the skills of planning, applying appropriate methods and forms of work with students and evaluation of classes on health education
3. To shape the pro-health attitude of students and prepare them to play the role of a leader of a healthy lifestyle in the school environment

LEARNING OUTCOMES IN KNOWLEDGE, SKILLS AND SOCIAL COMPETENCES FOR CLASSES

Learning outcome	Subject's learning outcomes
KNOWLEDGE	
P_W01	Knows and understands advanced terminology within the discipline of physical culture science and the concepts, theories and methods used in physical education and sport.

P_W02	Knows and understands the place of humans in nature as biological and social beings. To an advanced degree, knows and understands the influence of environmental and socio-economic factors as modifiers of physical activity and physical development physical development in all stages of ontogenesis.
P_W03	To an advanced degree, knows and understands selected concepts and models of health and understands the aims, tasks and functions of health education in the prevention of individual and public health.
SKILLS	
P_U01	Be able to assess positive measures of health and have the ability to apply a variety of methods, forms and means of health education when working with groups of different ages. Can collaborate with health professionals, observe, assess, document health attitudes of groups of different ages
SOCIAL COMPETENCES	
P_K01	Rejects behaviours that are dangerous to life and health, assuming the role of a promoter of leisure and health behaviours in the local environment. Presents an attitude towards health.

SUBJECT PROGRAM CONTENT DIVISION BY FORMS OF IMPLEMENTATION

FORM OF CLASSES – LECTURE - subject		Reference to subject-specific learning outcomes
Semester 3	Students are introduced to the concepts of health and health education. They will learn about health as an individual and social resource, the holistic-systemic concept of health, environmental and psychosocial determinants of health and health measures. They will become familiar with selected areas of health education i.e.: nutrition, physical activity, obesity, mental health, addictions, etc. They will learn about basic methods, forms and means of health education.	P_W01-P_W3
FORM OF CLASSES – CLASSES – subject		Reference to subject-specific learning outcomes
Semester 3	Students learn how to plan a health education activity by drawing up a lesson plan according to the guidelines and prepare a health education activity for students on a topic of their choice by independently selecting and developing specific methods and teaching aids as well as the theoretical part and evaluation of their activity,	P_W01-P_W3, P_U01, P_K01

	then conduct the prepared activity in a student group and discuss it together, forming self-evaluation and self-evaluation skills.	
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PLANNED METHODS/FORMS/TEACHING MEANS

Program content	Teaching methods/forms
Lectures	classical lecture, conversational lecture, online lecture
Workshops	group work, projects, conducting parts of classes, explaining
Teaching resources: computer, multimedia projector or electronic board, thematic presentations	

METHODS OF VERIFYING THE EXPECTED LEARNING OUTCOMES ACHIEVED BY THE STUDENT

Learning outcomes for classes	Assessment methods
P_W01–P_W3	exam
P_U01	evaluation of the lesson plan
P_K01	observation of group work

CONDITIONS FOR PASSING CLASSES:

Lectures and exercises - completion of a group assignment - preparation of an lesson plan and conducting the class in a student group.

Written, in-contact test exam (Testportal) consisting of 30 questions of closed single-choice and multiple-choice with a minimum of 4 answer categories, answer time per question is 1 minute, the order of questions is randomised, a minimum of 60% correct answers is required to pass the examination.

SAMPLE ASSESSMENT/EXAMINATION TOPICS

1. The concept of health and health behaviour in medical and health sciences.
2. Determinants of health, the role of family and school in shaping health behaviour.
3. Health inequalities.
4. Prevention of selected health problems and key recommendations.
5. Theoretical basis of health education.
6. Aims and tasks of health education.
7. Characteristics of selected thematic areas of health education.
8. Planning and methodology of conducting classes of health education.
9. Activating and interactive methods in health education.
10. Evaluation in health education.

ENGLISH BIBLIOGRAPHY

Basic	<ol style="list-style-type: none"> 1. Catherine A. Sanderson, Mark Zelman, Diane Farthing, Melanie Lynch, Melissa Munsell. Comprehensive Health Skills for High School. Goodheart-Wilcox Publisher, 2025 2. Abdirahman Moalim. Health Education and Health Promotion. LAP Lambert Academic Publishing, 2024
Additional	<ol style="list-style-type: none"> 1. Judith Miller, Susan Wilson-Gahan, Robyne Garrett, John Haynes. Health and Physical Education. Preparing Educators for the Future. Cambridge University Press, 2024 2. Benes Sarah, Holly Alperin. The Essentials of Teaching Health Education: Curriculum, Instruction, and Assessment. Human Kinetics Publishers, 2025 3. Robin G. Sawyer, Elisa Beth Mcneill, Glen G. Gilbert. Health Education: Creating Strategies for School and Community Health. Jones & Bartlett Learning, LLC, 2014 4. RR Cottrell, D Seabert, C Spear, JF McKenzie. Principles of Health Education and Promotion. 2021 5. L Meeks, P Heit, RM Page. Comprehensive School Health Education. McGraw Hill, 2012

SELF STUDY

Full-time studies		Type of activity
Number of hours to complete the activity	ECTS	
30	1,2	Classes requiring direct participation of academic staff (total):
15/15		lectures/workshops
20	0,8	Other activities (total):
4		a) reading of designated literature
2		b) gathering material for the project
5		c) preparing the presentation and the description
4		d) studying materials
5		e) preparing for the examination
50	2	Total number of hours/ECTS

Number of ECTS points that a student obtains in classes developing practical skills: 1,5

Author of the class card:	Name, surname and email
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