



Subiecta: Health Education

I. General information

Organization unit	Faculty of Physical Education Chair: Physical Culture Pedagogy and Psychology Supervisor: prof. dr hab. Jerzy Nowocień
Course name	Physical Education Field Courses Health Education
Subject code	17/2/I/PE
Teaching language	English
Type of subject (obligatory/ facultative)	Obligatory
Level of studies (eg. bachelor, master)	Bachelor
Study year	II
Semester	I
ECTS points	3
Teacher	M.A. Marta Piechowska marta.piechowska@awf.edu.pl
Studies program in which the subject is realized	Physical Education
Method of realization (stationary/ distance learning)	Stationary
Prerequisites	Required knowledge in the subject of pedagogy, didactics

II. Detailed Information

Course aims and objectives

A1	Familiarizing students with the basic information about health education, health principles used at work and school, as well as the principles of prevention and health promotion.
A2	Providing students with general knowledge and skills related to planning and organizing Health Education classes at every stage of education.
A3	Preparing students for the role of a health education teacher at every stage of school education and preparing them to consciously promote health in the social environment.

A4	Transferring values and shaping a pro-health attitude of students, which enables building successful educational interactions.
----	--

Learning outcomes

Learning outcome	Subject's learning outcomes
Knowledge	
K_W03 Familiarity and comprehension of basic functions of the body including those that may occur during physical effort as well as negative and positive effects of physical activity. Comprehension of problems connected with biological recuperation and the process of physical renewal.	Student knows and understands the importance of health in relation to exercise.
K_W04 Familiarity and comprehension of alternative educational concepts, conditions, functions and meaning of education in human life, as well as its main objectives and tasks, as well as the associated basic processes and mechanisms.	Student knows and understands the importance of education to pro-health behavior.
K_W05 Familiarity with basic concepts, theories and stages of human development and the meaning of cognitive social and motivational processes in planning and implementation of educational processes.	Based on theoretical knowledge, the student knows how to plan a health education program.
K_W10 Familiarity and comprehension of the basic concepts and models of health and comprehension of the aims and functions of health education in social prevention.	Student knows and understands the basic definitions of health and health concepts.
K_W16 Familiarity with principles required for securing an accident location, assessment of the victim and first aid provision in diverse cases. Familiarity with the legal basis for provision of first aid.	The student knows the rules of first aid.
Skills	
K_U03 Ability to interpret reactions of the organism for effort in different age groups. Ability to implement the basic rules of health training. Ability to evaluate the level of tiredness and to plan class breaks and other forms of physical activity of a health nature or related to recreation and manage the development of effort adaptation. Ability to explain and interpret metabolic changes taking place after the effort of different intensities with the use of varied biochemical measurement parameters.	Student is able to conduct health training and assess the level of fatigue and planning in class. He can explain and interpret metabolic changes
K_U04 Ability to formulate and work out operating principles of basic educational objectives as well as to design and evaluate simple educational and didactic programs.	Student knows how to set educational goals and develop simple educational programs
K_U06 Ability to implement the rules of education in work of a teacher and to select the appropriate methods to achieve	Student has the ability to apply the principles of health education in the teacher's work and to

the assumed educational objectives.	select methods to achieve the assumed educational goals.
<p>K_U09</p> <p>Ability to assess positive health measures and the skill of applying basic methods, forms and means of health education for needs of work with groups of different ages. Ability to cooperate with NHS employees, make observations, evaluate and prepare documentation in terms of people's attitudes to health education.</p>	Student is able to apply basic methods, forms and means of health education for the purposes of working with groups of different ages.
<p>K_U15</p> <p>Ability to foresee hazards to life and health, behave appropriately in the event of an accident and apply first aid procedures necessary for the victims.</p>	He can predict the threat to life and health, and behave in the event of an accident.
Social Competences	
<p>K_K02</p> <p>Reaching assigned objectives and tasks, planning and implementing educational activities in different social environments individually as well as in a team.</p>	Independently achieves the set goals and tasks, plans and implements educational activities in various social environments.
<p>K_K04</p> <p>Acting an inspiration and source of advice to others in terms of movement recreation and encourages to take up individual physical activity in different stages of life. The graduate is ready to act as animator and create free time activities (associated with recreation and health events).</p>	Presents a pro-health attitude, is a model for other areas of health education and is ready to act as an animator and create leisure activities (related to recreation and health events).
<p>K_K05</p> <p>Developing and advancing knowledge and skills in an individual way.</p>	Individually develops his knowledge and skills in the field of health education.
<p>K_K07</p> <p>In implementation of individual and team events, acts in accordance with the law and cares about the safety and health of all the participants. Consciousness of responsibility for own safety and that of participants.</p>	Is aware of responsibility for himself and others during various activities.
<p>K_K08</p> <p>Rejecting behaviour that might be hazardous to life and health, assuming the role of a promoter of recreational and health events in his local community. Assuming a proactive attitude in terms of sport and health</p>	Rejects behaviors that threaten life and health, accepts the role of a promoter of recreational and health events in his local community.
<p>K_K09</p> <p>Becoming involved in ecological activities in own local community and in his/her educational work.</p>	Involved in ecological activities in his own local community and in educational work.

Syllabus contents

No	Title
Classes/ Practical classes	
SC1	Features of modern education health, health education of children and youth and its goals. Development, health and the needs of the child.
SC2	Learning through experience and the principles of scheduling health education classes.
SC3	Competencies of the education teacher.
SC4	Health education carried out during physical education lessons.
SC5	Health education during the educational lessons.
SC6	Health education carried out at various educational stages.
SC7	Selected civilization diseases in health education (obesity, overweight, exemptions from physical education). Preparation of lesson plans.
SC8	Selected civilization diseases in health education (stress, depression, suicidal thoughts)Preparation of lesson plans.
SC9	Selected civilization diseases in health education (alcohol addiction, nicotine addiction, addiction to drugs and intoxicants). Preparation of lesson plans.
SC10	Man is part of the environment. Preparation of lesson plans for the health education lesson on environmental protection.
SC11	Making students aware of the importance of injuries during physical activity. Conducting a demonstration lesson.
SC12	Hygiene and taking care of asepsis during classes and in life.
SC13	First aid in situations that threaten life at school and in life.
SC14	Pro-health attitude of a health education teacher at school and outside.
SC15	Revision of the information on health education. Preparation for the exam. Discussion and questions.
Lectures	
SC1	Definition and holistic concept of health. Determining factors health. General issues of health education.
SC2	Relationship between health and education health.
SC3	Place of health education in the core curriculum.
SC4	Moralistic and democratic approach in health education. Participation of students in health education.
SC5	Relationships of health education with other fields of science and knowledge.
SC6	Factors in environment schools supporting implementation health education.
SC7	Health promotion in workplaces and other environments.
SC8	Planning and evaluation of health education at school.
SC9	Competences of a health education teacher.
SC10	The most common civilization diseases in the world.
SC11	Man is part of nature. Analysis of human impact on the environment and the environment on human life.
SC12	Physical activity and health. Ways to promote health education through physical activity.

SC13	Injuries during physical activity in health education.
SC14	Nutrition as a factor determining a healthy lifestyle.
SC15	Revision of the information on health education. Preparation for the exam. Discussion and questions.

Assessment criterion:

The student is obliged to participate in lectures and exercises. The condition for passing the exercises is obtaining at least a satisfactory grade for all the works and tasks carried out during the classes. The student is obliged to systematically prepare for classes by reading the text indicated by the teacher and a written elaboration of the studied content. The condition for passing the exercises is attendance at least 50% of the classes. One absence is allowed. The student is obliged to make up for the remaining absences within two weeks of their occurrence. The form of making up is determined by the tutor.

The condition for passing the lectures is attendance at least 50% of the classes. Two absences from lectures are allowed. The student is obliged to make up for the remaining absences within two weeks of their occurrence. The form of the make-up is determined by the lecturer.

The condition for admitting a student to the exam is to pass the lectures and pass the tutorials. The exam is conducted in a written form, which consists of answering closed questions (checking the learning outcomes regarding the scope of information and facts) and open questions (checking the learning outcomes related to the ability to use the acquired knowledge and the level of mastery of social competences). The exam covers all the content and objectives of the lectures and exercises specified in the course sheet. The condition for receiving a positive exam grade is obtaining at least 60% of the points on the examination tasks. In the event of a student's excused absence from the examination, it is possible to take the examination on a different date, but not later than on the last day of the examination session.

Satisfactory grade:

- The student receives a satisfactory grade from the test verifying the theoretical knowledge about the Health Education (obtains 60% of correct answers)
- The student actively participated in classes and discussions
- The student completed the absences from classes
- The student prepared a written essay on Health Education for a satisfactory grade

Good grade:

- Get a good grade in the test verifying the theoretical knowledge of the Health Education (obtain 80% of correct answers) ·
- The student actively participated in classes and discussions
- The student completed the information on the absence from classes
- The student prepared a written essay on Health Education for a good grade

Very good grade: ·

- The student will receive a very good mark in the test verifying theoretical knowledge about the Health Education (he obtains 95% -100% correct answers)
- The student actively participated in classes and discussions
- The student completed the news. from absences from classes
- The student broadened his knowledge of Polish and foreign literature in the field of the Health Education

- The student prepared a written essay on Health Education for a very good grade.
- The student wrote an additional thesis about which the teacher gave information and guidelines within the deadline set by the teacher at the end of the semester

Obligatory literature:

1. Koelen M. V., A.W van den Ban (2004) Health education and health promotion. Wageningen Academic Publishers.
2. Sharma M., Romas J. A (2010) Theoretical Foundations of Health Education and Health Promotion. Jones & Bartlett Publishers.
3. Glanz K., Rimer B.K., Viswanath K. (2008) Health Behavior and Health Education: Theory, Research, and Practice. San Francisco, CA : Jossey-Bass, ©2008.
4. Conolly M. (2018) Skills-Based Health Education 2nd Edition. Jones & Bartlett Learning.
5. Jordan S. ,Meek L. ,Phillips J. (2020) Mental Health and Well-being in Primary Education: A Practical Guide and Resource. Pavilion Publishing and Media Ltd
6. Glen G. G. (2014) Health Education: Creating Strategies For School & Community Health. Jones and Bartlett Publishers, Inc.
7. Patton D. (2018) Health, Physical Education And Sports. EDTECH
8. Evans R.R., Sims S.K. (2020) Health and Physical Education for Elementary Classroom Teachers. Human Kinetics Publishers.

1 ECTS point = 30 hours students work (contact + self study)

Type of the activity	Number of hours for the activity	ECTS Points
With direct contact with tutor (total)	45	1,5
a) Lectures / exercises	15/15	x
b) Other contact hours, consultations	15	x
Other forms of classes / gaining effects of education	15	0,5
a) Literature analysis	5	x
b) Collecting of materials to the project	-	x
c) Preparation of presentation	3	x
d) Studying of didactic materials	2	x
e) Developing of personal skills	-	x
f) Preparation to the exam	5	x
Number of hours / Total ECTS Points	60	2