



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Whole School, Whole Communities, Whole Child

Course Description: This course examines the relationship between children's health and their K-12 school experience. The eight components of the CDC's Division of Adolescent and School Health (DASH) coordinated school health program model and the ten components of the whole school, whole community and whole child model are the framework and the foundation of this course. Topics include the history and development of school health, the relationship of in-school interventions to students' health, health care access and academic outcomes, school health policy and politics, and the impact of school context on research methodology and findings.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

<p>Objectives</p>	<ul style="list-style-type: none"> ○ To define the history of health education. ○ To assess our own knowledge of the history and development of school health ○ To distinguish the various types of school health policies. ○ To determine interventions for health promotion and disease prevention in schools. ○ To understand the current school health programs.
<p>Topics</p>	<ul style="list-style-type: none"> ● -History of Health Education ● -History and development of school health ● -School health policies ● -Interventions for health promotion and disease prevention in school ● -Current school health programs
<p>Application to Instruction & Student Learning</p>	<p>Educators will gain insight of how school health programs and policies can impact learning. Educators will promote a dialogue amongst all students in the classroom to include diverse perspectives as well as connections to “real-world” experiences. Educators will become familiar with the value of school health programs and policies, and why this knowledge is such a vital part of the educational process, while exploring a variety of strategies in prevention to improve student success. Once teachers are comfortable with such pertinent topics, their competence in the classroom will increase.</p> <p>Educators will begin to recognize how they can integrate the content of the course into their own classroom practice. In evaluating the various programs within their own districts and buildings, they will start to piece when they may be able to infuse/link health practices into their own curriculum.</p>

Session II

<p>Objectives</p>	<ul style="list-style-type: none"> ● To understand the function of School Health programs
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	<ul style="list-style-type: none"> • To distinguish the CDC Division of Adolescent and School Health (DASH) coordinated school health program model. • To recognize the benefits of school health programs on schools, families, and communities. • To determine the benefits of school health programs on academic performance • Educators will design a lesson plan that addresses health in the classroom.
Topics	<ul style="list-style-type: none"> • Function of School Health programs • CDC Division of Adolescent and School Health (DASH) coordinated school health program model. • Benefits of school health programs on schools, families, and communities. • Academic benefits of school health programs.
Application to Instruction & Student Learning	<p>Teachers will gain insight of how the function of school health programs can impact learning. Teachers will promote a dialogue amongst all students in the classroom to include diverse perspectives as well as connections to “real-world” experiences. Teachers will become familiar with the value of school health programs, and why this knowledge is such a vital part of the educational process, while exploring a variety of strategies in prevention to improve student success. Once teachers are comfortable with such pertinent topics, their competence in the classroom will increase.</p> <p>Educators will begin to recognize how they can integrate the content of the course into their own classroom practice. In evaluating the various programs within their own districts and buildings, they will start to piece when they may be able to infuse/link health practices into their own curriculum.</p> <p>Through a heightened understanding of school health programs that may help in the aid of promoting the academic progress of students both as a whole or individually, teachers can plan their own approach to fostering a healthy classroom, with the goal in mind of improving academic performance within their classrooms.</p>

Session III

Objectives	<ul style="list-style-type: none"> • To discover how adolescent physical health impacts academic performance. • To assess how adolescent mental health impacts academic performance. • To recognize how adolescent social health impacts academic performance. • To understand the whole school, whole community, whole child model. • To evaluate and modify an adolescent health quiz that is reflective of grade level. • Educators will design a lesson plan that addresses the whole child in the classroom.
Topics	<ul style="list-style-type: none"> • -Physical Health • -Mental Health • -Social Health • -Whole School, Whole Community, Whole Child Model • -Whole Child TED TALK

	<ul style="list-style-type: none"> • Adolescent Health Quiz/Google Doc Modification
Application to Instruction & Student Learning	<p>Teachers will gain insight of how the function of school health programs can impact learning. Teachers will promote a dialogue amongst all students in the classroom to include diverse perspectives as well as connections to “real-world” experiences. Teachers will become familiar with the value of school health programs, and why this knowledge is such a vital part of the educational process, while exploring a variety of strategies in prevention to improve student success. Once teachers are comfortable with such pertinent topics, their competence in the classroom will increase.</p> <p>Educators will begin to recognize how they can integrate the content of the course into their own classroom practice. In evaluating the various programs within their own districts and buildings, they will start to piece when they may be able to infuse/link health practices into their own curriculum.</p> <p>Through a heightened understanding of school health programs that may help in the aid of promoting the academic progress of students both as a whole or individually, teachers can plan their own approach to fostering a healthy classroom, with the goal in mind of improving academic performance within their classrooms.</p> <p>By modifying, through peer collaboration, a specific adolescent health quiz will give teachers an opportunity to create a classroom environment tailored to the his/her specific students. This additional student information will ultimately give the teachers insights into individual student health needs.</p>

Session IV

Objectives	<ul style="list-style-type: none"> • To discuss the Whole Child film • To assess how to implement health policies in our schools. • To distinguish the role of the teacher in whole child learning. • To create our own personal reflections • Educators will design a lesson plan that addresses how to implement health policies in the classroom.
Topics	<p>-Whole Child Film Discussion</p> <p>Role of the Teacher</p> <p>Health Policy Implementation</p> <p>Personal Reflections</p> <p>The Role of the teacher in whole child learning.</p>

**Application to
Instruction & Student
Learning**

Educators will gain insight of how to implement health policies in schools. Educators will promote a dialogue amongst all students in the classroom to include diverse perspectives as well as connections to “real-world” experiences. Educators will become familiar with how to implement school health programs and policies, and why this knowledge is such a vital part of the educational process, while exploring a variety of strategies in prevention to improve student success. Once educators are comfortable with such pertinent topics, their competence in the classroom will increase.

Educators will begin to recognize how they can integrate the content of the course into their own classroom practice. In evaluating the various programs within their own districts and buildings, they will start to piece when they may be able to infuse/link health practices into their own curriculum.

Through a heightened understanding of school health programs that may help in the aid of promoting the academic progress of students both as a whole or individually, teachers can plan their own approach to fostering a healthy classroom, with the goal in mind of improving academic performance within their classrooms.