

# EDUC90441 Learning Area Health Education 1

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2011, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus. Parkville, On Campus
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H
<b>Coordinator:</b>	Ms Bernadette Murphy, Ms Fiona Cumming
<b>Contact:</b>	Education Student Centre
<b>Subject Overview:</b>	<p>This subject introduces teacher candidates to the Victorian Essential Learning Standards (VELS) strand, Physical, Personal and Social Learning and emphasises the role that health education plays in equipping secondary students with the knowledge and skills to take ownership of their personal health and wellbeing.</p> <p>Teacher candidates will critically examine how definitions of 'health' are influenced by personal values and experiences, the media, public policy and school policies. They will explore the role of the teacher in helping school students to develop critical literacy around issues pertaining to their health and wellbeing and discuss the ways in which a socially just health curriculum functions as a tool for public health promotion.</p> <p>Teacher candidates will be introduced to subject-specific requirements around programming, assessment and classroom management. They will also create a variety of teaching and learning resources including unit and lesson plans, assessment tasks and various health promotional teaching tools.</p>
<b>Objectives:</b>	<p>On completion of this subject, teacher candidates will be able to:</p> <ul style="list-style-type: none"> <li># Critically engage with the notion of health and the role that health educators play in fostering a whole-school approach to student wellbeing.</li> <li># Discuss a number of health-related issues that impact on the lives of young people both locally and globally and ask how these issues are relevant to the contemporary classroom.</li> <li># Identify, analyse and design suitable health education teaching resources that cater for the learning needs of students in years 7-10.</li> <li># Use planning and programming as strategies for managing the health education classroom.</li> <li># Identify specific learning needs of a variety of school student populations and devise strategies to ensure an inclusive, socially just, health promoting classroom.</li> <li># Explain a personal philosophy of teaching and learning that incorporates models and theories of health promotion.</li> </ul>

<b>Assessment:</b>	There are 2 assessment tasks: Critical Essay (2500 words) due end of the semester (60%) Multimedia presentations and class seminars (1500 word equivalent) due throughout the semester as scheduled (40%)
<b>Prescribed Texts:</b>	None
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to: <ul style="list-style-type: none"> <li># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of change;</li> <li># Be flexible and able to adapt to change through knowing how to learn;</li> <li># Understand the significance of developing their practice on the basis of research evidence;</li> <li># Work in teams with skills in cooperation, communication and negotiation;</li> <li># Be independent of mind, responsible, resilient, self-regulating;</li> <li># Have a conscious personal and social values base.</li> </ul>
<b>Related Course(s):</b>	Master of Teaching (Secondary) Master of Teaching (Secondary)