

# M1 Health

## Course Syllabus - 2024 Term 2

**Teacher:** Rhudene Barnard

**Department:** Health

**Subject Code:** HP 21102

**Periods per week:** 1

**Credits:** 0.5

### Course Description

This course is designed to teach students that health is multidisciplinary. Physical, psychological, and sociocultural factors are equally contributing determinants of health. We will focus on deconstructing topics to better understand the factors that impact health with the aim of creating an attitude that promotes prevention rather than treatment where problems have already manifested.

These topics include basic cardiopulmonary resuscitation skills, nutrition, health awareness and the impact and ubiquity of sugar. To reinforce learning, topics will require self-research, team research, and class discussion. This is with the aim of empowering students to apply their knowledge creatively and meaningfully in a project-based learning environment.

### Course Content

1. Cardiopulmonary Resuscitation
  - 1.1. Reasons Why CPR is Needed
  - 1.2. Reasons Why People Hesitate to Help
  - 1.3. Compare Stroke, Cardiac Arrest and Heart Attack
  - 1.4. Good Samaritan Laws
  - 1.5. Procedure
  
2. Nutrition
  - 2.1. Types
  - 2.2. Sources (natural and supplements)
  - 2.3. Deficiencies

3. Booster/Health Awareness
  - 3.1. Prevention vs. treatment
  - 3.2. Types of Interventions
  - 3.3. Design a Campaign
  
4. Sugar
  - 4.1. Types Sugar
  - 4.2. Sources
  - 4.3. Neural Pathways
  - 4.4. Impact on Health
  - 4.5. Awareness

## **Learning Outcomes**

- Explore the need for Good Samaritan Laws
- Identify the scope of Thailand's Good Samaritan Law
- Differentiate heart attack, stroke and cardiac arrest
- Identify the reasons individuals hesitate to provide CPR
- Identify nutrients essential to sustain good health
- Explore nutrient deficiencies and ways to improve health
- Identify the different types of intervention
- Design a poster promoting health awareness
- Identify the amount of sugar in commonly consumed products
- Research the impact of sugar on health
- Identify the neural pathways sugar acts on

## **Learning Resources**

- Smart Work-Textbook Health and Physical Education
- Glencoe Teen Health Course 1
- Development Through the Lifespan 5th Edition
- Online research
- Internet videos

## Assessment Methods

To assess a student's progress in the classroom, the following measures are taken to quantify their performance. Evaluations will be conducted through the combination of a midterm project, a final exam, and student work. Assignments such as discussion questions provide opportunities for students to reflect and develop meaning by critically analyzing how the topic applies to one's life or by creating real-world examples of the topic's relevance. Assignments such as the discussion questions are not graded for accuracy but rather for completion and by abiding to submission deadlines.

Furthermore, the learning community at Panyarat High School fosters a dynamic and interactive classroom with the aim of empowering students to apply learned skills. To achieve this, students will demonstrate learned skills through hands-on application via project-based assignments that appeal to varying types of learners (e.g. visual, verbal). In regards to team projects, each student's evaluation will include (1) the team's overall assessment as well as (2) assessing the individual student's contribution. This method of grading team assignments represents fairness and encourages accountability among students.

## Homework Policy

Any late assignments will receive a maximum score of 50% of the total possible points.

Two weeks after the due date, assignments will not be accepted and a grade of 0 will be given.

If students are absent when assignments are assigned or on an assignment due date it is the responsibility of the student to contact the teacher to make arrangements for submission.

## Evaluation Breakdown

Unit Tests	10%
Student Work	50%
Midterm Project	20%
Final Project	20%

# Thai National Curriculum Standards

## Strand 4: Health Strengthening, Capacities, and Disease Prevention

Standard H4.1: Appreciation and skills in health strengthening; maintaining one's health; disease prevention and strengthening capacity for health

H4.1Gr7/1: Understand nutritional needs, natural sources for those nutritional needs, availability of supplements for insufficient supply of certain nutrition in geographic location, and proportions for their (early adolescent) life stage

H4.1G7/2: Learn about types of nutritional deficiencies and the negative effects of these deficiencies

H4.1Gr7/3: Learn about the aversive effects of diet trends (e.g., crash diets)

H4.1 Gr7/3: Discuss myths about health and research facts about these popular ideas. Ex; Carbohydrates are the reason people have high body fat.

H4.1 Gr7/3: Identify, discuss, and develop strategies to control weight in a healthy way in line with standards and scientific research (e.g., metabolism, input vs. output)

H4.1 Gr7/4: Learn strategies to increase strength and improve physical capacity by participating in physical tests and analyzing increments of improvement

## Strand 5: Safety in Life

Standard H5.1: Prevention and avoidance of risk factors; behaviors detrimental to health; accidents; use of medicines; addictive substances and violence

H5.1 Gr7/2: Understand risks associated with drug addiction, symptoms and characteristics of drug addiction, and protection from drug addiction

H5.1 Gr7/2: Understand the connection between drug use and disease contraction/accidents (e.g., sharing of needles, decline in judgment), and the importance of risk assessment skills.

H5.1 Gr7/3: Explain intervention methods for drug addictions as well as available treatment and rehabilitation. Discuss the debate of whether abstinence is the goal for alcoholics or if the goal should be controlled consumption.

[Total 10 indicators]