

80th Annual OAHPERD State Convention (Columbus, OH)

Thursday, December 3, 2009

9:30-10:15 am

Electronic Texts for Early Childhood Health Education

Valerie A. Ubbes, PhD, CHES

Miami University
Kinesiology and Health
Oxford, OH
ubbesva@muohio.edu

The Co-Construction of Electronic Texts

- Valerie Ubbes, Associate Professor, Department of Kinesiology and Health
- Sabrina Adams, Teacher Education Major
- Amy Wypyszynski, Health Promotion Major
- Amanda Carrel, Teacher Education Major
- Jennifer Walters, Teacher Education Major
- Kristi Hawthorn, Teacher Education Major
- Chris Yakkel, Health Promotion Major
- Bianca Guynn, Health Promotion Major
- Rachel Reide, Teacher Education Major

Constructivist theory fosters collaborative, inquiry-based study of concepts and misconceptions in meaning making. Through the co-construction of electronic texts, this faculty-student collaborative invites multiple interpretations of what it means to educate for health through cultural and linguistic nuances in message design. Student work samples will be showcased and explained through the lens of human health and well-being.

Outline

- What are electronic texts and how are they are structured?
- How did they begin and what is their purpose?
- What are some aesthetic models of electronic texts to educate for health?

Content of Electronic Texts

- Habits of Health & Habits of Mind
- Photographs of children
- Bilingual storylines or phrases
- Multiple language elements
- Conditions “4” Learning
 - Developmentally Appropriate
 - Culturally Responsive
 - Body Brain Compatible
 - Health Enhancing

Electronic texts

- Bridge between narrative picture books and expository informational texts;
- Focus is on realistic cultural depictions of children through photography;
- Include a second language (linguistic) connection;
- Integrates multiple language elements (Ubbes, 2008) with words, pictures, numbers, rhythms, body language, and environmental cues.

Electronic texts as an assignment

- Are generative works between two or three colleagues
- Are child-centered resources about children for children
- Can be created by the children themselves
- Built through a constructivist perspective of making something and making meaning about it through a personal-social interaction

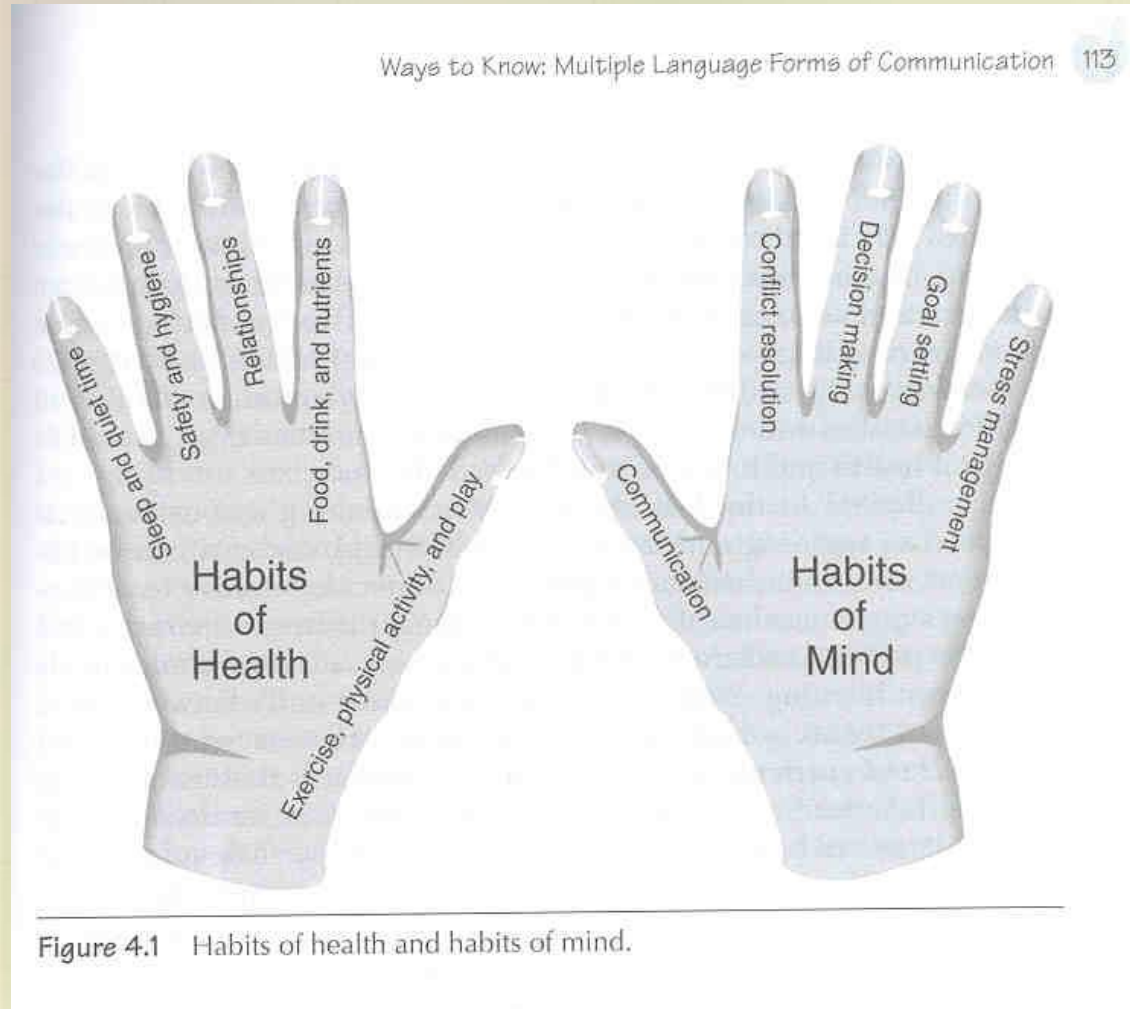
When “Educating for Health” ...

- Content focuses on body parts, human senses, and active children as the subject;
- Content focuses on one or more Habits of Health in action

Habits of Health

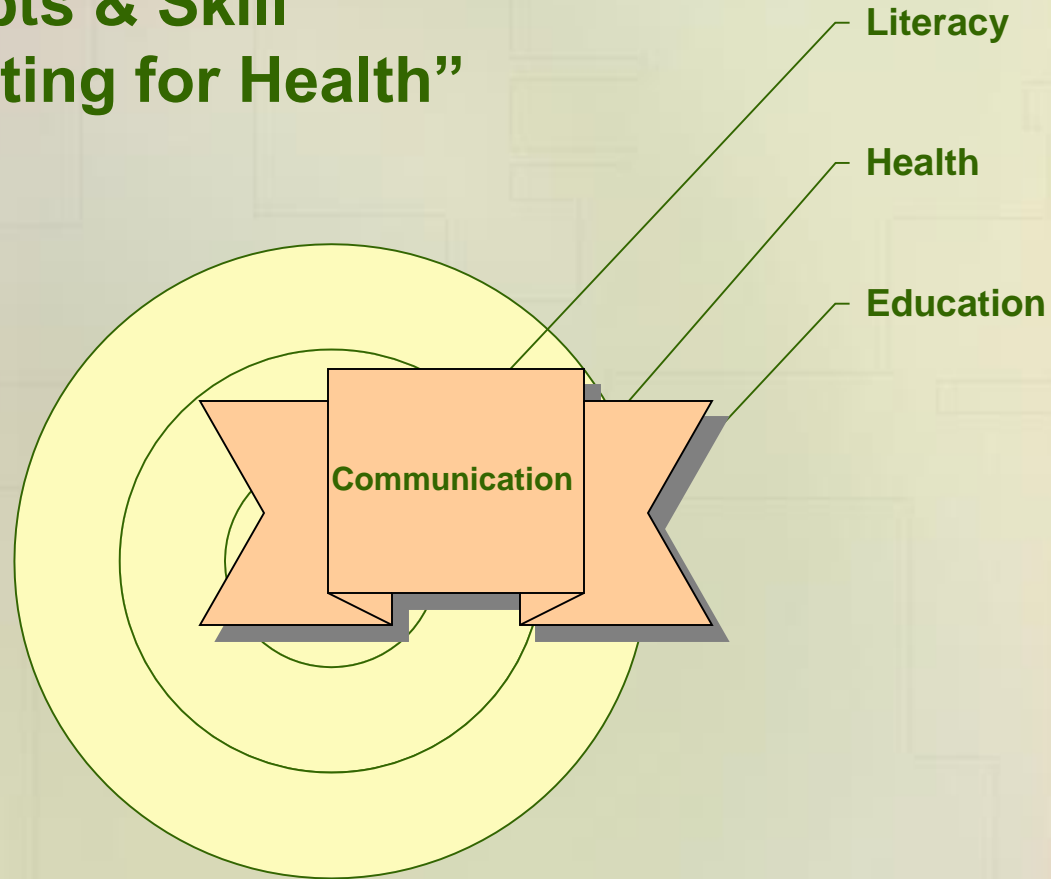
- Food, Drink, & Nutrients
- Sleep, Rest, & Quiet Time
- Exercise, Play, & Physical Activity
- Relationships
- Safety & Hygiene

Habits of Health & Habits of Mind



©Source: Ubbes, V.A. (2008). *Educating for Health: An Inquiry-Based Approach to preK-8 Pedagogy*. Champaign, IL: Human Kinetics.

Major Concepts & Skill when “Educating for Health”



© Ubbes, 2009

When “Educating for Health” ...

- Align curriculum design to the National Health Education Standards (www.cdc.gov/healthyyouth)
- Use the “Conditions 4 Learning” (Ubbes, 2008):
 - Developmentally appropriate
 - Culturally sensitive
 - Body-brain compatible
 - Health enhancing

Four Text Samples

- *I Can!*

by Sabrina Adams, Amy Wypyszynski, & Lindsay Paulenich

- *Noah's Healthy Camper*

by Kristi Hawthorn & Chris Yakkel

- *Holidays on the Move!*

by Amanda Carrel & Jennifer Walters

- *Eyes, Eyes – What Do You See?*

by Bianca Guynn & Rachel Reidel

A Helpful Resource

Children's Picture Book Database at Miami University

<http://www.lib.muohio.edu/pictbks>

*A bibliography for designing literature-based thematic units
searchable by topics, concepts, and skills.*

Recognized by the International Society for Technology in Education (2006)
as one of the "101 Best Web Sites for Elementary Teachers"