

HISTORY IS NOT JUST  
ABOUT THE PAST!

A HEALTH EDUCATION TEACHING AND  
LEARNING STRATEGY

DEVELOPED BY

Jeanne M. Herman, PH.D.  
Professor  
Department of Health and Exercise Science  
Gustavus Adolphus College  
St. Peter, MN

**COURSE:**

*The School Health Program, HES 355*

**STUDENTS:**

*Junior or Senior majors in School Health Education with Teaching Licensure*

**AAHE STANDARD VII:**

*Candidates communicate health and health education needs, concerns, and resources.*

*Element A: Candidates interpret concepts, purposes, and theories of health education.*

# ASSIGNMENT DESCRIPTION

## OBJECTIVES:

After completing the assignment and readings, students will be able to explain major health education events and contributions by important health educators.

After completing the assignment and readings, students will be able to apply knowledge of the history of health education by interpreting significance of major events and contributions of health educators throughout history to modern-day school health education.

TIME: About THREE Class Periods

## PART ONE OF THE ASSIGNMENT:

A series of readings that focus on the history of health education are included within Moodle.

This is “A free, open-source PHP web application for producing modular internet-based courses that support a modern social constructionist pedagogy” (Moodle.org).

Moodle is used within the College for internet-based courses or course components. In this case, for HES 355, I include basic course documents such as syllabus, readings, assignments online but the class meets four days per week for 50 minutes.

Students are assigned to read a section within one text-based source. Each student must also find and read three online sources that focus on the history of health education.

## ASSIGNED READINGS

Butler, J. T. (1997). Chapter 3, History of Health Education and Health Promotion. Englewood, CO: Morton.

Cottrell R., Girvan, J., and McKenzie, J. (2009). Chapter 2, The History of Health and Health Education. San Francisco: Pearson/B. Cummings.

Cottrell R., Girvan, J., and McKenzie, J. (2009). Chapter 3, The History of Health and Health Education. San Francisco: Pearson/B. Cummings.

## EXAMPLES OF ONLINE SOURCES USED BY STUDENTS

Abdel-Halim, Rabie E. (2003).  
Health Education During The Islamic Era : A Historical Review. Saudi Medical Journal, Vol. 24 (9), p 927 (The English Summary). Retrieved from:  
<http://www.geocities.com/rabieabdelhalim/healthEducationSummary.htm>

U.S. Department of Health & Human Services  
Historical Highlights: The roots of the Department of Health and Human Services go back to the earliest days of the nation. Retrieved from:  
<http://www.hhs.gov/about/hhshist.html>

National Center for Health Education. (2005).  
History of the NCHE. Retrieved from:  
[http://www.nche.org/about\\_history.htm](http://www.nche.org/about_history.htm)

Marjie Bloy Ph.D. ( 2002).  
Senior Research Fellow, National University of Singapore.  
Edwin Chadwick 1800-1890  
The Victorian Web  
Retrieved from:  
<http://www.victorianweb.org/history/chad1.html>

Lemuel Shattuck Biography (1793-1859)  
Retrieved from:  
<http://www.faqs.org/health/bios/27/Lemuel-Shattuck.html>

## PART TWO OF THE ASSIGNMENT: THE TIMELINE

As students read the text assignment and use online articles, each student completes the TIMELINE ACTIVITY SHEET to record major events and dates when each occurred.

### **“THE EVOLUTION OF HEALTH EDUCATION AS A DISCIPLINE- HISTORICALLY SIGNIFICANT EVENTS and PEOPLE”**

As you read assigned readings and online articles, record 20 significant events that relate to health education on the timeline below. You must also include no fewer than 5 people who exerted significant influence with the discipline. (In the next part of this assignment you will type a one paragraph description for each event - see Phase 3 of this assignment). 25 points

1400 B.C. \_\_\_\_\_ 1100 B.C.

1100 B.C. \_\_\_\_\_ 800 B.C.

800 B.C. \_\_\_\_\_ 500 B.C.

500 B.C. \_\_\_\_\_ 200 B.C.

200 B.C. \_\_\_\_\_ 100 A.D.

100 A.D. \_\_\_\_\_ 400 A.D.

400 A.D. \_\_\_\_\_ 700 A.D.

400-476 A.D.  
The power of the  
Visigoths and the  
Sacking of Rome



700 A.D. \_\_\_\_\_ 1000 A.D.

1000 A.D. \_\_\_\_\_ 1300 A.D.

1300 \_\_\_\_\_ 1500  
Renaissance

Apothecary-Midwife-  
Barber/Surgeon/Dentist-Leech-  
Physician...

(Health Occupations during the  
Renaissance Period 1400-1600.)



1500 \_\_\_\_\_ 1700

1700 \_\_\_\_\_ 1750

1750 \_\_\_\_\_ 1800

1800 \_\_\_\_\_ 1850

“The Victorian era of the United Kingdom was the period of Queen Victoria's rule from June 1837 to January 1901.[1] This was a long period of prosperity for the British people and calamity for many of its dominion subjects, as profits gained from the overseas British Empire, as well as from industrial improvements at home, allowed a large, educated middle class to develop. Some scholars would extend the beginning of the period—as defined by a variety of sensibilities and political concerns that have come to be associated with the Victorians—back five years to the passage of the Reform Act 1832.”

[http://en.wikipedia.org/wiki/Victorian\\_era](http://en.wikipedia.org/wiki/Victorian_era)



1850 \_\_\_\_\_ 1900

"In 1828 Chadwick wrote an article, "The Means of Insurance against Accidents" in the Westminster Review. This marked the birth of his ideas on sanitation. In 1832 he was appointed to the Poor Law Commission, which was responsible for the investigation into the operation of the poor laws and for suggesting legislation to improve poor relief. In 1833 he was appointed to the commission of children in factories. His influence in both reports was very great....

He became secretary to the Commissioners at Somerset House. Because of the weaknesses of the 1834 Poor Law Amendment Act, the rest of Chadwick's career was devoted to providing improved sanitary measures."

<http://www.historyhome.co.uk/peel/people/chadwick.htm>



1800-1890

1900 \_\_\_\_\_ 1950

1950 \_\_\_\_\_ 2000

2000 \_\_\_\_\_ present

## PART THREE

### ASSIGNMENT 40 points:

For 10 of the events recorded on the Timeline, and for all 5 significant people that are recorded on the Timeline, you must now type a paragraph that briefly describes the event, or person and his or her major contributions during that time period.

The final step within this assignment is to explain the significance of the event/person's contributions to modern day health education. Think carefully about our discussions of the foundations and philosophy of health education, and then relate each event/person to the evolution of health education as it exists today.

### **Phase Three Assignment: History of Health Education** AN EXAMPLE...Composite TimeLine Descriptions

- 2080 BC      The Code of Hammurabi is the earliest written record concerning public health. It contained laws about health practices as well as physician training and skills, and it included the first known fee schedule for health care. This was a major breakthrough in medical care because it contained actual regulations about health and treatment.
- 460-377 BC      Hippocrates believed everything is made of combinations of things too small to see. These "atoms" lead to "atomic theory." He said earth, fire, air, and water make up everything. He also said that there are four humours in the body: blood, phlegm, yellow bile, and black bile. These have to stay balanced in order to stay healthy. Atomic theory was used in medical school into the 20<sup>th</sup> century. Hippocrates also distinguished between "endemic" (vary in prevalence from place to place) and "epidemic" (vary in prevalence over time). Hippocrates is known as the first epidemiologist and the father of modern medicine.

- 1348 Debates about the origins of major causes of death due to disease continued. Corruption of dead bodies, water and vapors, the wrath of God...all were blamed for the major plagues. What was perhaps most significant about this period in history was the emphasis on trying to discover what caused so many of the diseases that devastated populations.
- 1500- the End of Roman Empire.  
During the Middle Ages, Roman public health advancements were lost. Christians separated the body and soul, so hygiene was not important. There were many great epidemics, like leprosy and the bubonic plague, which wiped out one-fourth to one-third of Europe's population.
- 1500-1700 During the Renaissance, there was very slow improvement in health-related knowledge. Blood letting, water casting, and the balance of the four humours were medical strategies. Public health declined during the era and STDs were prevalent, mostly due to widespread promiscuity. On a positive note, though, the printing press was invented, realistic anatomical paintings were created, and the microscope was first used.
- 1798 The Marine Hospital Service Act was passed. Owners of every ship were to pay the tax collector twenty cents a month per seaman. This money was used to build hospitals and provide medical services. This represented the first prepaid medical and hospital insurance plan in the world, under the administrative supervision of what eventually became a public health agency.
- 1842 Edwin Chadwick published his Report on an Inquiry Into the Sanitary Conditions of the Labouring Population of Great Britain. This documented deplorable living conditions within the laboring class of Great Britain. This made a strong case that these conditions were the cause of much disease and suffering and called for government intervention. It also led to the formation of the General Board of Health for England in 1848.
- 1850 Lemuel Shattuck published the *Report of the Sanitary Commission of Massachusetts*. This served as a guide for health education and services for the next century. Some recommendations were to do sanitary inspections, study the health status of school children, teach sanitation and public health in medical schools, introduce prevention as part of medical practice, and sponsor routine health exams in the schools.

- 1874 The temperance movement began with the founding of the Women's Crusade by Dr. Dio Lewis (Women's Christian Temperance Union). It preached the evil effects of alcohol, tobacco, and other drugs and as a result, in 1880-1890, 38 states passed laws requiring teaching of hygiene and physiology. In 16 of these states, these subjects were required in all grades.
- 1918 *Cardinal Principles of Secondary Education* was published by the National Education Association (NEA). These principles included health, command of fundamental processes, worthy home membership, vocation, citizenship, worthy use of leisure time, and ethical character. This provided direction for secondary education, further legitimized health education, and influenced the course of health education.
- 1927 The American School Health Association was formed. It started with only 325 members, but now there are over 3,000 members in 56 different countries. ASHA provides services and educational opportunities to encourage members to promote health education in the schools.
- 1929 Health and physical education had grown in stature in the schools. 33 states made health and physical education mandatory. 27 states had standards regarding time allotment for health education in the schools. Although this was certainly a very important time within health education, I wonder why so many states have diluted requirements for school health education
- 1929-40 Various research studies added immensely to the knowledge of health education. The Ohio Research Study was conducted to determine what to teach and where to teach it in the curriculum. It provided a health curriculum free to teachers all over the U.S. The Cattaraugus County Studies demonstrated superiority of health instruction in improving health practices, demonstrated the positive influence of health education, and showed the value of in-service education for teachers.
- 1965 Medicare and Medicaid was established by legislation passed during the Kennedy administration. These programs covered the two most likely population groups to be without insurance – the elderly and the poor. The gap in medical services between people in high and low income groups began to narrow by the end of the 1960s.
- 1962 The School Health Education Study was initiated. It was one of the first attempt to determine what should be taught in health education and how the curriculum might be structured to promote learning.

Phase 1 – Evaluated student health behaviors , the level of teacher training and preparation of school health teachers, and the quality and effectiveness of existing curricula.

Phase 2 –A concept-based K-12 health education curriculum was developed with three key concepts: growing and developing, decision making, and interaction.

- 1962 The American Association for Health, Physical Education, and Recreation (AAHPER) was created. It provided numerous services for members, enhanced training of health and physical educators, and sponsored a national conference. This organization played a major role in professional preparation of educators within our disciplines.
- 1970's A syndrome labeled, Acquired Immune Deficiency Syndrome, was publicized and attributed to the gay population in the U.S. Massive Education campaigns were implemented in every phase of society from the community, to schools, and the media. Education within gay and lesbian communities lead to significant fear and changes in behaviors to try to reduce the risk.
- 1976 The Society for Public Health Education was approved and published the first code of ethics for health educators. This was a giant step for health education as it created clear expectations for professionalism and further emphasized the need for appropriate qualifications of teachers and other health educators.
- 1977 Smallpox is the first infectious disease to be eradicated through public health efforts.
- 1979 The Surgeon General's report on health promotion and disease prevention by the U.S department of health education and welfare calls attention to the substantial role individuals can play in modifying their personal behaviors. This lead to governmental support for health education and health promotion in influencing change in unhealthy behaviors.
- 1982 The CDC reorganized and included a School Health section and the National School Health Education Coalition was formed. These organizations were critical in enhancing networking and cooperation among health agencies.
- 1988 National Commission for Health Education Credentialing, Inc. (NCHEC) was created. Its mission is to improve the practice of health education and to serve the public and profession of health education by certifying health education specialists, promoting professional

development, and strengthening professional preparation and practice.

- 1990 Despite the prevailing opinion that sexuality education would lead to an increase, or even encourage sexual activity, a report by WHO found no evidence of this trend.
- 1994 The School Health Policies and Programs Study (SHPPS) is a national survey periodically conducted to assess school health policies and practices at the state, district, school, and classroom levels. SHPPS was most recently conducted in 2006. SHPPS also was conducted in 2000 and 1994; the next SHPPS is planned for 2012. It is critically important in guiding health education initiatives and decision making.
- 1995 The National Health Education Standards were created through collaboration among several agencies. These standards promoted health literacy and the improvement in health-related knowledge and skills among children, teens, and adults. These standards have continued to evolve and provide the foundation for school health education curriculum in the U.S.
- 2001 The No Child Left Behind Act of 2001 (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) -- the main federal law affecting education from kindergarten through high school. Proposed by President Bush shortly after his inauguration, NCLB was signed into law on January 8th, 2002. NCLB is built on four principles: accountability for results, more choices for parents, greater local control and flexibility, and an emphasis on doing what works based on scientific research. Its impact on school health education today is hotly debated. In MN for example, it is frequently cited as a major factor that has reduced mandatory health education K-12.
- 2006 Healthy People 2010 was published in an effort to set objectives to improve the nation's health, reduce health disparities, and increase the quality and years of health among Americans. The Healthy People project serves as a foundation for community, school, and public health initiatives.
- 2008 AAHE and NASPE submitted revised standards for professional preparation to NCATE for review and adoption. These changes will better guide the preparation of future school health educators and physical educators by assisting colleges and universities with program design and revision.

## PART FOUR: SHARING STUDENT WORK

Once students complete the assignment, they share their work in class as we create a “composite timeline”. Students also give a copy of the descriptions of contributions/events/people to all classmates. We follow up this part of the assignment with a discussion of health education in Minnesota and discuss significant events and changes that affect health education in 2008. 10 points

## PART FIVE: LEARNING CENTERS- A REVIEW

Students are placed in groups of 4 and work together on each learning center.

(If time is a problem, students can be assigned to just one learning center, create a poster, and briefly present their summary to classmates.)

### **LEARNING CENTER ONE:**

For each century indicated below identify and explain how health education evolved during that time period. Use two sentences or so per century. Note that I am not asking for specific events but general descriptions of what was happening in terms of health/education during the century. You may use the cumulative timeline we created in class and your classmates' summaries.

1600s

1700s

1800s

1900s

2000s

## **LEARNING CENTER TWO:**

Your task is to contribute to our depth of understanding for each project. Think like a “journalist” – what, when, where, why!

Healthy People 2010

School Health Education Study

Role Delineation Project

CDC Roles and Responsibilities

## **LEARNING CENTER THREE:**

Using a computer navigate to the site for the American Association for Health Education (AAHE) and answer the following questions:

- A. When did this organization begin? What are its divisions?
- B. Review the competencies for a health educator and comment on those you find to be either confusing or particularly interesting.
- C. What are some of the hot topics in which this organization is currently involved?
- D. How does one join this organization and what does a student membership cost? A professional membership?
- E. How has the organization contributed to the evolution of health education?
- F. Where and when is the next national conference or meeting of this organization?

## **LEARNING CENTER FOUR:**

Use your notes on the evolution of health education in the state of Minnesota and then answer these questions.

- A. When did school health education first enter the public schools in MN and what contributed to this event?
  
- B. As you think about all the curricular changes and educational projects related to health education in MN, explain three factors that precipitated this process of change over the decades.
  
- C. In MN we no longer have health education and physical standards although both are still required to be taught K-12 in MN schools. What are three things you intend to do as a professional to advocate for the return to standards and making health education and physical education a graduation requirement?

## LEARNING CENTER FIVE:

Without using notes, as a group complete the *Jeopardy History of Health Education Review*. Top score when we review this wins a prize!

| POINTS | Important People and Contributions                                                  | Important Agencies and Deeds                                                                                | National Events that Promoted Health Education                                                               | Scientific Events and Communicable Diseases                                    |
|--------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 100    | Invented the Microscope                                                             | Responsible for the role delineation project around 1980.                                                   | Ensured health care for the elderly and indigent in America                                                  | This disease triggered the use or quarantine to stop it.                       |
| 200    | Published a landmark report in about 1850 on public health and the role of schools. | Health Ed and Physical Education became separate divisions around 1910.                                     | Important study that examined conceptual model for curriculum development.                                   | This disease was not identified until the 1980's.                              |
| 300    | The first person to lobby for mandated health education in the colonies.            | This office/position promoted the Healthy People project beginning about 1979.                              | Focused the attention of health educators on being ethical and acting in ethical ways with clients/students. | This disease plagued sailors throughout history because they lacked Vitamin C. |
| 400    | The person primarily responsible for developments in school health curriculum.      | Created and distributed the National Standards for Health Education                                         | Created health-related objectives for schools and health agencies.                                           | This disease triggered the birth of inoculation.                               |
| 500    | Father of Health Education                                                          | In the 1980's, this agency spearheaded efforts at health research on major causes of death among Americans. | This law ensured that all learners receive the accommodations they need in schools.                          | The STD that became an epidemic during the Renaissance Period.                 |

## ASSIGNMENT RUBRIC

| Assignment Sub-Section         | CRITERIA and POINTS                                                                                 |                                                                                                                                                                                             |                                                                                                                                                                                                              |                                                                                                                                                         |
|--------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Parts one and two              | Timeline not completed.<br><br>0 points                                                             | Timeline contains some events and people but does not meet requirements for the assignment, and/or lacks dates and brief descriptions<br>5-15 pts                                           | Timeline contains 20 events and 5 people but there are inaccuracies in dates and/or brief descriptions<br>15-20 points                                                                                       | Timeline contains 20 events and 5 people and information is accurate and well-described.<br>25 points                                                   |
| Part Three                     | Description assignment not completed.<br><br>0 points                                               | Description provided for some of the 10 events and contributions of 5 people; significance of the events and contributions to modern day health education is not completed.<br>10-20 points | Description provided for some of the 10 events and contributions of 5 people; significance of the events and contributions to modern day health education is completed but inadequate depth.<br>20-30 points | Description provided for 10 events and contributions of 5 people; application to modern-day health education is complete and well written.<br>40 points |
| Part Four                      | Student does not participate in discussion; does not handout copies of description.<br><br>0 points | Student participates but limited; description not handed out to classmates.<br>5 points                                                                                                     | Student participates but limited; description is handed out to classmates.<br>5-10 pts                                                                                                                       | Student participates fully in discussion; descriptions handed out to classmates.<br>10 pts                                                              |
| Part Five                      | Group does not complete LC 1-4; not all responses turned in.<br>0 points                            | LCs 1-4 are completed but quality of responses submitted is below expectations.<br>5-15 pts                                                                                                 | LCs 1-4 are completed and quality of responses is acceptable.<br>15-20                                                                                                                                       | LCs 1-4 are completed and quality of responses is excellent.<br>20 points                                                                               |
| Part Five-LC 5 Jeopardy Review | Group did not complete the Jeopardy LC.<br>0 points                                                 | Group completes most of the Jeopardy LC and shares responses in class.<br>0-5 points                                                                                                        | Group completes all parts of the Jeopardy Board review and shares responses in class.<br>5 points                                                                                                            |                                                                                                                                                         |