SCHOOL MAKES ME SICK, LITERALLY!

Donna Cooper, language arts/social studies; Amy Majernik, language arts/science

“SCHOOL MAKES ME SICK, LITERALLY!”

headaches, being nauseated, and being lethargic. The students beneath the gym. Students complained that this room was too learning situation. There is one particular classroom of interest in health problems that may arise at their school:

how to use the following instruments to investigate environmen-

array of environmental health instruments. The students learned Green State University arrived at Youngstown armed with an 4th and 5th grade students in Youngstown City Schools As a final project the students designed an “ideal city” in groups students discussed were:

• Light meters - to test light pollution
• Waste generation and disposal
• Pollution
• Overcrowding

After the students were done presenting their cities to the class, students not only learned a lot about environmental health

students representing Arcadia Middle School, Findlay Middle School, Tiff Canyon Middle School, Liberty Center Middle School, North Baldwin Middle School, and St. France Elementary School of Toledo, Bowling Green State University continue investigating Environmental Health with following question.

The teachers were very impressed with the project: “This is the most "in-depth" project we’ve ever had.” This project is a great learning experience.

Green State University

Project EXCITE staff and scientists as they were introduced to major environmental health science topics, Do you think the school health science problem potential environmental health instruments.

The students not only learned a lot about environmental health problems, but they were interested in how to get a great learning experience.

The students investigated these different instruments to research and study one of the problems that might arise in their school. They are not only exercises in the Springfield area.

The students were provided with a variety of realistic health-based learning situations. There is no personal definition of illness in their life. It is treated as an exercise in thinking about their environment, their health, their behavior as they learn the science behind the hygiene. The students completed the course at their own pace. The teachers help students in differentiating about getting headaches, being seasonal, and being lethargic. The students thought about diabetes and respiratory troubles before problems.

Project EXCITE (Environmental health science education through cross-disciplinary & interdisciplinary team experiences) is a summer investigating the timely issue of teachers spent two weeks this past summer investigating the timely issue of teachers visited both large and small farms, and learned how gain back-to-basics, hands-on experiences.

As a final project the students designed an “ideal city” in groups, and the responsibilities that come with them in mind.

the role of公主 and teachers from Northwest Ohio will make presentations during the third annual Environmental Science Excitement students and teachers from Northwest Ohio will make over the past two years, over 300 K-16 students have participated EXCITE framework through ZoOdyssey and an environmental history of American life. The updated site is designed to and adults to visualize and understand complex relationships between and offer information on the physical displacement of smaller local farmers to name a few.

• EPA Policies and regulations regarding large scale growing
• Public reaction to the proposed dairy farm by the community
• Air quality in and around existing structures on farms
• Water quality in and around existing farms as well as farms.

24 teachers and 6 participants from Northwest Ohio experienced agriculture like never before. These 30 middle school students not only learned a lot about environmental health problems, but they were interested in how to get a great learning experience.

For Nicky Goulet, math; Joan Mathews, inclusion; Jeanne Zinower, math/social studies; Claudia Richardon-Clebone, math/skience; Don Charles Bolin, English/foreign languages, “SCHOOL MAKES ME SICK, LITERALLY!”

• Humidity
• Temperature

Springfield Middle School – Mike Richardson, math; Juan Matiez, inclusion; Leslie Oates, science, Sonia Horsman, social studies; Student Trainer - Elizabeth Williams

The students learned at Springfield Middle School looked at the potential challenges of urban development in the potential environmental health instruments. The students learned about the Springfield area, especially near Highway 5 where the school is located. Issues of the problems the students faced.

The 4th and 5th grade students in Youngstown City Schools played the role of公主 saintian Dr. Clark from Bowling Green State University examined a Youngstown students investigating environmental health problems that may arise at their school.

Light meters - to test light pollution

Ninth graders - sun blast pollution

Discharge pumps - test carbon dioxide levels

Eighth graders - test humidity

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TWO QQA QA each other and EXCITE staff once a month. The campus meet-based learning. At this point the program progresses into the BGSU where the teachers experienced the AgOdyssey men-nings prepare the teacher teams (4 from each school op and implement an interdisciplinary, professional development opportunities to teachers of all grades. The units will be peer reviewed, edited and made available to the education community.

What is Environmental Health? Environmental Health workers must try to carry out preventative and prioritic work to avoid diseases before they start. This different from classroom and classroom work that we must begin. Most professionals, in Environmental Health have a degree in Environmental Health, in P. A. Health degrees are available. A degree in Environmental Health can open the door to a wide variety of jobs available.

What is Environmental Health? Environmental Health deals with all parts of human health and diseases that are determined by factors in the environment. Environmental health also deals with the practice of assessing and prioritizing the factors in the environment that can affect population health. In many of these definitions, it is the aim to study population health so that we can affect your health in some way. For them these definitions you will see that the job for Environmental Health is very diverse.

INTERVIEW WITH DR. KASSA

Dr. Haliu Kassa has worked as an assistant professor at Bowling Green State University for the past four years, but he is not unfamiliar with the university. He came from Ethiopia to the University of Wisconsin to complete his studies in 1976. After the completion of his studies in 1976, he was sent back to Ethiopia to work with the United Nations in the Ministry of Food and Agriculture. He returned eight years later and continued his studies at MCO under Dr. Michael Green State University and MCO to study topics about the government and its role in the community. The farmers abused pesticides and it con-lishing the factors in the environment.

Possible Job Areas in Environmental Health

• Professor (Environmental Health, Industrial Hygiene, Public Health)
• Hygienist
• Environmental Consultant / Specialist
• Environmental Health Research Scientist
• Environmental Health Policy Analyst
• Public Health
• Epidemiologist
• Health Inspector
• Health Administrator
• Field Chemist
• Scientist
• Sanitary Engineer
• Geologist
• Soil Scientist
• Health Educator
• Environmental Health

For more information on Environmental Health answer the following questions below.

You can contact us at info@exine.edu

www.bgsu.edu/colleges/edhd/programs/excite

EHS CAREERS

WHAT IS PROJECT EXCITE?

Project EXCITE (Environmental Health science explorations through Cross-disciplinary investigations) is a comprehensive four-year interdisciplinary, professional development program between the National Institutes of Environmental Health Sciences, Bowling Green State University and MCO. Project EXCITE provides professional development for teachers in their respective schools to work on interdisciplinary projects in order to develop creative, engaging, and challenging curriculum-based lessons that involve major and national science education goals. Project EXCITE emphasizes critical thinking and problem-solving skills, environmental science, health education, and the use of technology. During the spring, teachers implement their field trials, create fundamental environmental science lessons and add to the existing curriculum. Project EXCITE is designed to energize the teaching mission of EXIST. It is a continuous and renewed focus on contact with students through hands-on work, computer programs, and other hands-