GEORGE MASON UNIVERSITY

School of Recreation, Health and Tourism

HEAL 405-Teaching Methods in Health Education (3)

Fall 2009

DAY/TIME: MW 9:00-10:15 a.m. LOCATION: PW-BRH 248

INSTRUCTOR: Ms. Luanne Norden

OFFICE LOCATION: PW-BRH 206 OFFICE HOURS: T: 8:00 AM-10:00 AM

W: 12:00-2:00 PM

BY APPOINTMENT

PHONE NUMBER: (703) 993-2032 FAX NUMBER: (703) 993-2025

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PREREQUISITES:

BSED Status or Teachers Under Contract

COURSE DESCRIPTION:

Content, methodology, and resource materials in teaching health education for physical education majors. Field experience is a requirement.

COURSE OBJECTIVES:

At the completion of this course students should be able to:

1. Identify the basic divisions of comprehensive school health education programs, the eight components of the school health program, and the ten major content areas.
2. Describe the application of teaching methods for reducing the risk behaviors (6 categories identified by CDC) affecting today’s learners.
3. Identify and implement appropriate learning opportunities related to learner developmental needs and individual variations during field experience.
4. Create and implement appropriate instructional strategies for all learners, as they relate to the ten major health content areas, the National Standards of Health Education, and the Health Standards of Learning for Virginia Public Schools.
5. Develop and deliver lesson plans to meet diverse learning needs.
6. Use technology (i.e. websites, power point) for current health knowledge and the needs of the learner.
7. Apply appropriate classroom management and instructional strategies for effective learner environments.
8. Develop appropriate assessment techniques in the lesson plans congruent with program goals and behavioral objectives.
9. Peer evaluate and self-evaluate teaching through journal writing and lesson plans.
10. Identify and use community resources to enhance health education opportunities.

REQUIRED READINGS

Meeks, Linda; Heit, Philip; & Page, Randy. Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health, 6th edition, McGraw-Hill, New York, NY, 2009.

EVALUATION

# Requirements

Course grade will be determined by performance on exams, projects, presentations and assignments.

Attendance 25 points

Bulletin Board 30 points

First Exam 70 points

Class Presentation/Lesson Plan 40 points

Field Experience/Lesson Plan 100 points

Resource File 50 points

Assignments/Journal/Methods Notebook 85 points

Final Exam 100 points

# Total Possible Points 500

# Grading Scale

A+ =100% 500 points

A = 93-99% 465-499 points C+ =77-79% 385-399 points

A- =90-92% 450-464 points C =70-76% 350-384 points

B+ =87-89% 435-449 points D =60-69% 300-349 points

B =83-86% 415-434 points F=less than 60% less than 300 points

B- =80-82% 400-414 points

COURSE OUTLINE

*Date*  *Project Due* *Topic*

August 31 Course Overview

September 2 A Nation at Risk

*Chapter 1*

September 9 School Health Services and Appendix C

*Chapter 2 (pages 30-37)*

September 14 Healthful School Environment

*Chapter 2 (pages 38-57)*

September 16 Comprehensive Curriculum

*Chapter 3* Field Experience Discussion

September 21

Instructional Strategies

*Chapter 4*

September 23 Bulletin Board Review for Exam

September 28 FIRST EXAM

September 30 Mental & Emotional Health

Health Lesson Presented

*Chapter 5*

October 5 Family & Social Health

*Chapter 6*

October 7 Observations in the Schools

October 13 Lesson Plan Practice Field Experience Lessons

October 14 Lesson Plan Practice Field Experience Lessons

October 19 Lesson Plan Practice Field Experience Lessons

October 21 Growth & Development

*Chapter 7*

CLASS PRESENTATION

October 26 Nutrition

*Chapter 8*

CLASS PRESENTATION

October 28 Teaching in the Schools

November 2 Child Abuse Training

CLASS PRESENTATIONS

November 4 Personal Health & Physical Fitness

*Chapter 9*

CLASS PRESENTATION

November 9 Alcohol, Tobacco, Drugs

*Chapter 10*

November 11 Communicable & Chronic Diseases

*Chapter 11*

CLASS PRESENTATION

November 16 CLASS PRESENTATIONS

November 18 Consumer & Community Health

*Chapter 12*

CLASS PRESENTATION

November 23 CLASS PRESENTATIONS

November 30 Environmental Health

*Chapter 13*

CLASS PRESENTATION

December 2 Resource File Injury Prevention

Chapter 14

CLASS PRESENTATION

December 7 Notebook CLASS PRESENTATIONS

December 9 Review

December 14 FINAL EXAM 7:30-10:15 a.m.

\*Note: Make up examinations and presentations will be conducted ONLY if prior permission is granted by the instructor or the student has a written doctor’s excuse. Quizzes and in-class assignments cannot be made up unless the instructor is notified BEFORE class and arrangements are made OR the student has a written doctor’s excuse. Assignments that are not turned in on the due date will forfeit half of the maximum points (i.e. assignment is worth 20 points on due date and 10 points after the due date).

COURSE PROJECTS

Bulletin Boards are due September 23. Requirements will be discussed in class.

Class Presentation-You will present an interactive lesson to the class. You will draw out of the hat a health topic and date of the presentation. You will choose the grade level (it cannot be the same level as your field experience). Use of power point is required. The presentation will be 20-25 minutes. Your reflection of your lesson should be emailed to the instructor ASAP. Class presentations will be October 21-December7.

Field Experience-You will teach a 40-minute health lesson at our predetermined schools. Lessons will be presented in our class before they are presented in the schools. Requirements will be discussed in class.

Resource File-Develop a health education resource file on the ten major content areas of health education discussed in your textbook. All articles/lesson plans must be current (within the last year). You must have one resource for each of the ten content areas and a brief description of how you, as a teacher, would utilize this information in your classroom. You can use the same website (i.e. KidsHealth.org) no more than 2 times in your resource file. Resource files are due December 2 at 9:00 a.m.

Journals-Write a journal entry for each presentation (field experience and class). You must be an active participant at the presentation to turn in a journal entry. Your journal entry should have the following items: the name of the presenter (teacher), the date of the presentation and your thoughts with the following questions as your guide: 1) List the instructional strategies/methods used to make the lesson interactive. 2) What was the teacher trying to teach the students? Be specific. 3) Did you, the student, learn what the teacher was teaching? Why or why not? If yes, how did the teacher help you learn the information? If no, how could the teacher have helped you learn the information? Each journal entry that shows accuracy, thought and reflection is worth 3 points. The journal must be typewritten. The journal entries should be in order of dates presented. Journals are part of the Methods Notebook and are due December 7.

Methods Notebook-The requirements for the Methods Notebook will be discussed in class. Save everything you receive in class for your Notebook due on December 7.

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| GMU-rh&t | * All students are held to the standards of the George Mason University Honor Code. * Students with Disabilities: Students having documentation on file with the Disability Support Services Office should bring this to the attention of the . * All electronic devices must be turned off during classes. * For more information on the School of Recreation, Health and Tourism, please go to http://rht.gmu.edu |