

GEORGE MASON UNIVERSITY
School of Recreation, Health and Tourism

HEAL 405-Teaching Methods in Health Education (3)
Spring 2010

DAY/TIME:	MW 10:30-11:45 a.m.	LOCATION:	PW-BRH 249
INSTRUCTOR:	Ms. Luanne Norden	OFFICE HOURS:	T: 8:00 AM-10:00 AM W: 12:00-2:00 PM BY APPOINTMENT
OFFICE LOCATION:	PW-BRH 206		

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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
<i>Total Possible Points</i>	<i>500</i>

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

<i>Date</i>	<i>Project Due</i>	<i>Topic</i>
January 20		Course Overview
January 25		A Nation at Risk <i>Chapter 1</i>
January 27		School Health Services and Appendix C <i>Chapter 2 (pages 30-37)</i>
February 1		Healthful School Environment <i>Chapter 2 (pages 38-57)</i>
February 3		Comprehensive Curriculum <i>Chapter 3</i> Field Experience Discussion
February 8		Instructional Strategies <i>Chapter 4</i>
February 10	Bulletin Board	Review for Exam
February 15		FIRST EXAM
February 17		Mental & Emotional Health Health Lesson Presented <i>Chapter 5</i>
February 22		Observations in the Schools

February 24	Lesson Plan	Practice Field Experience Lessons
March 1	Lesson Plan	Practice Field Experience Lessons
March 3	Lesson Plan	Practice Field Experience Lessons
March 8-12		SPRING BREAK
March 15	Lesson Plan	Practice Field Experience Lessons Family & Social Health <i>Chapter 6</i>
March 17		Teaching in the Schools
March 22	Journal	Growth & Development <i>Chapter 7</i> CLASS PRESENTATION
March 24	Journal	Nutrition <i>Chapter 8</i> CLASS PRESENTATION
March 29	Journals	Child Abuse Training CLASS PRESENTATIONS
March 31	Journal	Personal Health & Physical Fitness <i>Chapter 9</i> CLASS PRESENTATION
April 5		Alcohol, Tobacco, Drugs <i>Chapter 10</i>
April 7	Journal	Communicable & Chronic Diseases <i>Chapter 11</i> CLASS PRESENTATION
April 12	Journals	CLASS PRESENTATIONS
April 14	Journals	Consumer & Community Health <i>Chapter 12</i> CLASS PRESENTATION
April 19	Journals	CLASS PRESENTATIONS
April 21	Journal	Environmental Health <i>Chapter 13</i> CLASS PRESENTATION

April 26	Resource File	Injury Prevention Chapter 14 CLASS PRESENTATION
April 28	Notebook Journals	CLASS PRESENTATIONS
May 3		Review
May 5		FINAL EXAM 10:30 am-1:15 pm

*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 February 10. 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 25-30 minutes. The reflection of your lesson is due immediately following your lesson. Class presentations will be March 22-April 28.

Field Experience-You will teach a 45-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 April 26 at 10:30 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. Journals are due at the end of each class on the day of the presentation. Save all graded journals for the Methods Notebook due on April 28.

Methods Notebook-The requirements for the Methods Notebook will be discussed in class. Save everything you receive in class for your Notebook due on April 28.



- ❖ 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 professor.
- ❖ 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>