

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 405—Teaching Methods in Health Education K-12 (3)

DAY/TIME:	MW 10:30-11:45 am	LOCATION:	PW-BRH 253
INSTRUCTOR:	Luanne Norden, MA	EMAIL ADDRESS:	lnorden@gmu.edu
OFFICE LOCATION:	PW-BRH #206	PHONE NUMBER:	703-993-2032
OFFICE HOURS:	MW 8:00-10:00 am	FAX NUMBER:	703-993-2025

BY APPOINTMENT

PREREQUISITES

BSED Status or Permission of Instructor

COURSE DESCRIPTION

Covers 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.

COURSE OVERVIEW

Students are held to the standards of the George Mason University Honor Code. You are expected to attend all class sessions, actively participate in class discussions, complete in-class exercises, field experience, and fulfill all assignments.

NATURE OF COURSE DELIVERY

Face to face

REQUIRED READINGS

Meeks, Linda; Heit, Philip; & Page, Randy. Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health, 7th edition, McGraw-Hill, New York, NY, 2011.

EVALUATION

This course will be graded on a point system, with a total of 500 possible points.

Requirements	Points
<i>Attendance</i>	25
<i>Bulletin Board</i>	30
<i>First Exam</i>	50
<i>Class Presentation/Lesson Plan</i>	45
<i>Field Experience/Lesson Plan</i>	100
<i>Resource File</i>	50
<i>Assignments/Journals/Methods Notebook</i>	100
<i>Smart Board Presentation</i>	40
<i>Final Exam</i>	60
TOTAL	500

Grading Scale

A+ = 490-500	B+ = 435-449	C+ = 385-399	D = 300-349
A = 465-489	B = 415-434	C = 365-384	F = 299 and below
A- = 450-464	B- = 400-414	C- = 350-364	

TENTATIVE COURSE SCHEDULE

DATE			TOPIC	READINGS/ASSIGNMENT DUE
M	January	23	Course Overview	
W	January	25	A Nation at Risk	Chapter 1
M	January	30	School Health Services and Appendix B; 10 am-PHED Social	Chapter 2 (pages 25-31)
W	February	1	Healthful School Environment	Chapter 2 (pages 32-44)
M	February	6	Comprehensive Curriculum /SOLs	Chapter 3
W	February	8	Instructional Strategies	Chapter 4
M	February	13	Review for Exam	Bulletin Board
W	February	15	FIRST EXAM/Health Lesson Presented	
M	February	20	Mental & Emotional Health	Chapter 5
W	February	22	Observation in the Schools/Online Training - Child Abuse	
M	February	27	Family & Social Health/	Chapter 6 Observation Paper/Certificate
W	February	29	Growth & Development/	Chapter 7
M	March	5	Nutrition/	Chapter 8
W	March	7	Personal Health & Physical Fitness	Chapter 9

DATE			TOPIC	READINGS/ASSIGNMENT DUE
M	March	19	Alcohol, Tobacco, Drugs	Chapter 10
W	March	21	Communicable & Chronic Diseases	Chapter 11
M	March	26	Consumer & Community Health	Chapter 12
W	March	28	Environmental Health	Chapter 13
M	April	2	Injury Prevention	Chapter 14
W	April	4	Practice Field Experience Lesson	Lesson Plan
M	April	9	Practice Field Experience Lesson	Lesson Plan
W	April	11	Practice Field Experience Lesson	Lesson Plan
M	April	16	Practice Field Experience Lesson	Lesson Plan
W	April	18	Practice Field Experience Lesson	Lesson Plan
M	April	23	Professional Development/	AAHPERD Website Scavenger Hunt
W	April	25	Teaching in the Schools	
M	April	30	Discuss Field Experience/Resource File Presentations	Lesson Reflection/ Methods Notebook
W	May	2	Review	
W	May	9	FINAL EXAM 10:30 am-1:15 pm	

Note: Faculty reserves the right to alter the schedule as necessary.

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 REQUIREMENTS

Bulletin Board requirements will be discussed in class.

Class Presentation-Teach a 25-30 minute interactive lesson to the class. Draw out of the hat a health content area (you choose the health goal) and date of the presentation. Choose the grade level (it cannot be the same level as your field experience). Use of power point or Smart Board is required. The reflection of your lesson is due the same day you present the lesson.

Field Experience-Observe 2 health lessons at different schools. 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). Required is 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. The same website (i.e. KidsHealth.org) can be used no more than 2 times. Resource files will be part of your Methods Notebook

Smart Board Presentation requirements will be discussed in class.

Journals-Write a journal for each lesson presented (field experience and class) using the required journal format. You must be an active participant during the lesson to submit a journal. Journals that show accuracy, thought, and reflection are 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.

Health Methods Notebook-Requirements for the Methods Notebook will be discussed in class. Save everything you receive in class for your Notebook.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

