

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

HEAL 405-001—Teaching Methods in Health Education K-12 (3)  
Fall 2015

|                  |                   |                |  |
|------------------|-------------------|----------------|--|
| DAY/TIME:        | MW 10:30-11:45 am | LOCATION:      | PW-BRH 253   |
| INSTRUCTOR:      | Luanne Norden, MA | EMAIL ADDRESS: | <a href="mailto:lnorden@gmu.edu">lnorden@gmu.edu</a> |
| 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 teaching majors.

#### 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) effecting 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. Utilize technology to enhance student learning.
7. Apply appropriate classroom management and instructional strategies for effective learner environments.
8. Develop appropriate assessment strategies 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.

#### NATURE OF COURSE DELIVERY

Face to face

#### REQUIRED READINGS

Meeks, Linda. Heit, Philip. & Page, Randy. (2013) *Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health (8th edition)*. New York: McGraw-Hill.

#### EVALUATION

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

## REQUIREMENTS

|  |            |
|--|------------|
| <i>Bulletin Board</i>                            | 30         |
| <i>Exam</i>                                      | 50         |
| <i>Class Presentation/Lesson Plan/Reflection</i> | 50         |
| <i>Field Experience</i>                          | 100        |
| <i>Assignments/Journals/Methods Notebook</i>     | 110        |
| <i>Smartboard Presentation</i>                   | 50         |
| <i>Technology Tools</i>                          | 30         |
| <i>Final Exam</i>                                | 80         |
| <b>TOTAL POINTS</b>                              | <b>500</b> |

**Bulletin Board**-Design a bulletin board (approximately 22” x 26”) to provide a visual of a health education message.

**First Exam**-Chapters 1-4, 15,16, Appendices B and C.

**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 grade level as your field experience). Use of technology (i.e. Health App, Smartboard) is required. The complete lesson plan is due on the day and time of your lesson. The reflection of your lesson is due (submit through Blackboard) the same day you present the lesson.

**Field Experience**-Observe 2 health lessons at different schools (one of the observations will be at the same school where you teach your health lesson). Teach a 45-minute health lesson at one of our predetermined schools. Your lesson must be presented in class before it is presented in the schools.

**Smartboard Presentation**-Create an interactive Smartboard activity (15-minute presentation) focusing on your assigned chapter in our textbook.

**Journals**-Write a journal for lessons presented 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 Health Methods Notebook.

**Training**-Complete the online training for Recognizing, Reporting and Responding: Child Abuse and Neglect.

**Health Methods Notebook**-Organize the resources received in this course to use when you teach health. Save everything you receive in class for your Notebook.

**Final Exam**-All chapters in the textbook and all material discussed in class.

### 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

|    |           |    |   |  |
|----|-----------|----|---|--|
| M  | August    | 31 | Course Overview   |  |
| M  | September | 2  | A Nation at Risk  | Chapter 1  |
| W  | September | 9  | School Health Services  | Chapter 2  |
| M  | September | 14 | Comprehensive Curriculum  | Chapter 3  |
| W  | September | 16 | Health Concerns/Health Resources/Health Education Teacher Preparation Standards | Appendices B and C/Teacher Preparation Standards |
| M  | September | 21 | Teaching Strategies/Scope and Sequence Chart/VA Health Education SOLs           | Chapters 15 and 16/SOLs                          |
| W  | September | 23 | Instructional Strategies  | Chapter 4/Each One Teach One                     |
| M  | September | 28 | Online Training-Recognizing, Reporting, and Responding: Child Abuse and Neglect |  |
| W  | September | 30 | Exam/Health Lesson  |  |
| M  | October   | 5  | Mental & Emotional Health   | Chapter 5/Bulletin Board                         |
| W  | October   | 7  | Family & Social Health  | Chapter 6  |
| Tu | October   | 13 | Growth & Development  | Chapter 7  |
| W  | October   | 14 | Nutrition   | Chapter 8  |
| M  | October   | 19 | Personal Health & Physical Fitness  | Chapter 9  |
| W  | October   | 21 | Alcohol, Tobacco, Drugs   | Chapter 10                                       |
| M  | October   | 26 | Communicable & Chronic Diseases   | Chapter 11                                       |
| W  | October   | 28 | Consumer & Community Health   | Chapter 12                                       |
| M  | November  | 2  | Environmental Health  | Chapter 13                                       |
| W  | November  | 4  | Injury Prevention   | Chapter 14                                       |
| M  | November  | 9  | Practice Field Experience Lesson  | Lesson Plan                                      |
| W  | November  | 11 | Practice Field Experience Lesson  | Lesson Plan                                      |
| M  | November  | 16 | Practice Field Experience Lesson  | Lesson Plan                                      |
| W  | November  | 18 | Practice Field Experience Lesson  | Lesson Plan                                      |
| M  | November  | 23 | Teaching in the Schools   |  |
| M  | November  | 30 | Active Learning   |  |
| W  | December  | 2  | Technology Tools  |  |
| M  | December  | 7  | Technology Tools  | Health Methods Notebook                          |
| W  | December  | 9  | Review  |  |

|   |          |    |                           |  |
|---|----------|----|---------------------------|--|
| w | December | 16 | Final Exam 10:30am-1:15pm |  |
|---|----------|----|---------------------------|--|

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

Field experience must be completed. Make up exams 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. Late assignments are not accepted.

#### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code-2/>]
- 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/policies/responsible-use-of-computing/>].
- 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.

#### *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/>].

**PROFESSIONAL BEHAVIOR:** Students are expected to exhibit professional behaviors and dispositions at all times.

**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.

