George Mason University
College of Education and Human Development
School of Recreation, Health, and Tourism

HEAL 405 001 – Teaching Methods in Health Education K-12
3 Credits, Spring 2017
M/W 10:30-11:45am Bull Run Hall 212 – Science and Technology Campus

Faculty

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Prerequisites/Corequisites

BSED Status or Permission of Instructor

University Catalog Course Description

Covers content, methodology, and resource materials in teaching health education for physical education majors. Field experience required.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a lecture format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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.

Professional Standards

Not Applicable

Required Text

Benes, Sarah. Alperin, Holly. (2016) The Essentials of Teaching Health Education. Champaign, IL: Human Kinetics.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy)

- **Assignments and/or Examinations**
  Bulletin Board-Design a bulletin board (approximately 22" x 26") to provide a visual of a health education message.
  Midterm Exam-Chapters 1-3 and 11-15, Appropriate Practices in School-based Health Education, and the VA Health Education SOLs.
  Class Lesson and Presentation (Performance Based Assessment)-Teach a 25-30 minute interactive lesson to the class. Draw out of the hat a topic (you choose the learning target) 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. 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. The complete lesson plan is due at the time you present your lesson in class.

Technology Tools—Utilize technology to enhance student learning. Demonstrated and discussed in class.

Journals-Write a journal for all 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.

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

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

Bulletin Board	30
Midterm Exam	75
Class Presentation/Lesson Plan/Reflection	60
Field Experience	100
Assignments/Journals	60
Technology Tools	100
Final Exam	75
TOTAL POINTS	500

- **Other Requirements**
  Successful completion of all components of field experience.

- **Grading**

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		

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

M	January	23	Course Overview	
W	January	25	Health Literacy	Chapter 1/ Appropriate Practices in School Health
M	January	30	Skills-Based Health Education	Chapter 2
W	February	1	Student Motivation	Chapter 3
M	February	6	Teaching Strategies across Developmental Levels	Presentations

W	February	8	Curriculum Planning and Development/VA Standards of Learning	Chapters 11 and 12/ VA Standards of Learning
M	February	13	Assessment and Technology Tools	Chapter 13/Presentations of Tech Tool-Formative Assess
W	February	15	Positive Learning Environment	Chapter 14
M	February	20	Skills-Based Approach	Chapter 15/Bulletin Board
W	February	22	Health Lesson Example and Review for Exam	
M	February	27	Exam	Exam (Chapters 1-3, 11-15)
W	March	1	Using Technology to Enhance Learning	Presentations
M	March	6	Accessing Valid and Reliable Information, Products and Services	Chapter 4/Class Presentation
W	March	8	Analyzing Influences	Chapter 5/Class Presentation
			SPRING BREAK	
M	March	20	Interpersonal Communication	Chapter 6/Class Presentation
W	March	22	Decision Making	Chapter 7/Class Presentation
M	March	27	Online Training-Recognizing, Reporting, and Responding: Child Abuse and Neglect	PROF DEV SESSION 4 :30-7 :00pm
W	March	29	Goal Setting	Chapter 8/Class Presentation
M	April	3	Self-Management	Chapter 9/Class Presentation
W	April	5	Advocacy	Chapter 10/Class Presentation
M	April	10	Practice Field Experience Lesson	Lesson Plan
W	April	12	Practice Field Experience Lesson	Lesson Plan
M	April	17	Practice Field Experience Lesson	Lesson Plan
W	April	19	Practice Field Experience Lesson	Lesson Plan
M	April	24	Teaching Elementary Health Education	Chapter16
W	April	26	Teaching in the Schools	
M	May	1	Professional Development and Advocacy; Cross-Curricular Connections	Chapters 17 and 18
W	May	3	Field Experience Reflection & Course Review	
W	May	10	Final Exam 10:30am-1:15pm	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The Writing Center 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/).

- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.