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, Fall 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
This course contains at least one Common Assessment (Lesson Planning) developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC), Virginia Department of Education standards, and CEHD's performance on national accreditation standards (CAEP).
InTASC Standards: 1, 3, 4, 5, 6, 7, 8 and 9
CAEP Standards: 1.1
VDOE Standards: 1, 2, 3, 4, 6

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.
  Lesson Planning and Class Presentation (Performance Based Assessment)-Plan and teach a 25-30 minute interactive lesson to the class. "Draw out of the hat" a skill/standard (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 completed 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	70
Lesson Plan/Class Presentation/Reflection	70
Field Experience	100
Assignments/Journals	70
Technology Tools	60
Final Exam	75
Attendance	25
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

See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

M	August	28	Course Overview	
W	August	30	Developing Health-Literate Individuals 11:30 PHED Welcome Session	Chapter 1/ Appropriate Practices in School Health
W	September	6	Understanding a Skills-Based Approach	Chapter 2
M	September	11	Examining Student Motivation	Chapter 3
W	September	13	Teaching Strategies across Developmental Levels	Presentations
M	September	18	Curriculum Planning and Development/VA Standards of Learning	Chapters 11 and 12/ VA Standards of Learning
W	September	20	Designing Meaningful Assessments	Chapter 13/Presentations of Tools for Formative Assess
M	September	25	Creating a Positive Learning Environment	Chapter 14
W	September	27	Implementing a Skills-Based Approach	Chapter 15/Bulletin Board
M	October	2	Technology to Enhance Student Learning	Presentations of Apps
W	October	4	Health Lesson Example and Review for Exam	
T	October	10	Exam	Exam (Chapters 1-3, 11-16)
W	October	11	Accessing Valid and Reliable Information, Products and Services	Chapter 4/Class Presentation

M	October	16	Analyzing Influences	Chapter 5/Class Presentation
W	October	18	Interpersonal Communication	Chapter 6/Class Presentation
M	October	23	Online Training-Recognizing, Reporting, and Responding: Child Abuse and Neglect	Certificate
W	October	25	Decision Making	Chapter 7/Class Presentation
M	October	30	Goal Setting	Chapter 8/Presentations
W	November	1	Self-Management	Chapter 9/Class Presentation
M	November	6	Advocacy	Chapter 10/Class Presentation
W	November	8	Practice Field Experience Lesson	Lesson Plan
M	November	13	Practice Field Experience Lesson	Lesson Plan
W	November	15	Practice Field Experience Lesson	Lesson Plan
M	November	20	Practice Field Experience Lesson	Lesson Plan
M	November	27	Teaching Elementary Health Education	Chapter16
W	November	29	Teaching in the Schools	
M	December	4	Professional Development and Advocacy; Cross-Curricular Connections	Chapters 17 and 18
W	December	6	Field Experience Reflection & Course Review	
W	December	13	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/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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