

**George Mason University**  
**College of Education and Human Development**  
**HEAL**

HEAL 405 001– Teaching Methods in Health Education K-12  
3 Credits, Fall 2021  
W 9:00-11:40am, TH 1020

**Faculty**

Name: Luanne Norden, MA  
Office Hours: By Appointment via Blackboard Collaborate  
Office Location: Recreation Athletic Complex (RAC) 2108  
Office Phone: 703-993-2032  
Email Address: lnorden@gmu.edu

**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 online in a synchronous format via Zoom.

**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, 9

VDOE Standards: 1, 2, 3, 5, 7

CAEP Standards: 1.1, 1.2, 1.3, 1.4, 1.5

### **Required Text**

Benes, Sarah. Alperin, Holly. (2022) *The Essentials of Teaching Health Education* (2<sup>nd</sup> edition). 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 to provide a visual of a health education message.

Midterm Assessment- Chapters 1-9, 17 and the Appropriate Practices in School-Based Health Education.

Lesson Plan and Presentation-Provide an overview of your lesson and teach the activity/skill to your classmates in a 15-minute presentation. 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 it.

Field Experience (Performance Based Assessment)-Observe health lessons at our predetermined schools. Teach a 45-minute health lesson at one of the 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. The reflection of

your lesson is due (submit through Blackboard) the same day you present it in class and in the schools.

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

Journals (Assignments)-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 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-Apply the readings, field experience and discussions from class.

Bulletin Board	25
Midterm Assessment	75
Lesson Plan and Presentation	50
Field Experience	100
Assignments/Journals/Discussion Boards	100
Technology Tools	25
Final Exam	75
<b>TOTAL POINTS</b>	<b>400</b>

- **Other Requirements**

Successful completion of all components of field experience.

- **Grading**

A = 376-400	B+ = 352-359	C+ = 312-319	D = 240-279
A- = 360-375	B = 336-351	C = 296-311	F = 239 and below
	B- = 320-335	C- = 280-295	

### Professional Dispositions

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

### Class Schedule

			<b>TOPIC</b>	<b>Reading &amp; Assignment Due</b>
w	August	25	Course Overview	Appropriate Practices in School-Based Health Educ
w	September	1	The Role of Health Education; Understanding a Skills-Based Approach	Chapters 1 and 2
w	September	8	Equity and Justice in Health Education; Developing Health-Literate Individuals	Chapters 3 and 4 <i>Bulletin Board</i>

w	September	15	Guest Speaker	VA Health Education Standards of Learning <i>Online Training Certificate</i>
w	September	22	Student Motivation; Cross-Curricular Connections	Chapters 5 and 6
w	September	29	Creating a Positive Learning Environment; Accessing Valid and Reliable Information, Products and Services	Chapters 17 and 7 <i>Class Presentations</i>
w	October	6	Analyzing Influences; Interpersonal Communication	Chapters 8 and 9 <i>Class Presentations</i> <i>Midterm Assessment</i>
w	October	13	Decision Making; Goal Setting	Chapters 10 and 11 <i>Class Presentations</i>
w	October	20	Self-Management; Advocacy	Chapters 12 and 13 <i>Class Presentations</i>
w	October	27	Data to Inform Curriculum Planning; Curriculum Development	Chapters 14 and 15 <i>Practice Field Exper Lessons</i>
w	November	3	Meaningful Assessments	Chapter 16 <i>Practice Field Exper Lessons</i>
	November	5-7	VAHPERD Convention, Virginia Beach	
w	November	10	A Skills-Based Approach	Chapter 18 <i>Technology Tools</i>
w	November	17	Teaching Elementary Health Education	Chapter 19 <i>Practice Field Exper Lessons</i>
w	November	24	No Class-Thanksgiving Break	
w	December	1	Professional Development and Advocacy; Course Review	Chapter 20
w	December	8	Final Exam 9:00-11:40am	Final Exam

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 <https://catalog.gmu.edu/policies/honor-code-system/> ).
- 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 silence all sound emitting devices during class unless otherwise authorized by the instructor.

### Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@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/> .