

George Mason University
College of Education and Human Development
HEAL

HEAL 405 001– Teaching Methods in Health Education K-12
3 Credits, Fall 2023
W 9:00-11:40am Thompson L018

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

Focuses on teaching methods, strategies and best practices for teaching health content in K-12 schools. Field Experience required.

Course Delivery Method

This course will be delivered in person 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

Upon completion of this course, students will have addressed the following professional standards: 2018 National Standards for Initial Health Education Teacher Education (*SHAPE America*)

Standard 1: Content Knowledge

Standard 2: Planning

Standard 3: Implementation

Standard 4: Assessment

Standard 5: Professionalism

Required Text

Benes, Sarah. Alperin, Holly. (2022) *The Essentials of Teaching Health Education* (2nd 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, VIA, hard copy)

- **Assignments and/or Examinations**

Bulletin Board-Design a bulletin board to provide a visual of a health education message.

Midterm Exam- Chapters 1-7, 16, 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. Utilize technology to enhance student learning. 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 (10 hours)-Observe health lessons at our predetermined schools and submit a reflection. Teach a 45-minute health lesson at one of the observation 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. All components of field experience must be completed to satisfy this requirement.

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 Exam	50
Lesson Plan and Presentation	50
Field Experience	100
Assignments/Journals	100
Final Exam	75
TOTAL POINTS	400

- **Other Requirements**

Successful completion of all components of field experience.

Late Work-- Exams will not be accepted after the due date. For other work submitted up to 48 hours after the due date, 50% will be deducted from the earned grade. After 48 hours, work will NOT be accepted. Extensions may be possible with prior approval (before the due date) from the instructor. Class presentation and practice field experience lesson--10% will be deducted if rescheduled (unless a doctor's note is presented).

- **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/policies-procedures/>

Class Schedule

			TOPIC	Reading & Assignment Due
w	August	23	Course Overview	Appropriate Practices in School-Based Health Educ

w	August	30	The Role of Health Education; Understanding a Skills-Based Approach	Chapters 1 and 2
w	September	6	Equity and Justice in Health Education; Developing Health-Literate Individuals	Chapters 3 and 4 <i>Bulletin Board</i>
w	September	13	Guest Speaker	VA Health Education Standards of Learning <i>Online Training Certificate</i>
w	September	20	Student Motivation; Cross-Curricular Connections; Accessing Valid and Reliable Information, Products and Services	Chapters 5, 6 and 7
w	September	27	Meaningful Assessments; Creating a Positive Learning Environment	Chapters 16 and 17 <i>Class Presentations</i>
w	October	4	Analyzing Influences; Interpersonal Communication	<i>Midterm Evaluation</i> Chapters 8 and 9 <i>Class Presentations</i>
w	October	11	Decision Making; Goal Setting	Chapters 10 and 11 <i>Class Presentations</i>
w	October	18	Self-Management; Advocacy	Chapters 12 and 13 <i>Class Presentations</i>
w	October	25	Data to Inform Curriculum Planning; Curriculum Development	Chapters 14 and 15 <i>Practice Field Exper Lessons</i>
w	November	1	Field Experience Lessons	<i>Practice Field Exper Lessons</i>
	November	3-5	VAHPERD Convention	
w	November	8	A Skills-Based Approach	Chapter 18 <i>Practice Field Exper Lessons</i>
w	November	15	Teaching Elementary Health Education	Chapter 19 <i>Practice Field Exper Lessons</i>
w	November	22	No Class-Thanksgiving Break	
w	November	29	Professional Development and Advocacy; Connecting the Dots-Course Review	Chapter 20
w	December	6	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 <https://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 <https://ds.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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Mason students now have FREE access to [TimelyCare](#) – a virtual mental health and well-being platform crafted specifically for college students!

With TimelyCare, Mason students will have access to a multitude of virtual mental health and well-being resources that are free and available 24/7. Find out more about the resources available online at [Timelycare.com/gmu](https://timelycare.com/gmu) or [Download the app](#)