

GEORGE MASON UNIVERSITY  
School of Recreation, Health and Tourism

HEAL 405-Teaching Methods in Health Education (3)  
Fall 2010

DAY/TIME: MW 9:00-10:15 a.m. LOCATION: PW-OB 204  
INSTRUCTOR: Ms. Luanne Norden  
OFFICE LOCATION: PW-BRH 206 OFFICE HOURS: MW 10:30-11:30 a.m.  
BY APPOINTMENT  
PHONE NUMBER: (703) 993-2032 FAX NUMBER: (703) 993-2025  
EMAIL ADDRESS: [lnorden@gmu.edu](mailto:lnorden@gmu.edu)

PREREQUISITES: BSED Status or Teachers Under Contract

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) affecting 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. Use technology (i.e. websites, power point) for current health knowledge and the needs of the learner.
7. Apply appropriate classroom management and instructional strategies for effective learner environments.
8. Develop appropriate assessment techniques 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.

REQUIRED READINGS

Meeks, Linda; Heit, Philip; & Page, Randy. Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health, 7th edition, McGraw-Hill, New York, NY, 2011.

## EVALUATION

### *Requirements*

Course grade will be determined by performance on exams, projects, presentations and assignments. For course information, see <http://courses.gmu.edu>.

Attendance	25 points
Bulletin Board	30 points
First Exam	70 points
Class Presentation/Lesson Plan	40 points
Field Experience/Lesson Plan	100 points
Resource File	50 points
Assignments/Journal/Methods Notebook	85 points
Final Exam	100 points
<i>Total Possible Points</i>	<i>500</i>

### *Grading Scale*

A+ = 98-100%	490-500 points	C+ = 77-79%	385-399 points
A = 93-97%	465-499 points	C = 73-76%	365-384 points
A- = 90-92%	450-464 points	C- = 70-72%	350-364 points
B+ = 87-89%	435-449 points	D = 60-69%	300-349 points
B = 83-86%	415-434 points	F = 0-59%	295 and below
B- = 80-82%	400-414 points		

## COURSE OUTLINE

<i>Date</i>	<i>Project Due</i>	<i>Topic</i>
August 30		Course Overview
September 1		A Nation at Risk <i>Chapter 1</i>
September 8 10:00 am	PHED Social	School Health Services and Appendix C <i>Chapter 2 (pages 30-37)</i>
September 10 11:00 am	RHT Opening Session	
September 13		Healthful School Environment <i>Chapter 2 (pages 38-57)</i>
September 15		Comprehensive Curriculum <i>Chapter 3</i> Field Experience Discussion
September 20		Instructional Strategies <i>Chapter 4</i>
September 22	Bulletin Board	Review for Exam
September 27		FIRST EXAM

September 29		Mental & Emotional Health Health Lesson Presented <i>Chapter 5</i>
October 4	Journal	Family & Social Health <i>Chapter 6</i> CLASS PRESENTATION
October 6	Journal	Growth & Development <i>Chapter 7</i> CLASS PRESENTATION
October 12		Alcohol, Tobacco, Drugs <i>Chapter 10</i>
October 13	Journal	Nutrition <i>Chapter 8</i> CLASS PRESENTATION
October 18	Journal	Personal Health & Physical Fitness <i>Chapter 9</i> CLASS PRESENTATION
October 20	Journal	Communicable & Chronic Diseases <i>Chapter 11</i> CLASS PRESENTATION
October 25	Journal	Consumer & Community Health <i>Chapter 12</i> CLASS PRESENTATION
October 27	Journal	Environmental Health <i>Chapter 13</i> CLASS PRESENTATION
November 1	Journals	Child Abuse Training CLASS PRESENTATIONS
November 3	Journal	Injury Prevention Chapter 14 CLASS PRESENTATION
November 8	Resource File	

Journals	Resource File Presentations CLASS PRESENTATIONS
November 10	Observation in the Schools
November 12-14 VAHPERD Convention in VA Beach	
November 15    Lesson Plan	Practice Field Experience Lesson
November 17    Lesson Plan	Practice Field Experience Lesson
November 22    Lesson Plan	Practice Field Experience Lesson
November 29    Lesson Plan	Practice Field Experience Lesson
December 1     Lesson Plan Notebook	Practice Field Experience Lesson
December 6	Teaching in the Schools
December 8	Review
December 20	FINAL EXAM 10:30 am-1:15 pm

\*Note: Make up examinations 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. Assignments that are not turned in on the due date will forfeit half of the maximum points (i.e. assignment is worth 20 points on due date and 10 points after the due date).

#### COURSE PROJECTS

Bulletin Boards are due September 22. Requirements will be discussed in class.

**Class Presentation-**You will present an interactive lesson to the class. You will draw out of the hat a health topic and date of the presentation. You will choose the grade level (it cannot be the same level as your field experience). Use of power point is required. The presentation will be 25-30 minutes. The reflection of your lesson is due immediately following your lesson. Class presentations will be October 4-November 8.

**Field Experience-**You will teach a 45-minute health lesson at our predetermined schools. Lessons will be presented in our class before they are presented in the schools. Requirements will be discussed in class.

**Resource File-**Develop a health education resource file on the ten major content areas of health education discussed in your textbook. All articles/lesson plans must be current (within the last year). You must have one resource for each of the ten content areas and a brief description of how you, as a teacher, would utilize this information in your classroom. You can use the same website (i.e. KidsHealth.org) no more than 2 times in your resource file. Resource files are due November 8 at 9:00 a.m.

Journals-Write a journal entry for each presentation (field experience and class). You must be an active participant at the presentation to turn in a journal entry. Your journal entry should have the following items: the name of the presenter (teacher), the date of the presentation and your thoughts with the following questions as your guide: 1) List the instructional strategies/methods used to make the lesson interactive. 2) What was the teacher trying to teach the students? Be specific. 3) Did you, the student, learn what the teacher was teaching? Why or why not? If yes, how did the teacher help you learn the information? If no, how could the teacher have helped you learn the information? Each journal entry that shows accuracy, thought and reflection is worth 3 points. Journals are due at the end of each class on the day of the presentation. Save all graded journals for the Methods Notebook due on December 1.

Methods Notebook-The requirements for the Methods Notebook will be discussed in class. Save everything you receive in class for your Notebook due on December 1.

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- ❖ All students are held to the standards of the George Mason University Honor Code [See <http://www.gmu.edu/catalog/apolicies/#Anchor12>]
- ❖ University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor
- ❖ Students with disabilities who seek accommodations in a course must be registered with the Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester [See [ods.gmu.edu](http://ods.gmu.edu)]
- ❖ For additional School of Recreation, Health, and Tourism information, please visit the website at <http://rht.gmu.edu>