

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 405—Teaching Methods in Health Education (3)
Spring 2011

DAY/TIME:	MW 10:30-11:45 a.m.	LOCATION:	PW-BRH #247
INSTRUCTOR:	Luanne Norden, MA	EMAIL ADDRESS:	lnorden@gmu.edu
OFFICE LOCATION:	PW-BRH #206	PHONE NUMBER:	703-993-2032
OFFICE HOURS:	MW 8:30-10:00 a.m.	FAX NUMBER:	703-993-2025
	BY APPOINTMENT		

PREREQUISITES

BSED Status or Teachers Under Contract

COURSE DESCRIPTION

Content, methodology, and resource materials in teaching health education for physical education majors. Field experience is a requirement.

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.

COURSE OVERVIEW

Students are held to the standards of the George Mason University Honor Code. You are expected to attend all class sessions, actively participate in class discussions, complete in-class exercises, field experience, and fulfill all assignments.

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

This course will be graded on a point system, with a total of 500 possible points.

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

Grading Scale

A+ = 98 – 100	B+ = 87 – 89	C+ = 77 – 79	D = 60 – 69
A = 93 – 97	B = 83 – 86	C = 73 – 76	F = 0 – 59
A- = 90 – 92	B- = 80 – 82	C- = 70 – 72	

TENTATIVE COURSE SCHEDULE

DATE			TOPIC	READINGS/ASSIGNMENT DUE
M	January	24	Course Overview	
W	January	26	A Nation at Risk	Chapter 1
M	January	31	School Health Services and Appendix B	Chapter 2 (pages 25-31)
W	February	2	Healthful School Environment	Chapter 2 (pages 38-57)
M	February	7	Comprehensive Curriculum (Health Lesson Presented)	Chapter 3
W	February	9	Instructional Strategies	Chapter 4
M	February	14	Review for Exam	Bulletin Board
W	February	16	FIRST EXAM	
M	February	21	Mental & Emotional Health	Chapter 5
W	February	23	Family & Social Health (Class Presentation)	Chapter 6 & Journal
M	February	28	Growth & Development (Class Presentation)	Chapter 7 & Journal
W	March	2	Alcohol, Tobacco, Drugs	Chapter 10
M	March	7	Nutrition (Class Presentation)	Chapter 8 & Journal
W	March	9	Personal Health & Physical Fitness (Class Presentation)	Chapter 9 & Journal
M	March	14	SPRING BREAK BEGINS	
Sun	March	20	SPRING BREAK ENDS	

DATE			TOPIC	READINGS/ASSIGNMENT DUE
M	March	21	Communicable & Chronic Diseases (Class Presentation)	Chapter 11 & Journal
W	March	23	Consumer & Community Health (Class Presentation)	Chapter 12 & Journal
M	March	28	Environmental Health (Class Presentation)	Chapter 13 & Journal
T	March	29	AAHPERD National Convention Begins	
W	March	30	Child Abuse Training	
Sat	April	2	AAHPERD National Convention Ends	
M	April	4	Injury Prevention (Class Presentation)	Chapter 14 & Journal
W	April	6	Resource File Presentations (Class Presentations)	Resource File & Journals
M	April	11	Observation in the Schools	
W	April	13	Practice Field Experience Lesson	Lesson Plan or Journal
M	April	18	Practice Field Experience Lesson	Lesson Plan or Journal
W	April	20	Practice Field Experience Lesson	Lesson Plan or Journal
M	April	25	Practice Field Experience Lesson	Lesson Plan or Journal
W	April	27	Practice Field Experience Lesson	Health Methods Notebook
M	May	2	Teaching in Schools	
W	May	4	Review	
W	May	11	FINAL EXAM 10:30 am- 1:15 pm	

Note: Faculty reserves the right to alter the schedule as necessary.

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 February 14. 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 February 23-April 6.

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 April 6 at 10:30 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 April 27.

Methods Notebook-The requirements for the Methods Notebook will be discussed in class. Save everything you receive in class for your Notebook due on April 27.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University 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 George Mason University Writing Center staff 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/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

