

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 405-001—Teaching Methods in Health Education K-12 (3)
Spring 2015

DAY/TIME:	MW 10:30-11:45 am	LOCATION:	PW-BRH 253
INSTRUCTOR:	Luanne Norden, MA	EMAIL ADDRESS:	lnorden@gmu.edu
OFFICE LOCATION:	PW-BRH 206	PHONE NUMBER:	703-993-2032
OFFICE HOURS:	MW 8:00-10:00 am	FAX NUMBER:	703-993-2025
	BY APPOINTMENT		

PREREQUISITES

BSED Status or Permission of Instructor

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) 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.

NATURE OF COURSE DELIVERY

Face to face

REQUIRED READINGS

Meeks, Linda. Heit, Philip. & Page, Randy. (2013) *Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health (8th edition)*. New York: McGraw-Hill.

EVALUATION

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

REQUIREMENTS

<i>Bulletin Board</i>	30
<i>Exam</i>	50
<i>Class Presentation/Lesson Plan/Reflection</i>	50
<i>Field Experience</i>	100
<i>Assignments/Journals/Methods Notebook</i>	140
<i>Smart Board Presentation</i>	50
<i>Final Exam</i>	80
TOTAL POINTS	500

Bulletin Board-Design a bulletin board (approximately 22” x 26”) to provide a visual of a health education message.

First Exam-Chapters 1-4, 16 and Appendix B.

Class Presentation-Teach a 25-30 minute interactive lesson to the class. Draw out of the hat a health content area (you choose the health goal) 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. Health App, Smart Board) is required. The complete 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.

Smart Board Presentation-Create an interactive Smart Board activity focusing on the key points from your assigned chapter in our textbook. This review activity should be 10-15 minutes.

Journals-Write a journal for 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. Save all graded journals for the Health Methods Notebook.

Training-Complete the online training for Recognizing, Reporting and Responding: Child Abuse and Neglect.

Health Methods Notebook-Organize the resources received in this course to use when you teach health. Save everything you receive in class for your Notebook.

Final Exam-All chapters in the textbook and all material discussed in class.

Grading Scale

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	

TENTATIVE COURSE SCHEDULE

W	January	20	Course Overview	
M	January	26	A Nation at Risk	Chapter 1
W	January	28	Plan Praxis II Session and School Health Services	Chapter 2
M	February	2	Practice Praxis II Session, Appendix B, and Health Educ Teacher Preparation Standards	Appendix B and Standards
W	February	4	Praxis II Session Presentation/ Comprehensive Curriculum	Chapter 3
M	February	9	Teaching Strategies/Scope and Sequence/SOLs	Chapters 15 and 16
W	February	11	Instructional Strategies	Chapter 4/Each One Teach One
M	February	16	EXAM/Health Lesson Presented	
W	February	18	Mental & Emotional Health	Chapter 5/Bulletin Board
M	February	23	Family & Social Health	Chapter 6
W	February	25	Growth & Development	Chapter 7
M	March	2	Nutrition	Chapter 8
W	March	4	Personal Health & Physical Fitness	Chapter 9
M	March	16	Alcohol, Tobacco, Drugs	Chapter 10
W	March	18	Online Training-Recognizing, Reporting, and Responding: Child Abuse and Neglect	
M	March	23	Communicable & Chronic Diseases	Chapter 11
W	March	25	Consumer & Community Health	Chapter 12
M	March	30	Environmental Health	Chapter 13
W	April	1	Injury Prevention	Chapter 14
M	April	6	Practice Field Experience Lesson	Lesson Plan
W	April	8	Practice Field Experience Lesson	Lesson Plan
M	April	13	Practice Field Experience Lesson	Lesson Plan
W	April	15	Practice Field Experience Lesson	Lesson Plan
M	April	20	Practice Field Experience Lesson	Lesson Plan
W	April	22	Practice Field Experience Lesson	Lesson Plan
M	April	27	Teaching in the Schools	
W	April	29	Field Experience Discussion	Field Experience Reflection/ Methods Notebook
M	May	4	Review	

w	May	6	FINAL EXAM 10:30am-1:15pm	
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Note: Faculty reserves the right to alter the schedule as necessary.

Field experience must be completed. 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 not submitted 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).

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code-2/>]
- 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/policies/responsible-use-of-computing/>].
- 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.

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/>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

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.