George Mason University
College of Education and Human Development
School of Recreation, Health, and Tourism

HEAL 405 (001) – Teaching Methods in Health Education K-12
3 Credits, Fall 2016 M/W 10:30-11:45am
Bull Run Hall 253, Science and Technology Campus

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
Not Applicable

Course Delivery Method
This course will be delivered 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
Not Applicable

Required Texts
Benes, Sarah. Alperin, Holly. (2016) *The Essentials of Teaching Health Education*. 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 Examinations**
  Bulletin Board-Design a bulletin board (approximately 22" x 26") to provide a visual of a health education message.
  Midterm Exam-Chapters 1-3 and 11-15, Appropriate Practices in School-based Health Education, and the VA Health Education SOLs.
  Class Lesson and Presentation (Performance Based Assessment)-Teach a 25-30 minute interactive lesson to the class. Draw out of the hat a topic (you choose the learning target) 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. App, Smartboard) 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. The complete lesson plan is due at the time you present your lesson in class.
  Smartboard Presentation-Create an interactive Smartboard activity. Demonstrated and discussed in class.
  Technology Tools—Utilize technology to enhance student learning. Demonstrated and discussed in class.
  Journals-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 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.
  Training (Assignments)-Complete the online training for Recognizing, Reporting and Responding: Child Abuse and Neglect.
  Final Exam-All chapters in the textbook and all material discussed in class.
- **Course Performance Evaluation Weighting**

Bulletin Board	30
Midterm Exam	75
Class Presentation/Lesson Plan/Reflection	60
Field Experience	100
Assignments/Journals	60
Smartboard Presentation	50
Technology Tools	50
Final Exam	75
TOTAL POINTS	500

- **Grading Policies**
  The course requirements will be graded on a point system, with a total of 500 possible points. Late work is NOT accepted.

  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		

Professional Dispositions   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: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the University Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).
- 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 follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.   *Campus Resources*
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.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/).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with

the student.

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

Class Schedule

M	August	29	Course Overview	
W	August	31	Health Literacy PHED Majors Meeting (11:30)	Chapter 1/ Appropriate Practices in School Health
W	September	7	Skills-Based Health Education	Chapter 2
M	September	12	Student Motivation	Chapter 3
W	September	14	Teaching Strategies across Developmental Levels	Presentations
M	September	19	Curriculum Planning and Development/VA Standards of Learning	Chapters 11 and 12/ VA Standards of Learning
W	September	21	Assessment and Technology Tools	Chapter 13/Presentation of Technology Tool
M	September	26	Positive Learning Environment	Chapter 14
W	September	28	Skills-Based Approach	Chapter 15
M	October	3	Health Lesson Example and Review for Exam	
W	October	5	Exam	Exam (Chapters 1-3, 11-15)
Tu	October	11	Accessing Valid and Reliable Information, Products and Services	Chapter 4/Class Presentation
W	October	12	Analyzing Influences	Chapter 5/Class Presentation
M	October	17	Interpersonal Communication	Chapter 6/Class Presentation
W	October	19	Decision Making	Chapter 7/Class Presentation
M	October	24	Goal Setting	Chapter 8/Class Presentation
W	October	26	Self-Management	Chapter 9/Class Presentation
M	October	31	Advocacy	Chapter 10/Class Presentation
W	November	2	Online Training-Recognizing, Reporting, and Responding: Child Abuse and Neglect	Certificate
M	November	7	Using Technology to Enhance Learning	Presentations
W	November	9	Practice Field Experience Lesson	Lesson Plan
M	November	14	Practice Field Experience Lesson	Lesson Plan
W	November	16	Practice Field Experience Lesson	Lesson Plan

M	November	21	Practice Field Experience Lesson	Lesson Plan
M	November	28	Teaching Elementary Health Education	Chapter16
W	November	30	Teaching in the Schools	
M	December	5	Professional Development and Advocacy; Cross-Curricular Connections	Chapters 17 and 18
W	December	7	Field Experience Reflection & Course Review	
W	December	14	Final Exam 10:30am-1:15pm	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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Lesson Plan Rubric

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
LESSON PLANNING				
The candidate identifies performance-based objectives and appropriate curriculum goals that are relevant to learners. *InTASC 7(a)*	The candidate **does not** identify performance-based objectives and appropriate curriculum goals that are relevant to learners.	The candidate identifies objectives and curriculum goals but they **are not** performance-based **or** appropriate for subject and/or grade level.	The candidate identifies performance-based objectives and appropriate curriculum goals and they are appropriate for subject and/or grade level.	The candidate identifies **well-developed,** performance-based objectives, appropriate curriculum goals that are appropriate for subject and/or grade level; **correctly formulated; and addressed all domains.**
The candidate identifies national/state/local standards that align with objectives and are appropriate for curriculum goals and are relevant to learners. *InTASC 7(g)*	The candidate **does not** identify national/state/local standards that align with the objectives or the standards **are not** appropriate for curriculum goals or are not relevant to learners.	The candidate identifies national/state/local standards but the standards **are not** aligned with the objectives and/or **marginally** relevant to learners.	The candidate identifies national/state/local standards that are aligned with the objectives **and** relevant to learners.	The candidate identifies national/state/local standards that are **clearly** aligned with the objectives **and** relevant to learners.
The candidate continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs. *InTASC 6(i)*	The candidate **does not** identify appropriate technology to engage learners even though it was available.	The candidate identify technology to engage learners though it would be ineffective to teach the content and address learner needs.	The candidate identifies appropriate technology to engage learners more fully and assess and address learner needs.	The candidate identifies effective, creative and appropriate technology to engage learners more fully and assess **and enhance** student learning needs.
The candidate	The candidate's	The candidate's	The candidate's	The candidate's

facilitates learners' use of current tools and resources to maximize content learning in varied contexts. *InTASC 5(c)*	plans **do not** provide evidence of opportunities for learners' use of current tools (technology) **nor** resources to maximize content learning in varied contexts.	plans provide evidence of opportunities for learners' use of current tools and resources **that are ineffective** to maximize content learning in varied contexts.	plans **provide evidence** of opportunities for learners' use of current tools and resources **that are effective** to maximize content learning in varied contexts.	plans provide **substantial** evidence of **multiple** opportunities for learners' use of current tools and resources **that are creative and effective** to maximize content learning in varied contexts.
The candidate plans how to achieve each student's learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners. *InTASC 7(b)*	The candidate's lesson plan **does not** provide evidence of accommodations to differentiate instruction for individuals and groups of learners. .	The candidate's lesson plan provides evidence of **an effort** to meet student's learning goals, and **attempts** accommodations to differentiate instruction for individuals and groups of learners.	The candidate's lesson plan provides evidence of **successfully** meeting **each** student's learning goals, and **successfully** makes accommodations to differentiate instruction for individuals and groups of learners.	The candidate's lesson plan provides evidence of successfully meeting **each** student's learning goals, and **successfully** makes **a variety of accommodations** to differentiate instruction for individuals and groups of learners.
The candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill. *InTASC 7(c)*	The candidate **does not** plan for appropriate sequencing and pacing of learning experiences. Tasks, methods, strategies **are not** stated.	The candidate plans for appropriate sequencing and pacing of learning experiences; but tasks, methods and strategies are **not stated and/or not appropriate** or effective for the lesson.	The candidate plans for **appropriate** sequencing and pacing of learning experiences; and **all** tasks, methods, and strategies are **stated and/or are appropriate** and **effective** for the lesson.	The candidate plans for **appropriate** sequencing and pacing of learning experiences; tasks, methods and strategies include **a variety of creative, active learning, instructional strategies** that address learner differences to maximize learning.
PLANNED INSTRUCTIONAL STRATEGIES				
The candidate stimulates learner reflection on prior content knowledge, links	The candidate **does not** plan an opening activity that stimulates learner reflection	The candidate plans an opening activity that used learner prior content	The candidate plans an opening activity that stimulates learner reflection on prior	The candidate plans an opening activity that **actively** stimulates learner reflection

new concepts to familiar concepts, and makes connections to learners' experiences. *InTASC 4(d)*	on prior content knowledge, links new concepts to familiar concepts, **nor** makes connections to learners' experiences.	knowledge, **but does not** link new concepts to familiar concepts, **or** make connections to learners' experiences.	content knowledge, links new concepts to familiar concepts, **and** makes connections to learners' experiences.	on prior content knowledge, **effectively** links new concepts to familiar concepts, and **creatively** makes connections to learners' experiences.
The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. *InTASC 6(e)*	The candidate **does not** use assessment as closure to check for comprehension and student knowledge and skills.	The candidate uses assessment as closure to demonstrate knowledge and skills to check for comprehension **but** they are **inappropriate and/or ineffective**.	The candidate uses **appropriate assessment strategies** as closure to demonstrate knowledge and skills to check for understanding.	The candidate uses **creative appropriate assessments** for closure to demonstrate knowledge and skills to check for comprehension.

ASSESSMENTS				
The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill. *InTASC 7(d)*	The candidate **does not** plan instruction based on pre-assessment data, prior learning knowledge **or** skills.	The candidate plans instruction based on pre-assessment data, prior learning knowledge and skills but it was **not effective.**	The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill. Pre-assessment strategy/method **appropriate** and **effectively** assess student prior knowledge.	The candidate plans instruction based on pre-assessment strategy/method that are **creative and effective** way to assess student prior knowledge and skills and **to guide instruction**.
The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. *InTASC 6(b)*	The candidate's lesson design **does not** include post-assessments strategies or methods.	The candidate's lesson design includes post-assessments strategies or methods but the strategies/methods were **not effective.**	The candidate's lesson design includes post-assessments that were appropriate to **effectively** assess student learning.	The candidate's post-assessment **matches learning objectives** and includes **creative strategies** to **effectively** assess student learning.