

**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, Spring 2019  
M/W 10:30-11:45am Bull Run Hall 212 – Science and Technology Campus

**Faculty**

Name: Luanne Norden, MA  
Office Hours: M/W 8:00-10:00am and By Appointment  
Office Location: Bull Run Hall 206, Science and Technology Campus  
Office Phone: 703-993-2032  
Email Address: lnorden@gmu.edu

**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**

This course contains at least one Common Assessment (Lesson Planning) developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC), Virginia Department of Education standards, and CEHD's performance on national accreditation standards (CAEP).

InTASC Standards: 1, 3, 4, 5, 6, 7, 8 and 9

CAEP Standards: 1.1, 1.3, 1.4 and 1.5

VDOE Standards: 1, 2, 3, 4, 6

### **Required Text**

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/or Examinations**

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

Midterm Assessment-Chapters 1-3, 11-14, and the Appropriate Practices in School-Based Health Education.

Lesson Planning and Class Presentation (Performance Based Assessment)-Plan and teach a 25-30 minute interactive lesson to the class. "Draw out of the hat" a skill/standard (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 is required. 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 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.

Technology Tools—Utilize technology to enhance student learning. Demonstrated and discussed in class.

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 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.

Bulletin Board	30
Midterm Exam	75
Lesson Plan/Class Presentation	60
Field Experience	110
Attendance/Assignments/Journals	120
Technology Tools	30
Final Exam	75
<b>TOTAL POINTS</b>	<b>500</b>

- **Other Requirements**

Successful completion of all components of field experience.

- **Grading**

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**

See <https://cehd.gmu.edu/students/polices-procedures/>

**Class Schedule**

W	January	23	Course Overview	
M	January	28	Health-Literate Individuals	Chapter 1/ Appropriate Practices in School Health
W	January	30	A Skills-Based Approach Plan Professional Development Session	Chapter 2

M	February	4	Student Motivation	Chapter 3
W	February	6	Creating a Positive Learning Environment	Chapter 14
M	February	11	Curriculum Planning and Development The Virginia Standards of Learning	Chapters 11 and 12/ VA Standards of Learning
W	February	13	Designing Meaningful Assessments	Chapter 13
M	February	18	Presentation of Technology Tools for Formative Assessment	
W	February	20	Online Training-Recognizing, Reporting, and Responding: Child Abuse and Neglect	Certificate
M	February	25	Health Lesson Example/Review for Midterm	
W	February	27	Midterm Exam Practice for Professional Development Session	Chapters 1-3, 11-14
M	March	4	Accessing Valid and Reliable Information, Products, and Services	Chapter 4/Class Presentation
W	March	6	Analyzing Influences	Chapter 5/Class Presentations
			SPRING BREAK	
M	March	18	Interpersonal Communication	Chapter 6/Class Presentations
W	March	20	Decision Making and Goal Setting	Chapters 7 and 8/Class Presentations
M	March	25	Self-Management	Chapter 9/Class Presentations
W	March	27	Advocacy	Chapter 10/Class Presentation
M	April	1	Implementing a Skills-Based Approach	Chapter 15/Bulletin Board
W	April	3	Professional Development Session	
M	April	8	Practice Field Experience Lesson	Lesson Plan
W	April	10	Practice Field Experience Lesson	Lesson Plan
M	April	15	Practice Field Experience Lesson	Lesson Plan
W	April	17	Practice Field Experience Lesson	Lesson Plan
M	April	22	Practice Field Experience Lesson Teaching Elementary Health Education	Chapter 16
W	April	24	Teaching in the Schools	
M	April	29	Professional Development and Advocacy; Cross-Curricular Connections	Chapters 17 and 18
W	May	1	Field Experience Reflection & Course Review	
W	May	8	Final Exam 10:30am-1:15pm	

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 <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 silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

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