

George Mason University
College of Education and Human Development
HEAL

HEAL 405 DL1 – Teaching Methods in Health Education K-12
3 Credits, Fall 2020
W 9:00-11:40am Online Synchronous

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 online in a synchronous format via Zoom.

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, 9

VDOE Standards: 1, 2, 3, 5, 7

CAEP Standards: 1.1, 1.2, 1.3, 1.4, 1.5

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 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 Plan and Presentation-Provide an overview of your lesson and teach the activity/skill to your classmates in a 10-15 minute presentation. 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 it.

Field Experience (Performance Based Assessment)-Observe health lessons at our predetermined schools. Teach a 45-minute health lesson at one of the 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. The reflection of

your lesson is due (submit through Blackboard) the same day you present it in class and in the schools.

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 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-Apply the readings, field experience and discussions from class.

Bulletin Board	25
Midterm Assessment	75
Lesson Plan and Presentation	50
Field Experience	150
Assignments/Journals/Discussion Boards	100
Technology Tool	25
Final Assessment	75
TOTAL POINTS	500

- **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	August	26	Course Overview	Appropriate Practices in School Health
w	September	2	Health Literate Individuals; A Skills-Based Approach	Chapters 1 and 2
w	September	9	Student Motivation; Creating a Positive Learning Environment	Chapters 3 and 14 Bulletin Board
w	September	16	Curriculum Planning and Development; Health Education Standards of Learning	Chapters 11 and 12; Health Education SOLs

w	September	23	Designing Meaningful Assessments	Chapter 13 Present Technology Tools
w	September	30	Review for Midterm (Chapters 1-3, 11-14); <i>Class Lesson Presentations</i>	Online Training Certificate Midterm Assessment
w	October	7	Assessing Valid and Reliable Information, Products and Services; Analyzing Influences; <i>Class Lesson Presentations</i>	Chapters 4 and 5
w	October	14	Interpersonal Communication; Decision Making <i>Class Lesson Presentations</i>	Chapters 6 and 7
w	October	21	Goal Setting; Self-Management <i>Practice Field Experience Lessons</i>	Chapters 8 and 9
w	October	28	<i>Practice Field Experience Lessons</i>	
w	November	4	Advocacy; Implementing a Skills-Based Approach <i>Practice Field Experience Lessons</i>	Chapters 10 and 15
w	November	11	<i>Practice Field Experience Lessons</i>	
w	November	18	Teaching Elementary Health Education <i>Practice Field Experience Lessons</i>	Chapter 16
w	December	2	Professional Development and Advocacy; Cross-Curricular Connections; Course Review	Chapters 17 and 18
w	December	16	Final Exam 9:00-11:40am	Final Exam

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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@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/> .