

**George Mason University**  
**College of Education and Human Development**  
Health and Physical Education  
PHED 330 (001) – Health and Physical Activity for Classroom Teachers  
3 Credits

Faculty Name: Dr. Risto Marttinen  
Office hours: Tuesday 1:30-2:30pm  
Office location: RAC 2109  
Office phone: (703) 993-7109  
Email address: [rmarttin@gmu.edu](mailto:rmarttin@gmu.edu)

Class times: Tuesday 3-4:15pm RAC 2203 & Linn gymnasium in the RAC (Thursday is virtual asynchronous).

**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Provides future classroom teachers with the knowledge, skills, and dispositions needed to create a healthy and active school environment and help children and youth reach the daily recommended minimum number of minutes of physical activity. Examines school health topics such as nutrition, communication, mental health, and safety promotion.

**Course Overview**

The course is designed to help classroom teachers create healthy and active school environment and to help children and youth reach the daily recommended minimum number of minutes of physical activity. Resources to facilitate physical activity in a classroom with little or no equipment and in limited spaces will be shared. School health topics such as nutrition, communication, mental health, and safety prevention will be examined along with ways to integrate physical activity and other content areas.

**Course Delivery Method**

This course will be delivered using a lecture format with integrated hands-on activities.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following

1. Explain the concepts of a Whole School, Whole Community, Whole Child (WSCC) and a Comprehensive School Physical Activity Program (C-SPAP).
2. Identify and explain the content areas of school health instruction.
3. Demonstrate a basic understanding of community health and advocacy.
4. Create safe and developmentally appropriate activities that integrate movement and other content areas.
5. Explain the benefits of lifetime physical activity.
6. Find resources to teach health topics that are age-appropriate.
7. Find resources to embed physical activity within a lesson.
8. Propose activities that will promote a healthy and active school environment.

## Professional Standards

N/A

## Required Text

Evans, R. R., & Sims, S. K. (2022). *Health and physical education for elementary classroom teachers: An integrated approach*. Human Kinetics (second edition). Note: this is accessible as an e-book also.

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, or hard copy as requested).

## Assignments and Examinations

### Participation/Preparation

15%

Will include work that need to be done in preparation for class including readings, online discussion boards, and active participation in class.

### Autobiographical Statement

10%

Students will prepare a written autobiographical statement discussing their past experiences with health and PE, and physical activity in K-12 education.

### Healthy and Active Event

10%

Students will develop a schoolwide proposal for an event promoting a healthy and active school environment. Virtual presentation.

### Physical Activity Teaching Lab

10%

Students will teach their peers an activity they have created or found online (or via other resources) that can be done in a restricted space (e.g. the classroom) or during recess, and that will get students moving without requiring specialized equipment and extensive organization.

### Curriculum Integration Activity

15%

Students will develop a lesson for a self-selected content area (e.g. mathematic) and imbed in that lesson an activity that integrates physical movement to convey the content selected. They will then teach that activity to their peers.

### Health Mini-lesson

10%

Students will design a 5-minute mini-lesson on a pre-selected health topic and teach it to their peers.

### Mid-term

15%

Will include the material covered from the beginning of the semester until the time of the exam. The exam will be a combination of true/false, multiple choices and short answer questions.

### Final

15%

The exam will be partially cumulative with more than the majority of the questions focused on the material covered from the mid-term until the end of the semester and

the rest of the exam focused on specific content from the midterm.  
The exam will be a combination of true/false, multiple choices and short answer questions.

### Other Requirements

In accordance with the GMU Attendance Policies (University catalog, 2020-2021), “Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness or early departure as de facto evidence of non-participation.” Therefore, as part of the Participation/Preparation grade, the following scale will be used:

- o One (1) absence is permitted
- o Two (2) “tardies”\*= 1 absence
- o Two (2) “early departures”\* = 1 absence
- o 3-4 absences = -5%
- o 5 absences or more = -10%

\*Attendance is taken no later than 5 minutes of the official start time. A student will be considered late once attendance has been taken. Leaving more than 15 minutes before the end of the class will be considered an early departure.

### Course Performance Evaluation Weighting

Participation/Preparation	15%
Autobiographical Statement	10%
Healthy and Active Event	10%
Curriculum Integration Activity	10%
Physical Activity Teaching Lab	15%
Health Mini-lesson	10%
Mid-term	15%
Final	15%

### Grading Policies (in %)

A = 94 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 87	C = 74 – 77	F = 0 – 59
B- = 80 – 83	C- = 70 – 73		

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. “See <https://cehd.gmu.edu/students/polices-procedures/>

### Technology Use During Class

Any use of laptops, tablets, or cell phones during class is restricted to class use only. Examples of acceptable use, note taking, setting calendars for assignments, looking for class related information, and completing class assignments (video peer teaching, music for dance, or related activity).

### 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/>.

**Class Schedule (Weeks will open Saturday and close Friday 11:59pm. (e.g., Week 2 will open Aug 27<sup>th</sup> and close Sept 2<sup>nd</sup>)**

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

<b>Date</b>	<b>Topics</b>	<b>Readings/Assignments Due</b>
Week 1 8/23	Introduction of Syllabus & Assignments Healthy Bodies, healthy minds	Chapter 1
Week 2 8/30	Coordinated School Health: A Team approach (CSPAP & WSCC)	Chapter 3 <b>Due: Autobiographical Statement</b> <b>Podcast: Ep 236</b>
Week 3 9/6	Health Education VA SOLs	Chapter 4
Week 4 9/13	Physical Education VA SOLs Writing objectives & Intro to lesson plan <b>LAB: Risto demonstrating PE lessons</b>	Chapter 5
Week 5 9/20	Advocating for a Healthy, Active Classroom Creating a Healthy Classroom	Chapters 6-7
Week 6 9/27	Integrating Health Education into the Classroom <b>NO in-person class this week.</b>	Chapters 8 <b>Sign up for Health mini-lessons</b>
Week 7 10/4	Mid-Term Covers Ch 1-8	<b>Mid-Term</b> <b>Sign up for PA Teaching Lab</b>
Week 8 10/11	Fall Break Mason is closed Tuesday <b>(No Class Tuesday-only asynchronous meeting)</b>	Fall Break
Week 9 10/18	Health Mini-Lesson Presentations <b>Presentations in classroom</b>	<b>Health Mini-lessons Due</b>
Week 10 10/25	Creating an active Classroom <b>Physical Activity Teaching Lab Presentations</b>	Chapter 7 <b>Physical Activity Teaching Lab Due</b>
Week 11 11/1	Integrating physical education into the classroom	Chapter 9
Week 12 11/8	Curriculum Integration Activity Presentations	<b>Curriculum Integration Activity Due</b>
Week 13 11/15	Best Practices in the Classroom	Chapter 10
Week 14 11/22	Healthy and Active Event Presentations <b>(Virtual Class only)</b>	<b>Healthy and Active Event Due</b>
Week 15 11/29	Overview and Final Exam Review	
12/6	University Reading Day No Class. Office hours and study sessions TBA	
Final Week	Per University Exam Schedule <b>THURSDAY 12/8 1:30-4:15pm</b>	• <b>Final Exam</b>

## GMU Policies and Resources for Students

### Policies

- Students must adhere to the guidelines of the University 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 <https://ds.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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
- 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>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Non-Confidential 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](mailto:titleix@gmu.edu).

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