

George Mason University
College of Education and Human Development
Health and Physical Education

HEAL 405 001– Teaching Methods in Health Education K-12
3 Credits, Fall 2024
Wednesday/9:00-11:40am Thompson Hall L018-Fairfax

Faculty

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Required Prerequisites

BIOL 124 (C or Better), BIOL 125 (D or better), PHED 202 (C or better), HEAL 250 (C or better), Cumulative GPA of 2.5, Completed a minimum of 45 credits

University Catalog Course Description

Presents methodology and resources for teaching health education in K-12 schools. Note: Fieldwork required.

Course Overview

Focuses on teaching methods, strategies and best practices for teaching health content in K-12 schools. Field Experience required.

Course Delivery Method

This course will be delivered in person using a lecture format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Examine the components of the Whole School, Whole Community, Whole Child (WSCC) model and the role of health education.
2. Apply health education content to appropriate and innovative teaching methods/instructional strategies for reducing the risk behaviors affecting today's K-12 learners/students.
3. Evaluate and implement various types of technology as a resource and to enhance K-12 student learning.
4. Reflect (during field experience observations) upon appropriate management strategies and instructional strategies for learner developmental needs and diverse learners, to establish a comfortable and positive K-12 learning environment.
5. Develop appropriate assessments to evaluate K-12 learner growth, provide feedback to learners, plan meaningful instruction, and determine if lesson objectives were met.
6. Create and teach interactive health education lessons aligned with the National Health Education Standards and the Virginia Health Education Standards of Learning.
7. Reflect on their teaching (self and peer) through journal prompts and lesson plans.

Professional Standards

This course addresses the following professional standards:

2018 National Standards for Initial Health Education Teacher Education (*SHAPE America*)

Standard 1: Content Knowledge

Standard 2: Planning

Standard 3: Implementation

Standard 4: Assessment

Standard 5: Professionalism

Required Text

Benes, S., & Alperin, H. (2022). *The essentials of teaching health education* (2nd ed.). Human Kinetics.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

• Assignments and/or Examinations

Bulletin Board-Design a bulletin board to provide a visual of a health education message.

Midterm Exam- Chapters 1-7, 16, 17 and the Appropriate Practices in School-Based Health Education.

Class Lesson Plan and Presentation-Provide an overview of your lesson and teach the activity/skill to your classmates in a 10-15 minutes presentation. Utilize technology to enhance student learning. 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 (10 hours)-Observe health lessons at our predetermined schools and submit a reflection. Teach a 45-minute health lesson at one of the observation 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 Canvas) the same day you present it in class and in the schools. All components of field experience must be completed to satisfy this requirement.

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 Exam	50
Class Lesson Plan and Presentation	50
Field Experience	100
Assignments/Journals	100
Final Exam	75
TOTAL POINTS	400

- **Other Requirements**

Successful completion of all components of field experience.

Late Work-- Exams will not be accepted after the due date. For other work submitted up to 48 hours after the due date, 50% will be deducted from the earned grade. After 48 hours, work will NOT be accepted. Extensions may be possible with prior approval (before the due date) from the instructor. Class presentation and practice field experience lesson--10% will be deducted if rescheduled (unless a doctor's note is presented).

- **Grading**

A = 376-400	B+ = 352-359	C+ = 312-319	D = 240-279
A- = 360-375	B = 336-351	C = 296-311	F = 239 and below
	B- = 320-335	C- = 280-295	

Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

Class Schedule

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

			TOPIC	Reading & Assignment Due
w	Week 8/28	1	Course Overview	Appropriate Practices in School-Based Health Educ
w	Week 9/4	2	The Role of Health Education; Understanding a Skills-Based Approach	Chapters 1 and 2
w	Week 9/11	3	Guest Speaker	VA Health Education Standards of Learning <i>Online Training Certificate</i>
w	Week 9/18	4	Equity and Justice in Health Education; Developing Health-Literate Individuals	Chapters 3 and 4 <i>Bulletin Board</i>
w	Week 9/25	5	Student Motivation; Cross-Curricular Connections; Accessing Valid and Reliable Information, Products and Services	Chapters 5, 6 and 7

w	Week 10/2	6	Meaningful Assessments; Creating a Positive Learning Environment	Chapters 16 and 17 <i>Class Presentations</i>
w	Week 10/9	7	Analyzing Influences; Interpersonal Communication	<i>Midterm Exam</i> Chapters 8 and 9 <i>Class Presentations</i>
w	Week 10/16	8	Decision Making; Goal Setting	Chapters 10 and 11 <i>Class Presentations</i>
w	Week 10/23	9	Self-Management; Advocacy	Chapters 12 and 13 <i>Class Presentations</i>
w	Week 10/30	10	Data to Inform Curriculum Planning; Curriculum Development	Chapters 14 and 15 <i>Practice Field Exper Lessons</i>
w	Week 11/6	12	<i>Practice Field Experience Lessons</i>	
	11/8-10		Virginia AHPERD Convention Virginia Beach	Friday, November 8 1:00-1:50pm
w	Week 11/13	13	A Skills-Based Approach	Chapter 18 <i>Practice Field Exper Lessons</i>
w	Week 11/20	14	Teaching Elementary Health Education	Chapter 19 <i>Practice Field Exper Lessons</i>
w	Week 12/4	15	Professional Development and Advocacy; Connecting the Dots-Course Review	Chapter 20
w	12/11		Final Exam	Final Exam

Field Accommodations

If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason's Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here:

<https://cehd.gmu.edu/about/culture/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/academic-standards/>)
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
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- 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 or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to: Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
 - Writing Center: <https://writingcenter.gmu.edu/>

- For additional information on the College of Education and Human Development's Student Success Resources, please visit: <https://cehd.gmu.edu/students/>.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.