



## RHODE ISLAND COLLEGE

### FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

#### HED 300: CONCEPTS OF TEACHING IN HEALTH EDUCATION (4) FALL 2010

**Instructor:** Karen Berard-Reed, Andrea G. Vastis

**Department:** Health & Physical Education, Betty Rauhe, Department Chair,  
The Murray Center 130, 456-8046

#### COURSE INFORMATION

**Catalog:** This is the analytical study of teaching health education. Included are teaching models, technical skills of teaching, instructional planning, classroom management strategies, and several observational techniques. School visits are required. **4 semester hours.** Offered fall and/or spring.

<i>Learning Objective</i>	<i>Standards (RIPTS, SPA or NCATE, FSEHD <a href="#">Conceptual Framework</a> )</i>	<i>How is it assessed?</i>
The objectives/competencies are framed within the areas of the Responsibilities and Competencies for entry-level health educators described in <i>A Competency-Based Framework for Health Educators – 2006</i> . The experiences in this course are designed to enable the student to:		
1. describe a variety of methods that can be used to assess pre K-12 students needs for health education.	<b>Responsibility Area 1 – Assessing Needs;</b> RIPTS 3,9; <i>CF: Pedagogy, Assessment</i>	Microteachings; RIPTS Skits; Exams
2. demonstrate a thorough understanding of the responsibilities and standards relevant to health educators.	<b>Responsibility Area 2-Planning;</b> RIPTS 2, 11; <i>CF: Pedagogy, Professionalism</i>	Shadow & Observations; Microteachings; RIPTS Skits; Exams
3. gain knowledge of and practice developing effective lesson plan objectives for comprehensive health instruction designed to prepare students to increase health-related critical thinking and performance skills.	<b>Responsibility Area 2- Planning,</b> RIPTS 3,5; <i>CF: Pedagogy</i>	Children’s Literature Lesson Plan; Microteachings; RIPTS skits; Exams
4. develop health lesson plans that utilize contemporary concepts directed at providing sound, scientific health knowledge and skills for the purpose of promoting healthy decision making.	<b>Responsibility Area 2 - Planning;</b> RIPTS 1,2; <i>CF: Knowledge, Pedagogy</i>	Children’s Literature Lesson Plan; Microteaching; RIPTS skits; Exams
5. identify methods and materials that are developmentally appropriate for specific learners.	<b>Responsibility Area 2 - Planning;</b> RIPTS 2,3; <i>CF: Knowledge, Pedagogy</i>	Shadow & Observations; Children’s Literature Lesson Plan Microteachings; RIPTS skits; Exams
6. implement instructional methods and strategies as appropriate to given developmental age, cultural diversity, and socio-economic settings.	<b>Responsibility Area 3- Implementation;</b> RIPTS 3,4,5; <i>CF: Diversity, Global Perspectives, Pedagogy)</i>	Children’s Literature Lesson Plan; Microteachings; RIPTS skits; Exams

7. utilize effectively a variety of technology to enhance instruction.	<b>Responsibility Area 3-Implementation;</b> RIPTS 2,3; <i>CF: Technology, Pedagogy</i>	Microteachings; RIPTS skits; Exams
8. demonstrate proficiency in communicating information and needs in health education.	<b>Responsibility Area 3-Implementation;</b> RIPTS 8,10; <i>CF: Professionalism; Pedagogy</i>	Microteachings; RIPTS skits; Exams
9. investigate methods and strategies that the teacher can employ to engage diverse audiences and encourage critical thinking .	<b>Responsibility Area 3-Implementation;</b> RIPTS 3,4,5,6; <i>CF: Pedagogy; Responsibility</i>	Shadow & Observations; Children’s Literature Lesson Plan; Microteachings; RIPTS Skits; Exams
10. describe different strategies that can be employed to be able to effectively manage a classroom.	<b>Responsibility Area 3-Implementation;</b> RIPTS 6; <i>CF: Pedagogy</i>	Shadow & Observations; Microteachings; RIPTS skits; Exams
11. formulate a broad range of techniques for evaluating the effectiveness of lesson plan objectives and learning experiences.	<b>Responsibility Area 4 - Evaluation;</b> RIPTS 9; <i>CF: Assessment, Pedagogy</i>	Shadow & Observations; Microteachings; RIPTS skits; Exams
12. develop skills related to reflective practice and develop plans to improve professional knowledge, skills, attitudes, and dispositions.	<b>Responsibility Area 7 – Communication / Advocacy;</b> RIPTS 10; <i>CF: Professionalism; Pedagogy</i>	Microteachings; RIPTS skits; Exams
<b>Rhode Island Professional Teacher Standards:</b> Students will be introduced to, study, and gain practice in the Rhode Island Professional Teaching Standards (RIPTS) during this course. Each assignment will focus on specific RIPTS, and as partial fulfillment for each assignment, students will have to identify the appropriate RIPTS. For more information, refer to each assignment.		

## COURSE TEXTS AND MATERIALS

Arends, Richard (2009). *Learning to Teach*. 8<sup>th</sup> Ed., McGraw-Hill

Bulger, S., Mohr, D., & Walls, R. (2002). Stack the deck in favor of your students by using the four aces of effective teaching. *Journal of Effective Teaching*, Vol. 5, No. 2 .

Joint Committee on National Health Education Standards (2007). *National Health Education Standards: Achieving Excellence*, 2<sup>nd</sup> Edition, American Cancer Society (Suggested – used in 417 & 418 as well)

Meeks, Heit, & Page, (2009). *Comprehensive School Health Education*, 6<sup>th</sup> Edition, McGraw-Hill (Suggested – but you will use this in HED 418 as well)

Rhode Island Department of Education (2003). Comprehensive Health Instructional Outcomes

**Please make use of the online learning center related to the “Learning to Teach” text. This can be accessed at [www.mhhe.com/arends8e](http://www.mhhe.com/arends8e). The quizzes in each chapter will serve as helpful study guides for your exams.**

**Readings from the Meeks, Heit, & Page text can be reviewed at [www.mhhe.com/meeks5e](http://www.mhhe.com/meeks5e).**

**Additional readings will be assigned during class.**

**Please consult the instructor as soon as possible if you have a special need that require accommodations or test taking arrangements.**

Course CALENDAR

<b><i>TENTATIVE HED 300 CLASS SCHEDULE – SPRING 2010</i></b>	
Tu 8.31	Introduction
Th 9.2	Instructional Planning – CSHE content areas; National & State Health Education Standards <b>Ch. 1 &amp; 3 Meeks</b>
Tu 9.7	Professionalism, Rhode Island Professional Teacher Standards (RIPTS) <b>Ch. 1-2 Arends,</b> <span style="float: right;"><b>*ARTICLE: Bulger, Mohr, Walls (access online)</b></span>
Th 9.9	Involving students in the learning process <span style="float: right;"><b>Ch. 12 Arends</b></span>
Tu 9.14	Providing Clear Instruction <span style="float: right;"><b>Ch. 7 &amp; 9 Arends</b></span>
Th 9.16	Qualities of Effective Educators & Rhode Island Professional Teacher Standards, Cont'd <b>RIPTS SKITS DUE!</b>
Tu 9.21	<i>Microteaching #1</i> <span style="float: right;"><b>Ch. 5 Meeks</b></span>
Th 9.23	<i>Microteaching #1, cont'd</i> <span style="float: right;"><b>Ch. 5 Meeks</b></span>
Tu 9.28	Instructional Planning – Lesson Planning; Writing Objectives <span style="float: right;"><b>Ch. 4 Arends</b></span>
Th 9.30	Instructional Planning – Writing Objectives and Evaluating Student Success
Tu 10.5	Using the Direct Instruction Model to help students attain procedural knowledge <b>Ch.8 Arends</b>
Th 10.7	Using children's literature as a teaching tool <span style="float: right;"><i>Instructional Planning Skills Assessment</i></span>
Tu 10.12	No Class – Monday Classes meet
Th 10.14	No Class – ASHA Conference – Shadow / Observation Time
Tu 10.19	<i>Microteaching #2;</i>
Th 10.21	<i>Microteaching #2, cont'd; Establishing Set</i>
Tu 10.26	Set Induction, Cont'd
Th 10.28	<b>Exam #1</b>
Tu 11.2	Cultural Sensitivity in the Classroom <span style="float: right;"><b>Ch. 2 Arends</b></span>
Th 11.4	Learning Styles & Multiple Intelligence Theory <span style="float: right;"><b>Ch. 2 &amp; 13 Arends</b></span>
Tu 11.9	<i>Microteaching #3</i>
W 11.10	<i>Microteaching #3</i> (THURSDAY CLASSES MEET TODAY)
Tu 11.16	<i>Microteaching #3</i>
Th 11.18	Methods of Health Instruction <span style="float: right;"><b>Ch. 5 Meeks</b></span>
Tu 11.23	Encouraging Critical Thinking <span style="float: right;"><b>Ch. 11, 12 Arends</b></span>
Tu 11.30	Encouraging Critical Thinking, cont'd <span style="float: right;"><b>Ch. 11, 12 Arends</b></span>
Th 12.2	<i>Microteaching #4</i> <span style="float: right;"><b>Shadow Work &amp; 3 Classroom Observations Due</b></span>
Tu 12.7	<i>Microteaching #4</i>
Th. 12.9	Using Children's Literature in Health Education - Children's Literature Lesson Plan Sharing <b>Children's Lit. Lesson Plan Due</b>
Final Exams	Week of 12.3

## REQUIREMENTS

### Attendance & Participation Policy:

Attendance will be taken during each class meeting. In addition to required course work, each student's final grade will be contingent upon his/her class attendance. Attendance will affect each student's final grade as follows:

- ◇ **0-2 absences = no effect on final grade**
- ◇ **Each absence after 2 will result in a 3 point deduction from the final grade.**

NOTE - Late arrivals to & early exits from class will be noted.

**Any combination of the two = one absence!**

**\*\* Important Note:** Students are expected to be physically and mentally present during the entire class meeting. Mobile phones and devices should be turned **OFF** and **kept out of sight**. Students will be considered **ABSENT** if sleeping, text messaging or participating in any other inappropriate or unprofessional classroom behaviors. Additionally, these behaviors make it difficult for instructors to provide a positive recommendation about a student's ability to act as a professional. It is uncomfortable for everyone when a student has to be reminded of this policy. Please act in a manner that prevents this discomfort.

**A note about laptops:** Students may use laptops in class to take notes when appropriate. It is not appropriate to use laptops during various activities. Students will be asked to put computers away if the instructor deems them unnecessary. Inappropriate use of computers (social networking, working on assignments from other classes, etc.) will result in a student being marked absent for the class. The instructor reserves the right to view any windows on an active computer.

During the first week of class, students must share contact information with at least 2 other classmates. **In case of absence**, these classmates should be the initial sources of information about the missed lesson. These classmates should collect any materials distributed during class and alert peers of any announcements or changes that were discussed. This will avoid the ever-offensive question: "Did I miss anything in class?" Please see the instructor with any other questions you might have.

The instructor encourages students to communicate questions or thoughts regarding course content or policies. Students should be aware that email will be utilized as a frequent mode of communication. Students must use RIC email accounts to message the professor and **check RIC email frequently** for course updates.

**BACKGROUND CHECKS:** Beginning in January 2010, ALL individuals who are enrolled in the FSEHD courses that require contact with children/youth are required to undergo the Rhode Island criminal background check (BCI) process. The BCI Report must be current (within one year).

**Once an individual has obtained the BCI Report, he/she is responsible for carrying the current original BCI Report with him/her while in a school setting. He/she must be ready to present this original BCI Report to the appropriate designated person.**

For information about obtaining a BCI: <http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/bci.php>

Assignments: (Detailed information at end of syllabus)

Shadow Experience & Observations (Obj.2, 5,9,10,11).....	80 pts.
Children's Literature Lesson Plan (Obj. 3,4,5,6,9).....	50 pts.
Microteaching #1 (All MT assignments relate to each obj).....	50 pts.
Microteaching #2.....	60 pts.
Microteaching #3.....	70 pts.
Microteaching #4.....	80 pts.
RIPTS Skit (Relates to all RIPTS / Obj.).....	50 pts.
Instructional Planning Skills Assessment.....	25 pts.
First Exam.....	75 pts.
Final Exam .....	<u>75 pts.</u>
<b>Total Points.....</b>	<b>615pts.</b>

## RIC POLICIES

- Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.): [http://www.ric.edu/administration/pdf/College\\_handbook\\_Chapter\\_3.pdf#28](http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28)
- Request for Reasonable Accommodations for Students with Disabilities: <http://www.ric.edu/disabilityservices/faq.php>
- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes.
- Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.

## Additional References

- Ames, E.A., Trucano, L.A., Wan, J.C., Harris, M.H. (1995). *Designing school health curricula: Planning for good health*, 2<sup>nd</sup> Ed. Dubuque, IA: Brown & Benchmark.
- Baumeister, R. F. (1996). Should schools try to boost self-esteem? *American Educator*, 14-43.
- Cinelli, B. Bechtel, M.R., & Nye, R. (1995). Critical thinking skills in health education. *Journal of Health Education*, 26-2.
- Cortese, P. & Middleton, K. (1994). *The comprehensive school health challenge: Promoting health through education*, Vol. I. Santa Cruz, CA: ETR Associates.
- Cortese, P. & Middleton, K. (1994). *The comprehensive school health challenge: Promoting health through education*. Vol. II. Santa Cruz, CA: ETR Associates.
- Cruikshank, D. R., Bainer, D., & Metcalf, K. (2003). *The act of teaching*, 3<sup>rd</sup> Edition. NY: McGraw-Hill, Inc.
- Emig, V. B. (1997). A multiple intelligences inventory. *Educational Leadership*, 47-50.
- Greengberg, J. (2004). *Health Education and Health Promotion: Learner-Centered Instructional Strategies*. Mc-Graw-Hill.
- Greenberg, J. & Gold, R. (1992). *The health education ethics book*, pp. 99-119. Wm. C. Brown.
- Health Education Framework & Assessment Task Force (1999). Health literacy for all students: The Rhode Island Health Education Framework. Providence, Rhode Island: Rhode Island Department of Education.
- Jackson, A.W., & Davis, G.A. (2000). *Turning points 2000: Educating adolescents in the 21<sup>st</sup> century*. NY: Teachers College Press.
- Jackson, T. (1995). *More Activities That Teach*. Red Rock Publishing.
- Kittleson, M. (1994). Creating a teachable moment in suicide prevention. *Journal of Health Education*, 25.
- Lerner, B. (1996). Self-esteem and excellence: The choice and the paradox. *American Educator*, 9-13.
- Marzano, R., Pickering, D. J. & Pollack, J.E. (2001). *Classroom instruction that works*. Alexandria, VA: ASCD.
- Nagel, G. (1994) *The Tao of Teaching: The Ageless Wisdom of Taoism and the Art of Teaching*. Plume
- Page, R. M., & Page, T. S. (2007). *Promoting Health and Emotional Well-Being in Your Classroom*. 4<sup>th</sup> Ed. Boston: Jones and Bartlett.
- Perez, M. A., & Luquis, R. R. (2008). *Cultural Competence in Health Education and Health Promotion*. Jossey-Bass.
- Silver, H. & Strong, R. (1997). Integrating learning styles and multiple intelligences. *Educational leadership*, 22-27.
- Telljohan, S.K., Symons, C.W., & Pateman, B., (2009). *Health Education: Elementary and Middle School Applications*, 6<sup>th</sup> Edition, McGraw-Hill.
- White, J. A. (1995). Violence prevention in schools. *Journal of Health Education*, 26-1.

## Microteaching Health Lesson One: "Conveying Positive Professional Attributes"

Microteaching lesson one focuses on how well you convey the professional attributes of effective teachers. Although we all have perceptions of what we probably look like when we're teaching, often our actions and words are much different. Thus, one of the purposes of this first short lesson is simply to allow you the chance to plan and teach a health lesson, and then to watch yourself on videotape. A more specific purpose is to allow you to compare your teaching "persona" with that of effective teachers (e.g., being professional, conveying optimism and having an orientation toward success). Additionally, this experience is designed to help you increase your comfort level in leading a discussion and develop questioning skills.

### Planning the Lesson

The lesson should be between 5 and 7 minutes in length. Each student will be assigned a teaching strategy that can be used in a health classroom – this will serve as the topic of each microteaching. Prior to the microteaching experience, you will research the strategy and become knowledgeable enough about it to teach it to the group. *Some* questions you should consider include: How would I describe this strategy? How is this strategy employed? Under what conditions would this strategy be effective? Are there situations when this teaching strategy would be inappropriate? Would a teacher need particular materials in order to use this teaching strategy? Is there a way I could demonstrate this strategy in my microteaching? What are the most important points about this teaching strategy that future educators should know?, etc...

Once you have developed your background information, think about what you would like your audience to know &/or be able to do in regards to your topic. Prioritize this information to fit into the 5-7 minute time frame and then, create a plan to teach the lesson. You will provide a computer-generated plan that explains how you will bring your learners to the main points. Part of this plan will revolve around the questions that you will ask to check for understanding, engage your learners, and lead the discussion towards the main points of the lesson. These questions must be thought out ahead of time and included in the written plan. Please utilize the attached format when developing this 'lesson plan'. Please note that the format of the lesson plan changes for each microteaching experience.

### Teaching the Lesson

You will teach your lesson to about 10 of your classmates. Relax and try to enjoy the experience!

You must arrive early to set up for your lesson. For all MT, points will be deducted if microteaching time is wasted organizing materials, setting up technology, etc. Do as much as possible prior to 8 am.

### Viewing your videotape

Watch it once without stopping and consider your perceptions of the professional personality you conveyed. After you have watched the health lesson, stop the tape and make some notes. Try to avoid focusing on your hair or clothes, and focus instead on the degree to which you seem to be confident, personable, optimistic, and professional. Then rewind the tape and prepare to view your performance again using the Self-Evaluation Form to guide you.

### Grading

- |                        |               |
|------------------------|---------------|
| ○ Health Lesson Plan   | 15pts         |
| ○ Self-Evaluation Form | 10pts*        |
| ○ Reflection Paper     | <u>25pts*</u> |
| ○ <b>Total Points</b>  | <b>50pts</b>  |

Note: The grading scale changes with each microteaching experience. Be aware that you are not earning points on your teaching skill in this first experience.

\* **Reflection Paper:** After completing the Self-Evaluation Form answer the questions below on a separate sheet of paper. The reflection paper should be one to two pages and should be word-processed. This is to be handed in with the Self-Evaluation Form one week after your teaching experience.

- What positive attributes did you observe?
- What attributes would you like to improve?
- How well did you convey the attributes of effective teaching? Explain...
- How well did your teaching method work? (Did your lesson go as planned?)
- As a result of this experience, what behaviors might you replicate &/or avoid next time you are teaching a lesson?
- What did you learn about teaching health and yourself as a teacher as a result of this experience?
- Which Rhode Island Professional Teacher Standard(s) did this experience focus upon?

### **Microteaching Health Lesson One: “Conveying Positive Professional Attributes”**

#### **Lesson Plan Format – MT#1**

The lesson plan for microteaching #1 is informal but should follow the provided format. Please include all required information in a word-processed document.

Name:

Date:

Assigned Teaching Strategy:

What are the main points about the teaching strategy that will be brought out in your microteaching?

Explain what you want your students to learn as a result of the lesson:

Provide a brief outline of the discussion. Include a variety of questions you could ask during to enhance the lesson:

Explain how you intend to wrap-up the lesson:

## Microteaching Health Lesson Two: Providing Clear Instruction

In microteaching lesson one, you focused on developing skills to ask lesson-enhancing questions and your professional attributes. In lesson two, you will develop your ability to provide clear instruction to teach learners how to accomplish an assigned task. Your goal will be to implement a learning experience in which you help learners come to understand the major points of the lesson with clarity and have an opportunity to practice a new skill. You will also employ skills to check for understanding in your audience.

### The Lesson

The health lesson should be at least 8 but not more than 10 minutes in length. In planning your lesson, you must consider the variety of mechanisms available to ensure clear instruction. Utilize the following strategies while planning your lesson:

- Narrow down the idea / skill you hope students learn
- identify the two or three major health ideas or points you want your learners to understand;
- organize them logically;
- develop explanations, examples, models, demonstrations, etc...of each point;
- think about how to provide opportunities for guided practice
- determine questions you may want to use to ensure that students understand;
- determine places in the lesson where you will review.

Also consider the value of using visuals such as the board or document camera to highlight important terms or points for your learners.

It is *critical that you have a firm grasp of your topic*. You must research your topic! This will allow you to comfortably present the lesson as well as confidently respond to questions your learners may ask. Use of index cards or other aids should be kept to a minimum. **Do not create a script – reading content is not teaching!**

*Note:* You may find it particularly helpful to review chapter 7 & 8(Arends) when preparing for this experience.

### Viewing Your Videotape

As in MT#1, you should view your videotaped health lesson at least twice. The first time, make general notes about the way you provided clear instruction. Then, use the observation form for microteaching #2 to evaluate your performance. Finally, based upon your general notes and ratings on the observation instrument, make a few specific suggestions for improving your clarity of instruction in future lessons. Since the microteaching experiences will take on a cumulative format, you may also comment on how well you implemented the skills you developed in the previous microteaching.

#### **Grading:**

Health Lesson Plan.....15 pts

Teaching Experience.....10 pts

Observation Form.....10 pts



**\*Reflection Paper (MT#2):** After completing the observation form, answer the questions below on a separate, word-processed paper. The reflection paper should be 1 or 2 pages long. Hand this in with the observation form one week after your teaching experience.

-What factors influenced your choice of how to teach this lesson?

-How well did your teaching method work? Did your health lesson go as planned?

-What behaviors would you repeat or avoid next time you teach? Why?

-What did you learn about teaching and yourself as a teacher during MT#2?

-Which RIPTS did this microteaching experience focus upon? Why?

### **Lesson Plan Format for Microteaching #2: Providing Clear Instruction**

**Instructor:**

**Date:**

**Content Area:**

**Topic:**

**RI Health Education Standard(s):** [What standards are driving this lesson? Which of the standards will your students have an opportunity to develop or practice during your lesson?]

*\*Note: Standards in this section refer to K-12 standards not RIPTS.*

**Objective(s):** [What do you want your students learn as a result of the lesson? Attempt to create well-written ABCD objectives]

**Assessment:** [Explain how you will be able to determine if your learners have met the lesson objectives.]

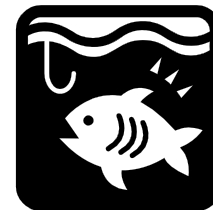
**Materials:** [List any handouts, supplies, visuals, etc.... that you will need to teach your lesson.]

**Learning Experiences:** [Provide a detailed outline of how you will utilize your time. You should include specific content information, questions you will ask the students, and points of review. Also explain how you will begin and end your lesson.]

**References:** [What are the sources of your content information? Use APA format.]

## Microteaching Health Lesson Three: Establishing a Set

Microteaching #3 will give you an opportunity to demonstrate your ability to effectively establish set in a short health lesson. Remember that effective teachers use three kinds of set to provide a context for the health lesson or lessons they are about to teach. In this experience, your goal is to identify one of the three types of set you wish to establish and then implement it in a short lesson. You will also continue to work on the skills introduced in previous microteaching experiences.



### The Lesson

The health lesson should be at least 10 but not more than 15 minutes in length. You should build your lesson around the guidelines discussed in class. There is a wider range of time for this microteaching because your primary focus will be on how you introduce the lesson. You will be required to present your set induction and then teach at least one minute into the body of your lesson. It may feel a bit awkward because you will not provide lesson closure. In other words, you will only teach the beginning portion of the lesson body. Consider the information covered in class and then determine a specific sub-topic within your assigned topic that you want to introduce. Also, decide which of the three types of set you will use to do so. (You may not use a pre-quiz.) Try to be creative and use a strategy that will help motivate your learners to participate in your lesson. 😊 Part of the challenge of this microteaching is deciding where to end the lesson. Plan thoughtfully so your lesson fulfills the time constraints but also allows you to employ the skills you have been developing throughout the course.



### Viewing Your Videotape

As in MT#2, you should view your videotaped health lesson at least twice. The first time, make general notes about the way you established set. Then, use the observation form for microteaching #3 to evaluate your performance. Finally, based upon your general notes and ratings on the observation instrument, make a few specific suggestions for improving your ability to establish set in future lessons. Since the microteaching experiences will take on a cumulative format, you may also comment on how well you implemented the skills you developed in microteachings #1 and #2.

<b>Grading:</b>	Health Lesson Plan.....15 pts.
	▪ Teaching Experience.....25 pts.
	▪ Observation Form.....10 pts.
	▪ *Reflection Paper..... <u>20 pts.</u>
	▪ <b>Total Points.....70 pts.</b>

**\*Reflection Paper (MT#3):** After completing the observation form, answer the questions below on a separate, word-processed paper. The reflection paper should be 1 or 2 pages long. Hand this in with the observation form one week after your teaching experience.

-What positive attributes did you observe?

-What attributes would you like to improve?

-How well did your teaching method work? If you were to teach this lesson again, what would you do differently?

-What did you learn about teaching health and yourself as a teacher as a result of this experience?

-Which RIPTS did this microteaching experience focus upon? Why?

## Lesson Plan Format for Microteaching #3: Establishing Set

**Instructor:**

**Date:**

**Content Area:**

**Topic:**

**RI Health Education Standard(s):** [What standards are driving this lesson? Which of the standards will your students have an opportunity to develop or practice during your lesson?]

**Objective(s):** [What do you want your students learn as a result of the lesson? Attempt to create well-written ABCD objectives. The objectives should cover the entire lesson even though you are only going to be presenting a portion of it.]

**Assessment:** [Provide a brief description of the assessment strategy you could use to determine if your learners have met the lesson objectives if you were to teach the entire lesson. You will not be implementing this section.]

**Materials:** [List any handouts, supplies, visuals, etc.... that you will need to teach your lesson.]

**Content Summary:**

Include a time line for your content summary

- Ex.) 30 seconds: Greet the group and introduce myself
  - 2 minutes: Read newspaper article
  - 3 minutes: Discussion regarding diet trends
  - 2 minutes: Partner share activity
  - 3 minutes: Follow-up discussion

**Set Induction:** [Explain what type of set induction you will be using and describe the procedure in detail. Include any relevant content information and questions you might ask. Anyone reading this section should be able to replicate your set with little confusion. Be sure to include any relevant handouts in your lesson plan.]

**Learning Experiences:** [Provide a brief description of what would take place for the remainder of the lesson. This section does not have to be covered in clear detail but should give the reader an idea of where the lesson is headed.]

**References:** [What are the sources of your content information? Use APA format.]

## Microteaching Health Lesson Four: Putting It All Together!

Microteaching Lesson Four will allow you to utilize all the skills introduced in previous experiences. Additionally, a focus will be on your ability to provide opportunities for students to use higher level thinking skills in a short lesson. In other words, this is your opportunity to put all of the pieces of the puzzle together! Consider that effective teachers conduct highly interactive lessons and use a variety of questions to keep students engaged, promote higher-order thinking, monitor students' understanding, and introduce variety. These are strategies that you should demonstrate within this experience. Your ability to effectively use questioning as a teaching strategy is an important skill that will help you to promote complex thinking in your students.

### The Lesson

Lesson Four is to be between 15 and 25 minutes in length. In this lesson you should attempt to include all lesson parts. Because this lesson is designed to focus your attention on using questions skillfully to promote critical thinking, you should not plan a lesson that will require you to provide direct instruction as you did in lesson two. Instead, select a sub-topic with depth that you can help your learners examine in an analytical fashion. For example, you might wish to select a controversial issue for your learners to investigate. You could build your lesson around questions that would help learners see all sides of the issue, understand various points of view, and appreciate the complexity of the issue. In this type of lesson, you would use questions to guide your learners. As you plan your lesson, remember to include a meaningful set induction that does not eat up a large portion of your instructional time. Also include questions that can be used during the lesson closure to help learners draw conclusions about the discussion.

### Viewing Your Videotape

As in other microteaching experiences, you should view your videotaped health lesson at least twice. The first time, make general notes on your evaluation form about your performance. Then, complete the observation form for microteaching #4 to evaluate your skills. Finally, based upon your general notes and ratings on the observation instrument, make a few specific suggestions for improving your ability to teach future lessons. Since the microteaching experiences will take on a cumulative format, you may also comment on how well you implemented the skills you developed in the other microteaching activities.

### Grading

- Health Lesson Plan.....20 pts.
- Teaching Experience.....40 pts.
- Observation Form.....10 pts.
- \*Reflection Paper.....10 pts.
- **Total Points.....80 pts.**

**\*Reflection Paper (MT#4):** After completing the observation form, answer the questions below on a separate, word-processed paper. The reflection paper should be 1 or 2 pages long. Hand this in with the observation form one week after your teaching experience.

- How do you feel about your use of questioning as you watched the tape?
- Comparing this lesson to the previous three, was this lesson easy or difficult for you?
- What factors might have made this lesson easier or more challenging for you?
- If you were to teach this lesson again, what would you do differently, if anything?
- What did you learn about teaching and yourself as a teacher as a result of this experience?
- Which RIPTS do you feel microteaching assignments have helped you to strengthen most? Why?

Note: All microteaching exercises were adapted from "The Act of Teaching" by Cruickshank, Bainer, & Metcalf (2003).

## Lesson Plan Format for Microteaching #4: Encouraging Higher-Level Thinking Through Questioning

**Instructor:**

**Date:**

**Content Area:**

**Topic:**



**RI Health Education Standard(s):** [What standards are driving this lesson? Which of the standards will your students have an opportunity to develop or practice during your lesson?]

**Objective(s):** [What do you want your students learn as a result of the lesson? Create well-written ABCD-style objectives.]

**Assessment:** [Clearly explain how you will be able to determine if students have met your lesson objectives.]

**Materials:** [List any handouts, supplies, visuals, etc.... that you will need to teach your lesson.]

**Time:** [Provide an outline of the student work experiences that will occur during the lesson along with chronological time frames for each.]

**Content Summary – Set induction, Learning Experiences, & Closure:** *This section should provide enough detail for another educator to teach off the written plan.*

**Set Induction:** [Explain what type of set induction you will be using and describe the procedure in detail. Include any relevant content information and questions you might ask.]

**Learning Experiences:** [Provide a description of the body of the lesson. Include relevant content information and questions you might ask. If desired, content information can be included as an attachment. Please make a note if you choose to do this.]

**Closure:** [Provide detail explaining how you intend to wrap up the lesson to ensure a meaningful learning experience.]

**References:** [What are the sources of your content information? Use APA format.]

### Microteaching Assignment #4: Evaluation Form

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Content Area / Topic:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_

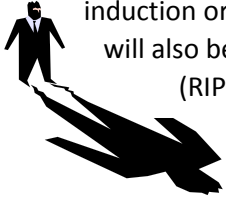
	EXCEEDED PROFICIENCY 2.0	PROFICIENT 1.5	ALMOST PROFICIENT 1.0	NEEDS MORE WORK .5
<b>Demonstrated a Motivating Personality:</b>				
Conveyed enthusiasm effectively				
Appeared encouraging & supportive				
<b>Demonstrated a Professional Demeanor:</b>				
Professional attire worn				
Appeared knowledgeable & credible				
Spoke naturally & clearly; avoided reading from a script				
Use of distracting mannerisms & filler words (e.g. um's, okay, alright, You Guys, etc.)				
<b>Established a Set:</b>				
Orientation / Transition / Evaluative				
Set was engaging & creative				
<b>Provided Clear Instruction:</b>				
Main points / directions were clearly explained				
Lesson was presented in a logical sequence				
<b>Using Questions:</b>				
Many questions were asked during the lesson				
Questions were clearly directed toward helping learners reach the objectives of the lesson				
A variety of students responded to questions				
Adequate wait time was used after asking questions				
Incorporated higher level questions into the lesson				
Student responses were enhanced with related comment or follow-up questions				
<b>Lesson Closure:</b>				
Lesson closure encouraged students to draw conclusions about the lesson content				
<b>Overall Lesson Qualities:</b>				
Lesson focused on providing opportunities for students to utilize higher level thinking skills				
Time was managed effectively, balancing set, lesson body, and closure				

**Specific suggestions for improvement / comments:**

**Length of Lesson:** \_\_\_\_\_

## HED 300: Concepts of Teaching    Health Education Shadow & Observation Program

Candidates will spend at least **8 hours shadowing a professional health education teacher**. During the experience the RIC health education major will observe the professional educator in an instructional setting, completing at least 5 hours of classroom observation\*. The shadow should occur over *at least* 2 different days. The Health Education Majors will be looking at particular elements of the instruction such as classroom management, components of a lesson such as set induction or closure, and how the master teacher uses questioning as a teaching tool. The health education majors will also be drawing links between her/his observations and the Rhode Island Professional Teacher Standards (RIPTS). In addition to 8 hours of shadowing, the RIC students will also **observe 3 additional classroom teachers** in the school.



**Selecting a Host:** Students will provide Professor Reed with a list of preferred school districts. Students will then be assigned a shadow host who has volunteered to participate in the program. When setting up a schedule with a host teacher, keep in mind that some health educators fill dual roles—Health & PE teacher; Health Educator & School Nurse... You must fulfill the observation hours while the host is working as a health education teacher!

**Background Checks:** All health education majors must have an approved background check, in hand, before visiting the school. Be prepared to show the BCI to an administrator at the school. Do NOT let them keep your original copy.

**Letter of Participation:** When visiting the school, all students must bring a formal letter from Professor Reed explaining participation in the shadow & observation assignment.

**Written Assignment:** Along with the 8 hour time requirement, students will also complete a written assignment. Students will choose 3 chapters from the course text: “Learning to Teach”, 8<sup>th</sup> edition by Richard Arends and draw connections between the reading and the shadow experience. Students are advised to read the chapters prior to participating in the shadow experience! Each of the three write-ups should be approximately 2 word-processed pages and should focus on **specific concepts** discussed within the chapter. **Direct** links to the text should be made. Please provide **in-text citations** when appropriate (APA style). Of course, it is expected that students are sensible in regards to font size & margins. Students may choose from any of the chapters in the text, however the following may be particularly relevant:

- ◇ Ch. 2: Student Learning in Diverse Classrooms
- ◇ Ch. 5: Classroom Management
- ◇ Ch. 6: Assessment & Evaluation
- ◇ Ch. 7: Presenting & Explaining
- ◇ Ch. 10: Cooperative Learning
- ◇ Ch. 12: Classroom Discussion

The written assignment along with the host sign-off sheet is due on \_\_\_\_\_.

An example of a piece of well-written assignment from a past semester is included in this packet.

### Health Education Shadow & Observation Program

Time Requirement	Health Education Major's Task	
5 hours	Observe shadow host in teaching situations. Do not count transition time between classes, lunch, and other assigned duties.	Complete 3 summaries connecting practice and theory from text.
3 + hours	Continue to observe shadow host &/or become active participant in shadow host's classroom (working with small groups, passing out materials, one-on-one tutoring, etc...)	Continue to complete work stated above
1 hour	Observe a different classroom teacher (any subject other than PE) (any subject other than PE)	Complete first "observation form"
1 hour	Observe a different classroom teacher (any subject other than PE)	Complete second "observation form"
1 hour	Observe a different classroom teacher (any subject other than PE)	Complete third "observation form"
	TOTAL CLASSROOM HOURS:	11+

#### **Responsibilities of the Professional Educator:**

At a minimum, the professional educator will be responsible for the following:

- ◇ working with the student to plan a schedule to provide 8 hours of contact, keeping in mind that the RIC student should be observing the professional educator for at least 5 of those hours
- ◇ Providing a welcoming environment for the RIC student.
- ◇ Signing off on the time sheet that the RIC student will turn into the course professor.
- ◇ Recommending other professional educators in the building or district that the RIC student could observe to learn more about teaching. 3 additional observations are required.

If mutually agreeable, (though not required) the experience could be enhanced by the following activities:

- ◇ \*after completing 5 hours of classroom observation, the RIC student may become an active participant in the workings of the classroom by helping small groups of students, providing one-on-one tutoring, helping out with management issues such as passing out materials, taking attendance, grading papers, etc...
- ◇ Continuing the shadow experience past the required 8 hours on a volunteer basis.

#### **Responsibilities of the Rhode Island College Student:**

The Rhode Island College Student will be responsible for

- ◇ Contacting the professional educator to set up an initial meeting and then working with the teacher to set up a schedule for future observations.
- ◇ Maintaining a high level of professionalism in terms of attire, demeanor, and behavior throughout the experience.
- ◇ Following the set schedule and contacting the professional educator as soon as possible if a commitment cannot be made.
- ◇ Completing the 8 hour shadow experience with at least 5 hours fulfilled through classroom observation.
- ◇ Completing the 3 separate observations and completing the appropriate forms.



Name: \_\_\_\_\_

Points: \_\_\_\_\_ of 50

\_\_\_\_\_ 8 hours of shadow

*Written Assignment*

Chapter: \_\_\_\_\_

- 2-page summary connecting classroom experiences to a selected chapter in the Arends text
- Summary focuses on specific concepts within the chapters
- Clear links to RIPTS are drawn
- Direct links to the text with in-text citations when appropriate (APA style).

Chapter: \_\_\_\_\_

- 2-page summary connecting classroom experiences to a selected chapter in the Arends text
- Summary focuses on specific concepts within the chapters
- Clear links to RIPTS are drawn
- Direct links to the text with in-text citations when appropriate (APA style).

Chapter: \_\_\_\_\_

- 2-page summary connecting classroom experiences to a selected chapter in the Arends text
- Summary focuses on specific concepts within the chapters
- Clear links to RIPTS are drawn
- Direct links to the text with in-text citations when appropriate (APA style).

Observations:

\_\_\_\_\_ 3 total Observations

Points: \_\_\_\_\_ of 30

## RIPTS Skit Assignment

The purpose of this assignment is to provide students with an opportunity to expand their knowledge and comprehension regarding the Rhode Island Professional Teacher Standards (RIPTS).

Students will work in small groups and will be assigned a selection of RIPTS. The task will require the group members to plan and act out a **5-10 minute** skit that demonstrates the main points of the assigned RIPTS.

In the creation and implementation of the skit, the students should do the following:

- ☞ Gain a deep understanding of the RIPTS with which they are working.
- ☞ Develop an understanding of the qualities, behaviors, and ideals teachers likely possess when they meet and do not meet each of the assigned RIPTS.
- ☞ Prepare and present a skit that clearly illustrates the assigned RIPTS so classmates have an opportunity to broaden the knowledge base.
- ☞ Approach the assignment as an opportunity to teach peers about an important topic.
- ☞ Employ effective communication skills that are reflective of those utilized by strong teachers.
- ☞ Demonstrate ability to infuse creativity into instructional techniques.
- ☞ Work cooperatively with group members to develop a high quality product.
- ☞ Demonstrate willingness to work outside one's comfort zone.

Groups are encouraged to be creative in the design of the skit.  
Props should be used.


In addition to presenting the skit, the group must submit one computer generated document that summarizes the skit and outlines the roles played by each group member. Notation of the selected RIPTS and a clearly defined explanation of how the RIPTS will be demonstrated within the skit must be included. In other words, explain what the audience will be seeing that is intended to represent each RIPTS. Be sure the connections between the skit and the RIPTS are clear and accurate.

Please refer to the scoring rubric for additional information! Attach a copy of the scoring rubric to the summary sheet. Turn this in to Prof. Reed before the start of your skit.

This assignment is worth 50 points. All work is due on \_\_\_\_\_.



## RIPTS SKIT SCORING RUBRIC

WEAK:	DEVELOPING:	STRENGTH:
<p>Portrayal and interpretation of the most of the assigned RIPTS was inaccurate or unclearly presented to the audience. (0 – 10)</p> <p>The computer generated summary of the skit was absent or most of the required information on the summary was missing. (0 – 6)</p> <p>Group members mumbled, spoke too softly or too quietly during the skit or demonstrated other distracting vocal behaviors. (0-6)</p> <p>The skit was dull. Props were not utilized in a manner designed to help get the message across. (0 – 2)</p> <p>Group members behaved in an immature, unprofessional manner throughout much of the skit. (0 - 2)</p> <p>At least one group member was an inactive participant. (0 - 2)</p>	<p>Portrayal and interpretation of most of the assigned RIPTS was accurate and clearly presented to the audience. (11 – 12)</p> <p>The group submitted a computer generated summary of the skit with most of the required information present. (7 – 8)</p> <p>Group members spoke clearly with appropriate volume and pacing. (7 – 8) </p> <p>The skit was moderately creative. Basic props were utilized to get the message across. (3)</p> <p>Group members behaved in a mature, professional manner throughout most of the skit. (3)</p> <p>All group members played an active role in the skit. (3)</p>	<p>Portrayal and interpretation of all of the assigned RIPTS was accurate and clearly presented to the audience. (13 – 15)</p> <p>The group submitted a computer generated summary of the skit with all of the required information present. (9 – 10)</p> <p>Group members spoke clearly with appropriate volume / pacing. Vocal enthusiasm enhanced the skit. (9 – 10)</p> <p>The skit was highly creative. Important props were utilized to get the message across. (4 -5)</p> <p>Group members behaved in a mature, professional manner throughout the entire skit. (4 – 5)</p> <p>Participation was distributed equally among group members during the skit. (4 – 5)</p>

Comments:

Group Members:

Score: \_\_\_\_\_ of 50

## Children's Literature in Health Education Lesson Plan Assignment

Children's literature can provide health educators with a wealth of classroom resources. One category of children's books is called picture books. Picture books are a popular form of illustrated literature and have comparatively few words and at least one picture on each of its openings. For the purpose of this assignment, **you will be selecting picture books** that tell a story. Please **do not** select books that are strictly non-fiction for this assignment. Non-fiction books are sometimes referred to as 'expository texts'. They are useful in many situations but not appropriate for this situation.

Each student will have the opportunity to explore the world of children's literature and utilize these resources in planning. Students will be developing a lesson plan for an elementary grade based on a selected and approved health topic. Once these choices are approved by Professor Reed, the next step is to develop lesson objectives and create a lesson plan using the attached format. The set induction will include the use of a picture book.

Students will need to select 3 to 5 different picture books that could be used interchangeably to provide an introduction to the lesson. You are *not* looking to use all 3 books in one lesson, but rather select books that could be substituted for one another within the set induction. Your goal is to select books that provide different cultural perspectives in the story. In order to do this, you must examine the clues to culture that are presented in the story: language, images, food, names, celebrations, religion, physical traits of characters, etc., as well as story content.

### Think for a moment: What is the point of this?

The **books** and the computer generated lesson plan should be brought to class on the assigned date (\_\_\_\_\_). Each student will have an opportunity to share his or her lesson plan and book with the class during an informal discussion. Be prepared to talk about the *differences* among the books you have selected, particularly in regards to diversity in cultural perspectives. Read the scoring guide before starting your work. Complete the self-assessment and attach the scoring guide to you lesson plan. This assignment is worth **50 points**.

One resource you might find particularly helpful in completing this task is the Children's Picture Book Database at Miami University. This can be accessed online at <http://www.lib.muohio.edu/pictbks/>. You also might find it helpful to spend an hour perusing the children's section of your local bookstore or library.

**NOTE:** Students may opt to work with a partner for this assignment. In this case, 2 students would turn in one lesson plan with both names on it, share the presentation, and earn the same grade. Both students must be present for the presentation.



**Lesson Plan Format:**

**Instructor:** (Teacher candidate not Prof. Reed)

**Date:**

**Intended Audience:**

**Content Area:**

**Topic:**

**Health Education Standard(s):** [What K-12 standards are driving this lesson? Which one of the standards will your students have an opportunity to develop or practice during your lesson? Choose the ONE standard that represents the focus of the intended outcome.]

**Objective(s):** [What do you want your students learn as a result of the lesson? Create well-written ABCD-style objectives.]

**Assessment:** [Explain the activity in which students will participate to help you determine if the lesson objectives have been met. Make sure this is clear to the reader.]

**Materials:** [List any handouts, supplies, visuals, etc.... that you will need to teach your lesson.]

**Time:** [Provide an outline of the student work experiences that will occur during the lesson along with chronological time frames for each.]

**Content Summary – Set Induction, Learning Experiences, & Closure:** *These sections should provide enough detail for another educator to teach off the written plan.* The components contained in the content summary include the following:

**Set Induction:** [Explain what type of set induction you will be using and describe the procedure in detail. Include any relevant content information and questions you might ask.]

**Learning Experiences:** [Provide a description of the body of the lesson. Include relevant content information and questions you might ask. If desired, content information can be included as an attachment. Please make a note if you choose to do this.]

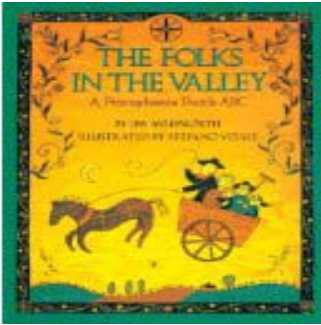
**Closure:** [Provide detail explaining how you intend to wrap up the lesson to ensure a meaningful learning experience. Your closure should increase likelihood that students will leave the room pondering the most important points of the lesson.]

**References:** [What are the sources of your content information? Use APA format.]

**Attachment: Book Bibliography:** List at least 3 examples of children’s literature that could be utilized in this lesson. Include the name, author, copyright date, publisher of the book and any awards presented to the book. Provide a one paragraph summary of the story. Your summary must describe the evidence presented in the book that provides clues to the culture & lifestyles of the characters. Diversity must exist among your book selections.

Food & Alphabet Books – An Examples:

Imagine you are planning a lesson on nutrition for 1<sup>st</sup> graders. Perhaps you would like your students to be able to list at least 10 healthy snacks by the end of the lesson. You might choose to read a book to set the scene for learning. Some examples of books that could be used are listed below. Each book brings a different cultural perspective into the lesson and could do a fine job of getting students ready to learn about healthy snacks.

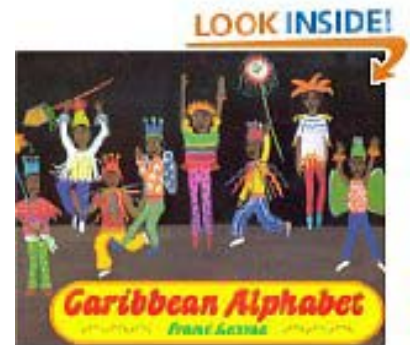


Aylesworth, Jim (1992). [The folks in the valley](#). New York: HarperCollins Children's Books.

**Abstract :** Using the Pennsylvania Dutch culture as a backdrop, this book uses a rhyme to teach the alphabet. For example, the letter "E" is represented by the rhyme "Eggs are found under the fat red hens."

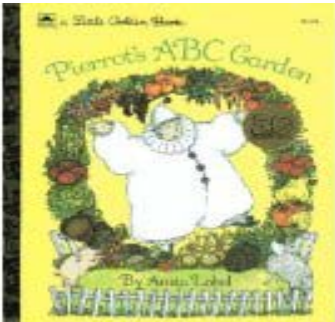
Lessac, Frane (1989). [Caribbean alphabet](#). New York: Tambourine Books.

**Abstract:** Come and take a trip through the Caribbean with the letters of the alphabet. Experience the different animals, foods, music, games, and landmarks of the Caribbean. The cultures and lifestyles of the people in the Caribbean are explained and pictured through this alphabetical adventure.



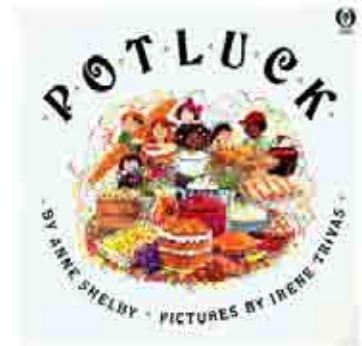
Lobel, Anita (1992). [Pierrot's abc garden](#). New York: Western Publishing Company, Inc..

**Abstract:** Pierrot is a lonely clown who decides to visit his friend, Pierrette. He decides to get a basket and take her several things from his garden. Each item begins with a different letter from the alphabet.




Shelby, Anne (1991). [Potluck](#). New York: Orchard Books.

**Abstract:** Alpha and Betty plan a potluck dinner and invite all their friends. Each person brings a different type of food. Acton brings asparagus, Ben brings bagels, Don brings dumplings and there are many more.



## Children’s Literature in Health Education Lesson Plan – Scoring Guide

<b>REQUIREMENT:</b>	<b>SELF-ASSESSMENT:</b>	<b>INSTRUCTOR ASSESSMENT:</b>
<p><b>Overall Lesson Plan - 10 points will be awarded if:</b></p> <ul style="list-style-type: none"> <li>◇ All required information is present.</li> <li>◇ Appropriate levels of detail are included.</li> <li>◇ Relevant content information / instructor background information &amp; discussion questions are included in the plan.</li> <li>◇ RI Health Education Standards that are stated are clearly driving the lesson.</li> </ul>		
<p><b>Instructional Objectives - 10 points will be awarded if:</b></p> <ul style="list-style-type: none"> <li>◇ Well-written ABCD objectives are provided.</li> <li>◇ Objectives are clear and measurable.</li> <li>◇ Practical assessment strategies tied to every objective are included.</li> <li>◇ It is clear that the author created the lesson plan with the end in mind.</li> </ul>		
<p><b>Use of Children’s Literature - 10 points will be awarded if:</b></p> <ul style="list-style-type: none"> <li>◇ Each book selected is a valuable tool for the set induction. The books can be used interchangeably.</li> <li>◇ The use of the book enhances the lesson.</li> </ul>		
<p><b>Bibliography - 10 points will be awarded if:</b></p> <ul style="list-style-type: none"> <li>◇ At least 3 related selections of children’s literature are included and could be used in teaching the lesson.</li> <li>◇ The description of the cultural differences between the books is sensitive and accurate.</li> <li>◇ The cultural perspectives and/or infusions vary from book to book.</li> <li>◇ All required information for the bibliography is present.</li> </ul>		
<p><b>Presentation - 10 points will be awarded if:</b></p> <ul style="list-style-type: none"> <li>◇ The student clearly explains the lesson.</li> <li>◇ The student clearly explains the similarities and differences between the three pieces of children’s literature.</li> <li>◇ The student has at least 3 of the books on hand to show classmates.</li> </ul>		
<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <p style="font-size: 1.2em; font-weight: bold;">Total Score:</p> <p>_____ Of 40      _____ Of 50</p> </div> </div>		