Purdue University
Department of Health and Kinesiology

EDCI 432 – Teaching Health & Safety in Secondary Schools
LAMB 104 MWF 1:30pm – 3:20pm

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Office Phone: 765-494-3180
Office Hours: W 1:30-2:30/TTH 12:30-1:30 or by appt. (Open door policy)
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When communicating by e-mail, please use the following format in the subject line:
Name, class, purpose of message. For example: Kelley Bailey 432 lesson plan #1. If you are turning in an assignment, use the name of the assignment. If you need a response from me, please say “question” or “need response.” If you are telling me about an absence, say absence. Thank you!

Please note: In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. Should changes to the course be necessary, your professor will post revisions on the course Blackboard website.

COURSE DESCRIPTION

Welcome to EDCI 432! Overall, this course is designed to enable you to become a more effective, professional health teacher. More specifically, this course will provide Health Teaching majors and minors the knowledge and practical skills necessary to teach comprehensive school health education (CSHE) in middle, junior and senior high schools, as part of a coordinated school health program (CSHP). It will also facilitate the transition from student teacher to professional educator. Students successfully completing this course will be equipped to meet the competencies associated with licensure as a health teacher / educator.

COURSE OBJECTIVES

By the conclusion of this course, you will be able to:

1. Define and explain contemporary concepts of coordinated and comprehensive school health education.
2. Describe the role of school health educators in CSHP and CSHE.
3. Develop developmentally and culturally appropriate strategies and materials for providing health education.
4. List practical management techniques for the secondary school classroom.
5. Write specific, measurable learning and behavioral objectives.
6. Create developmentally and culturally appropriate lesson plans for the delivery of health education content.
7. Articulate a personal teaching philosophy.
8. Describe the characteristics of effective teachers.
9. Utilize effective verbal and nonverbal communication techniques that promote inquiry, collaboration, and engagement.
10. Describe the impact of various risk factors – intrapersonal, interpersonal, and environmental – on student health behavior.

COURSE TEXT & OTHER MATERIALS

Required Text

Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health (7th Edition)
Meeks, L., Heit, P., & Page, R.
McGraw Hill
2011

WHAT YOU CAN DO TO BE SUCCESSFUL IN EDCI 432

1. Take ownership of your education and learning experience.
2. Study the material for each class prior to coming to class. As we engage in class discussions, you will want to be familiar with the material so that you may contribute to the discussions.
3. Be an active participant in class discussions and activities. This can be achieved by:
   a) Completing your readings, and
   b) Contacting your instructor if you have any questions or require clarification.
4. Be present at all class meetings. In order to contribute to the overall productivity of the class, you must be here. Please inform the instructor of any scheduling conflicts prior to the beginning of class. (See Attendance Policy below).
5. Inform your instructor whenever there is a problem related to the class and/or whenever you feel the need to clarify questions or further explore topics of particular interest.
6. Respect the viewpoints and contributions of your instructor and fellow classmates.
   A) University Regulations, Part 5 – Student Conduct, asserts:
   “While freedom of thought and expression is the lifeblood of our academic community, the maintenance of civility is a precondition to the vigorous exchange of ideas, and it is the policy of the University to promote civility in all forms of expression and conduct. The University thus believes that any expression or act of intolerance or discrimination—whether based on race, gender, religion, color, age, national origin, disability, status as a Vietnam-era veteran, or on any other basis—is repugnant and inimical to our most basic values.”
ATTENDANCE POLICY

Attendance is the first requirement for successful completion of this class and the means to receive optimal benefit for your time and money. Attendance will be checked each class period. **Ten points will be deducted from your overall grade for each unexcused absence.** Documentation will be required for most absences. Students who are absent on the day of a quiz will not be allowed to make-up the quiz unless they notify the instructor prior to the absence or have an approved reason for missing class. Consequently, all students will be held accountable for any information presented in class discussions, lectures, assignments and/or readings, whether they are present or not.

To avoid misunderstandings, portions of Purdue’s *University Regulations, Part 2, Section VI– Classes, A. Attendance, 1. General Attendance Issues* are presented below:

“The University expects each student to be responsible for class-related work missed as a result of an unavoidable absence; this work may be made up at the discretion of the instructor.”

“Only the instructor can excuse a student from a course requirement or responsibility. When conflicts or absences can be anticipated, such as for many University sponsored activities and religious observances, the student should inform the instructor of the situation as far in advance as possible and the instructor should strive to accommodate the student.”

“For unanticipated or emergency absences where advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by e-mail, phone, or by contacting the main office of the department that offers the course. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor’s department because of circumstances beyond the student’s control, the student or the student’s representative should contact the Office of the Dean of Students if the reported absence is expected to be for an extended period of time (normally a week or more). A member of the Dean of Students staff will notify the student’s instructor(s) of the circumstances. The student should be aware that this intervention does not change in any way the outcome of the instructor’s decision regarding the students’ academic work and performance in any given course.”

Overall, the student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. The instructor will only consider absences meeting the following reasons as excused / approved:

1) Participation in an activity appearing on the University authorized list,
2) Death or major illness in a student’s immediate family,
3) Illness of a dependent family member,
4) Participation in legal proceedings or administrative procedure that require a student’s presence,
5) Religious holy day, and
6) Interview for a professional position
AMERICANS WITH DISABILITY ACT (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Resource Center at (765) 494-1247 or drc@purdue.edu. In addition, bring this issue to the attention of your instructor.

ACADEMIC DISHONESTY
Purdue prohibits “dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty” (Part 5, Section III-B-2-a, University Regulations). Furthermore, the University Senate has stipulated that “the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest” (University Senate Document 72-18, December 15, 1972).


Examples of academic dishonesty include, but are not limited to:
- paying someone else to write a paper and submitting it as one’s own work
- giving or receiving answers by use of signals during an exam
- copying with or without the other person’s knowledge during an exam
- doing class assignments for someone else
- plagiarizing published material, class assignments, or lab reports
- turning in a paper that has been purchased from a commercial research firm or obtained from the internet
- using unauthorized notes during an exam

Plagiarism is a special kind of academic dishonesty in which one person steals another person’s ideas or words and falsely presents them as the plagiarist’s own product. Examples of plagiarism include, but are not limited to:
- Using the exact language of someone else without the use of quotation marks
- Presenting the words or ideas of another without giving proper credit to the author
- Arranging the material of someone else, even if expressed in one’s own words, without giving appropriate acknowledgment
- Submitting a document written by someone else but representing it as one’s own

CONSEQUENCES OF ACADEMIC DISHONESTY
Individuals caught cheating or plagiarizing in EDCI 432: Teaching Health & Safety in Secondary Schools will be given no credit and referred to the Dean of Students. In other words, cheating – in any form – will not be tolerated.
COURSE REQUIREMENTS AND GRADES

Field Instruction Experiences and Reflections (150 points)
Each student will be required to complete a minimum of 15 hours of on-site classroom teaching in an approved, cooperating area school. Each student will be required to have a comprehensive, carefully prepared lesson plan for each field instruction session that is shared with the Cooperating Teacher. Students are expected to make consistent progress towards this total throughout the semester. Students will log and reflect upon their respective teaching hours via the provided Field Teaching Checklist.
DUE: Lesson Plans are due to the instructor TWO days prior to the respective field instruction experience. The Field Instruction Checklist is due to the instructor within one week of completing the teaching period.

Lesson Plans (20 points total)
Each student will submit 2 lesson plans to the course instructor as assigned throughout the semester. Lesson plans should be developed following the provided Lesson Plan Format sheet provided. Lessons should be newly created and NOT PREVIOUSLY SUBMITTED in HK 319 or EDCI 432. Lesson plans should be your own, not a classmates. You may select any Health Ed content areas other than Physical Activity, and you may not repeat a content area.
DUE: 9/12, 10/3, 10/6

Teaching Philosophy (75 points)
Each student will be required to develop a personal Teaching Philosophy. Teaching Philosophies should range from 3-5 pages; however, there is no page requirement. Each student’s paper should be created by following the guidelines provided in the Developing a Teaching Philosophy handout.
DUE: Friday, September 19th

Scope & Sequence for Comprehensive School Health Education (75 points)
Your team will be responsible for planning 90 days worth of health instruction and activities, incorporating both content and skills, for each of the following grade levels: 6th, 7th, 8th and high school (9-12). You will also provide a rationale for your plan.
DUE: Monday, November 3rd

Coordinated School Health Program Project (100 points)
Your team will plan an ideal coordinated school health program (CSHP) for an Indiana junior high or high school. Each team will conduct a needs assessment and develop an action plan representing each component of the CSHP.
DUE: Monday, November 24th

Content Teaching Strategies (40 points total: 4 @10 points each)
Each student will be assigned four different content areas. Students are expected to develop an innovative teaching strategy that could be utilized to teach the topic. Topics will be shared and discussed in-class.
DUE: Dependent upon content area. See course calendar.

Peer and Self-Evaluation (35 points total: Peer Eval – 20 pts, Self-Eval 15 pts)
Each student will be required to observe and evaluate one classmate student teaching, including their lesson plan. This peer evaluation will be submitted to the instructor. Each student is to be observed only once. In addition, each student will arrange to record themselves teaching, watch the recording and submit the recording with a self-evaluation.

**DUE:** Must be completed by Monday, November 24\textsuperscript{th}

**Reflection Summary (25 points)**
Each student will review all reflections posted on the class Blackboard discussion board and prepare a summary to be turned in and discussed in class.

**DUE:** Monday, December 1\textsuperscript{st}

**Quizzes (100 points total: 4 @ 25 points each)**
Quizzes will be given periodically throughout the semester to assess student’s knowledge of course concepts and content (i.e. readings, lectures, assignments). Students who are absent on the day of a quiz will not be allowed to make-up the quiz unless they notify the instructor prior to the absence or have an approved reason for missing class (see attendance policy).

**DUE:** Friday, September 26\textsuperscript{th}; Monday, October 20\textsuperscript{th}; Monday, November 17\textsuperscript{th}; Finals Week

**Coordinating Teacher Feedback (30 points)**
Each student will provide their Coordinating Teacher with a feedback form. In addition to teaching performance, this form will also measure other characteristics of professionalism such as submitting lesson plans on time, being prepared and on time to class, as well as tracking teaching hours.

**DUE:** Submit upon completion of teaching hours, no later than Monday, December 8\textsuperscript{th}.
### GRADE BREAKDOWN

Total Possible Course Points = 650

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>A+</td>
<td>100.0 – 98.0</td>
<td>650.00 – 637.00</td>
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<tr>
<td>A</td>
<td>97.9 – 92.0</td>
<td>636.99 – 598.00</td>
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<tr>
<td>A-</td>
<td>91.9 – 90.0</td>
<td>597.99 – 585.00</td>
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<tr>
<td>B+</td>
<td>89.9 – 88.0</td>
<td>584.99 – 572.00</td>
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<tr>
<td>B</td>
<td>87.9 – 82.0</td>
<td>551.99 – 533.00</td>
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<tr>
<td>B-</td>
<td>81.9 – 80.0</td>
<td>532.99 – 520.00</td>
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<tr>
<td>C+</td>
<td>79.9 – 78.0</td>
<td>519.99 – 507.00</td>
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<td>C</td>
<td>77.9 – 72.0</td>
<td>506.99 – 468.00</td>
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<td>C-</td>
<td>71.9 – 70.0</td>
<td>467.99 – 455.00</td>
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<td>D+</td>
<td>69.9 – 68.0</td>
<td>454.99 – 442.00</td>
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<td>67.9 – 62.0</td>
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<td>D-</td>
<td>61.9 – 60.0</td>
<td>402.99 – 390.00</td>
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<tr>
<td>F</td>
<td>59.9 – 0.0</td>
<td>389.99 – 0.0</td>
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In order to make sure that there is absolutely no misunderstandings, your instructor does not and will not give additional points towards your final grade. In other words, an 89.99% is a B, etc. Therefore, please do not request additional points to increase your average.
<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Special Considerations</th>
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</thead>
<tbody>
<tr>
<td>AUGUST 2014</td>
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<tr>
<td>Fri. 8/29</td>
<td>Syllabus Review&lt;br&gt;- Course Expectations, Assignments, Class Policies</td>
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<td></td>
<td><em>Competition Review</em></td>
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<td>SEPTEMBER 2014</td>
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<tr>
<td>Fri. 9/5</td>
<td>LABOR DAY – NO CLASS</td>
<td>NO CLASS</td>
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<tr>
<td>Fri. 9/12</td>
<td>Transitioning from Student to Professional&lt;br&gt;- Securing a Job&lt;br&gt;</td>
<td>Guest Speaker&lt;br&gt;<em>Lesso</em>&lt;br&gt;<em>n Plan Due&lt;br&gt;(family involvement)</em></td>
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<tr>
<td></td>
<td>- Teaching Philosophies&lt;br&gt;</td>
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<td>- Developing Your Own&lt;br&gt;</td>
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<td>- Teaching Portfolios&lt;br&gt;</td>
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<td>- Necessary Materials&lt;br&gt;</td>
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<td>Fri. 9/19</td>
<td>Teacher Professionalism&lt;br&gt;- Educators &amp; Social Networking&lt;br&gt;</td>
<td>Teaching Philosophy&lt;br&gt;DUE&lt;br&gt;</td>
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<td></td>
<td>- Corporate Culture&lt;br&gt;</td>
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<td></td>
<td>- Characteristics of a Professional &amp; Getting Involved&lt;br&gt;</td>
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<td>Content Area: Personal and Consumer Health&lt;br&gt;</td>
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<td>Fri. 9/26</td>
<td>Becoming a Better Health Teacher&lt;br&gt;- Coordinated School Health Programs&lt;br&gt;</td>
<td>Quiz #1</td>
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<tr>
<td></td>
<td>Intro&lt;br&gt;</td>
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<td></td>
<td>- Why Coordinate?&lt;br&gt;</td>
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<td>- Usages&lt;br&gt;</td>
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<td></td>
<td>Content Area: Alcohol and Other Drug&lt;br&gt;</td>
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<td>OCTOBER 2014</td>
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<tr>
<td>Fri. 10/3</td>
<td>Characteristics of Effective Curriculum&lt;br&gt;Smart Board intro&lt;br&gt;</td>
<td>Guest Speaker&lt;br&gt;<em>Lesson Plan Due&lt;br&gt;(your choice)</em></td>
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<td></td>
<td>Content Area: Injury Prevention&lt;br&gt;</td>
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<tr>
<td>Mon. 10/6</td>
<td>Course Materials&lt;br&gt;- HECAT&lt;br&gt;</td>
<td>Lesson Plan Due&lt;br&gt;(song/music)&lt;br&gt;<em>CSHP – What’s the problem?</em></td>
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<td></td>
<td>- Acquiring, Altering &amp; Developing&lt;br&gt;</td>
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<td>- Textbooks vs. Supplemental&lt;br&gt;</td>
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<td><em>Scope and Sequence Intro</em></td>
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<td>Content Area: Environmental Health&lt;br&gt;</td>
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<tr>
<td>Mon. 10/13</td>
<td>OCTOBER BREAK – NO CLASS</td>
<td>NO CLASS</td>
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</tbody>
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| Mon. 10/20 | - Effective Planning  
|           |   o Why Plan?  
|           |   o Variables in Instructional Planning  
|           |   o Cognitive Planning Model  
|           |   o Long-term Planning  
|           | Content Area: Sexuality Education  
|           | Quiz #2  
|           | CSHP – Why CSHP, school readiness  
| Mon. 10/27 | - Classroom Management  
|           | Content Area: Tobacco  
| NOVEMBER 2014 |  
| Mon. 11/3 | - Effective Teaching  
|           |   o Classroom Climate  
|           |   ▪ Acceptance & Caring  
|           |   ▪ Maximizing Instructional Time  
|           |   ▪ Learning-Focused Classroom  
|           |   ▪ Teacher Characteristics  
|           | Content Area: Nutrition  
|           | Guest Speaker  
|           | Scope & Sequence DUE  
|           | CSHP – Plan and Implementation  
| Mon. 11/10 | - Assessing Learner Understanding  
|           |   o Classroom Assessment  
|           |   o Alternative Assessment  
|           |   o Designing an Assessment System  
|           | Content Area: Mental and Emotional Health  
|           | CSHP – Assessment  
| Mon. 11/17 | *Instructional Issues in the Classroom*  
|           | - Teaching Diverse Populations  
|           |   o Capitalizing on Cultural Diversity  
|           |   o Adapting Teaching Materials & Strategies  
|           |   o Challenges of Assessing Diverse Classrooms  
|           | Quiz #3  
|           | CSHP Rough Draft (for in class feedback)Due*  
| Mon. 11/24 | - Controversial Issues: Sexuality Education  
|           |   o Staying out of Trouble  
|           |   o Obstacles to Teaching Sexuality Education  
|           |   o Political Correctness and the Health Educator  
|           | - Handling Student Questions  
|           | CSHP Project DUE  
| DECEMBER 2014 |  
| Mon. 12/1 | Advocacy of Health Education – Job Security  
|           | Culminating Experience: Debriefing/reflection summaries  
|           | Reflection Summaries DUE  
| Mon. 12/8 | Interviewing / Flex Day / Evaluations / Review  

*Incomplete rough drafts will result in loss of points for final project*