

AUBURN UNIVERSITY
DEPARTMENT OF KINESIOLOGY
PHYSICAL EDUCATION TEACHER EDUCATION PROGRAM
HEALTH EDUCATION & PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS
KINE 4360 – Fall 2010

Instructor

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***In accordance with university policy,
students are expected to check e-mail
regularly for announcements
and assignments!***

**** ALWAYS USE A SUBJECT IN THE SUBJECT LINE! ****

Prerequisite: *You must be admitted to the College of Education in order to register for this course.*

Course Description

This is a laboratory and theoretical course specifically designed for students who will be teachers in elementary schools. This course is designed to assist students in recognizing that physical education plays an important role in the education of school children. Emphasis is on understanding elementary health and physical education curriculum and instruction, designing developmentally appropriate lessons aimed at facilitating children's motor learning and cognitive development, and understanding and reflecting on practice in terms of sound educational philosophy.

Required Text and Materials

Hastie, P. A., & Martin, E. (2006). *Teaching elementary physical education: Strategies for the classroom teacher*. San Francisco: Pearson Benjamin Cummings.

Alabama Course of Study: Health Education <http://alex.state.al.us/browseHealth.php>

Alabama Course of Study: Physical Education

<http://alex.state.al.us/standardAll.php?grade=0&subject=PE&summary=2>

Health National Standards <http://www.cdc.gov/healthyyouth/sher/standards/>

Course Objectives

As a result of taking this course, the student will:

1. Understand that physical education activities have a purpose, beyond fun, and that they are included in a program to accomplish a given purpose.
2. Critically analyze personal experiences and common misconceptions in physical education.
3. Explain the role of the classroom teacher in health and physical education of children.
4. Plan and deliver developmentally and instructionally appropriate movement experiences for children.
5. Demonstrate knowledge of goals, purposes, and content of developmentally appropriate curriculum for elementary health and physical education students.
6. Understand the role of development in children's learning and performance.
7. Be familiar with a variety of activities for each of the skill themes and movement concepts.
8. Identify activities to develop health related physical fitness.
9. Identify and utilize resources that enhance the teaching of health and physical education.
10. Demonstrate the ability to effectively teach elementary health and physical education.

11. Identify methods for creating a safe environment focused on learning in elementary health and physical education.
12. Develop "intangible" skills such as empathy, personal values, beliefs, awareness, self-esteem, and social responsibility through service-learning.
13. Become aware and sensitive to the needs of diverse populations through community service-learning.
14. Engage in self-examination including personal development, career goals, and community awareness.

Course Requirements and Grading (Subject to change as needed)

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|------------|-----|
| PE written | 130 |
| PE lab | 170 |
| Health | 200 |

A. Final Exam – Physical Education (solo) - 20

B. Written Tests – PE (solo) - 80

Tests will be announced, and may include chapters, lectures, teaching, activity labs, and other information presented in the course. Tests may be presented in the classroom or on Blackboard (to be announced).

C. Unannounced quizzes and in-class assignments - 30

These may be written assignments in or out of class, and announced as well as unannounced quizzes on the reading and/or the lectures. There may also be online quizzes/assignments.

D. 1. Field Experience – Teaching and Lesson Plans – 100 – (SUBJECT TO CHANGE)

Teach physical education to peers; and to children in local schools and/or day cares. One or two lesson plans required for every week.

Develop lesson plans (number to be announced) using skill themes and movement concepts, and implement lessons to children in lab setting.

TBA Lesson Plans (see instructions for details).

2. Field Experience – Reflections (solo) – 70 – (SUBJECT TO CHANGE)

Write in-depth reflections (number to be announced) based on the field experience and your own teaching.

E. Health Children's Book (solo or partner) - 100

Write and produce a children's book to give to the children of Auburn Day Care Centers. Books will be donated to the Day Care after they are graded. Topic must be *different from your presentation*.

F. Health Education Project or Presentation (collaborative) – 100

To be announced. Topic must be *different from your book*. 90 points for presentation, 10 for LP.

**** MOST PAPERS WILL BE TURNED IN BY E-MAIL. ALWAYS USE THE APPROPRIATE SUBJECT IN THE SUBJECT LINE WHEN E-MAILING!! ****

Points are used to indicate a student's performance in each class. Grades are based on points earned in the course.

| | |
|-------------|--|
| 461-500 = A | exceptional; substantially exceeds expectations |
| 410-460 = B | better than average; does more than minimal requirements |
| 361-409 = C | average; does only what is required |
| 301-360 = D | below average; does not meet minimal standards |
| 0 - 300 = F | unacceptable |

Course Policies

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Students are considered to be professionals, and professional behavior and attire is expected at all time. Class will meet from 10 – 11:40 on Mondays and Wednesdays, with breaks as needed.

Attire in the classroom: There is no dress code for class, but always be prepared for movement activities. Class period will include both lecture and lab, so always wear shoes and clothes appropriate for movement! Flip-flops are NOT appropriate for movement. Wear or bring tennis shoes. The professor reserves the right to deduct points for lack of participation in lecture and in-class labs.

Unannounced Quizzes: There *will* be unannounced quizzes on the readings and lectures.

Written Work: All written assignments are to be typed.

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. As a professional, the student is expected to uphold the standards of academic integrity. It is the student's responsibility to understand appropriate use of the work of others, and that which constitutes plagiarism. Collaborative assignments and individual assignments are clearly indicated. Accordingly, tests are to be completed INDIVIDUALLY and with NO RESOURCES. This includes tests given on-line on BLACKBOARD.

Electronic and wireless devices: Students will turn off phones and other wireless devices upon beginning of class. If you wish to use laptops in class, you must ask the professor for individual permission. Laptops may ONLY be used for KINE 4360 Blackboard notes.

Email and Blackboard: Communication with the professor outside of class can be done using Tiger mail. Additionally, course materials (assignment guidelines, rubrics, lecture outlines, and additional resources) are posted on Blackboard.

Attendance and Tardiness: **As a professional, every student is expected to punctually attend every class session and Lab.**

YOU, the student, are solely responsible for any information or assignment missed if tardy or absent. **Late assignments** will **not** be accepted unless prior arrangements have been made. Absences are ONLY EXCUSED IN SERIOUS EMERGENCIES as determined by the professor's discretion. It is the student's responsibility to schedule ALL APPOINTMENTS OUTSIDE OF CLASS TIME.

Participation: Students are expected to attend all lectures and labs, and to adhere to professional behavior as noted above. Specifically, you are expected to interact enthusiastically with the children. The professor reserves the right to deduct points for lack of participation in class and labs.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

INFO SPECIFIC TO SCHOOL-SITE FIELD EXPERIENCE/SERVICE-LEARNING LAB

FINGERPRINTING & TB Test: Because of our lab work in school and community settings, students must have a clear BACKGROUND CHECK, which you get through FINGERPRINTING. Students are also required to have an up-to-date negative **TB test**, i.e., less than one year old. You can get this at AU student health center, county health department, your family doctor, or any physician. Turn in evidence of negative test to your professor by SEPTEMBER 6, 2010. **Keep a copy of your TB test results for future courses.**

Attendance and Tardiness in out-of-class LAB. Information above applies, PLUS: An **UNexcused** missed LAB may NOT be made-up, and will result in a loss of TEN (10) points from final grade. This policy applies whether the student is scheduled to teach that day or not. An *excused* missed Lab must be **made-up** in order to earn points. Arrange with the (Policies continued on this page) professor and the on-site schoolteacher to return at a time convenient for him or her. In the event that the student has a **serious illness** or **emergency**, that student should **telephone or e-mail the professor prior** to class.

At the lab site: Refrain from using tobacco products **at all times**, and refrain from using food, drink, or gum at the Lab site.

Dress for Lab in the Field: Wear professional attire suitable for movement (e.g., nice shorts and tennis shoes) for field experience at the Lab site. Polo type shirts are best, although nice T-shirts are acceptable. Absolutely NO writing, print, picture, or message on the clothes. Cut-offs, jeans, crop-tops, low jeans, short shorts, etc., are not appropriate at the lab site. NO FLIP FLOPS! Wear shoes suitable for movement, i.e., tennis or court shoes. No HATS, ever. Sun glasses are ok for outside.

AU Name Badges: Must be worn at all times during field experiences. Nice, inexpensive badges may be purchased in Haley Center at the LRC if you don't have one already.

Students must attend and participate in all labs in order to receive credit for written assignments!

Lab Location: When we begin lab after mid-term we will meet at AUBURN EARLY EDUCATION CENTER.

References

Alabama Course of Study: Health Education

<http://www.alsde.edu/html/sections/documents.asp?section=54&sort=6&footer=sections>

Access at the above URL. Click on each of the first four sections (HE1_INT, HE2_K-2, HE3_3-5), then RIGHT-click on the DOWNLOAD prompt to download as a Word file.

Alabama Course of Study: Physical Education

<http://www.alsde.edu/html/sections/documents.asp?section=54&sort=25&footer=sections>

Access at the above URL. Click on each of the first four sections (PE1_INT, PE2_K-2, PE3_3-5), then RIGHT-click on the DOWNLOAD prompt to download as a Word file.

Block, M. E. (1994). *A teacher's guide to including students with disabilities in regular physical education*. Baltimore: Paul H. Brookes Publishing Co.

Buschner, C. (1994). *Teaching children movement concepts and skills: Becoming a master teacher*. Champaign, IL: Human Kinetics.

Graham, G. (2006). *Teaching children physical education: Becoming a master teacher*. Champaign, IL: Human Kinetics.

Graham, G., Holt/Hale, S. A., & Parker, M. (2005). *Children moving: A reflective approach to teaching physical education* (6th ed.). Mountain View, CA: Mayfield.

Hastie, P. A., & Martin, E. (2006). *Teaching elementary physical education: Strategies for the classroom teacher*. San Francisco: Pearson Benjamin Cummings.

Hellison, D. R. (1996). *Teaching responsibility through physical activity*. Champaign, IL: Human Kinetics.

Henderson, H. L. (1993). *Creative approaches to managing student behavior in physical education* (2nd ed.). Park City, UT: Family Development Resources, Inc.

Holt/Hale, S. A. (2007). *On the move: Lesson plans to accompany children moving*, (7th ed.), Mountain View, CA: Mayfield. (all editions)

McBride, R. (1995). Critical thinking in physical education...An idea whose time has come. *JOPERD*, 66(6), 2223.

Morris, G. S. D. (1989). *Changing kids' games* (2nd ed.). Minneapolis: Burgess Publishing Company.

NASPE (2005). *Moving into the future: National standards for physical education*. St. Louis: Mosby.

Pangrazi, R. P., & Dauer, V. P. (2005). *Dynamic physical education for elementary school children* (11th ed.). Boston: Allyn and Bacon.

Shields, D. L. L., & Bredemeier, B. J. L. (1995). *Character development and physical activity*. Champaign, IL: Human Kinetics.

USDA New food guide MYPYRAMID - <http://www.mypyramid.gov/>

Williams, N. (1992). The Physical Education Hall of Shame. *Journal of Physical Education, Recreation & Dance*, 63(6), 57-60.

Williams, N. (1992). The physical education hall of shame. *JOPERD*, 63(6), 57-60.

<http://www.auburn.edu/~brocksj/4360hastietext/hallofshame1994.pdf>

Williams, N. (1994). The physical education hall of shame, part II. *JOPERD*, 65(2), 17-20.

<http://www.auburn.edu/~brocksj/4360hastietext/hallofshame1996.pdf>

www.pecentral.org

www.aahperd.org