

AUBURN UNIVERSITY
DEPARTMENT OF KINESIOLOGY
KINE 4360: Health Education and Physical Education in Elementary Schools
Tuesday & Thursday 11:00-12:50 (MC 2040)
<https://fp.auburn.edu/brocksj/4360>

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COURSE DESCRIPTION

This course is designed to help elementary education majors gain an understanding of elementary health and physical education curriculum and instruction, develop the ability to plan developmentally appropriate lessons aimed at facilitating children's motor learning and cognitive development, and understand and reflect on practice in terms of sound educational philosophy. Includes field experience.

OBJECTIVES

As a result of this course students will:

1. Understand that physical education has a purpose, beyond fun, and that it is essential to accomplishing overall educational goals.
2. Critically analyze personal experiences and common misconceptions in physical education.
3. Demonstrate knowledge of content and methods to plan an equitable and developmentally appropriate curriculum for elementary health and physical education students.
4. Be familiar with a variety of appropriate activities for each of the skill themes and movement concepts.
5. Demonstrate the ability to effectively teach elementary health and physical education.
6. Systematically observe, analyze, and refine teaching skills.
7. Identify and utilize appropriate skill progressions.
8. Apply content knowledge through refinements and extensions to individualize activities and provide success for all students.
9. Identify methods for creating a safe environment focused on learning in elementary physical education.
10. Explain the role of classroom teachers in the health and physical education of children.

REQUIRED TEXT

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

RECOMMENDED RESOURCES

Graham, G., Holt/Hale, S., & Parker, M. (2007). *Children moving: A reflective approach to teaching physical education*, (7th ed.), Mountain View, CA: Mayfield. (all editions)

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

www.pecentral.org

www.aahperd.org

Williams, N. (1992, 1994, 1996). Hall of Shame. *Journal of Physical Education, Recreation and Dance*.

ASSESSMENT (*see asterisk below)

Teaching Labs/ <u>Lesson Plans</u> /Reflections	25%
Midterm Examination	25%
<u>Children's Book on Health Topic</u>	20%
Final Examination	30%

****Class Discussion is expected. There are no points for class discussion, however up to 10 points may be deducted by the instructor for those students who do not participate in class discussions.***

GRADING SCALE

90 - 100 = A	(exceptional; substantially exceeds expectations)
80 - 89 = B	(better than average; does more than minimal requirements)
70 - 79 = C	(average; does only what is required)
60 - 69 = D	(below average; does not meet minimal standards)
0 - 59 = F	(unacceptable)

ATTENDANCE/TARDINESS POLICY

Participation: Students are expected to participate in all class discussions and class events. A deduction of 2 points from your final grade will be assessed for sleeping or not paying attention, using a cell phone, or participating in any activity that is not strictly part of KINE 4360. This applies to class lecture and field experiences. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance: Attendance in class is mandatory. You are solely responsible for obtaining any work (including handouts, notes, discussion topics, etc) missed in the event of an absence or tardiness. For each absence (class, scheduled meeting) beyond one*, ½ of a letter grade will be deducted from your final grade. Absences are **ONLY EXCUSED IN SERIOUS EMERGENCIES** as determined by the professor's discretion. Also, you must call me if you will be late or absent. If I do not hear from you before class, I should certainly have an email or voicemail by the end of class time. **ALL APPOINTMENTS SHOULD BE SCHEDULED OUTSIDE OF CLASS TIME.** It is essential in learning to teach that you make your ideas and feelings explicit through group experiences and discussions, as well as examine your ideas in relation to those of others.

2 instances of tardiness = 1 absence ~ *Please Be On Time!

Note: It is your responsibility to notify the professor immediately following class if you arrived late (recorded absences will not be altered at a later date).

***IT IS VITAL THAT YOU DO NOT MISS ANY FIELD EXPERIENCES. Unexcused absences on Field Experience days will result in an automatic deduction of 1 letter grade from your final grade (regardless of whether it is your first absence in the course or not).**

CLASS POLICIES

1. All assignments must be typed (unless otherwise noted).
2. All assignments are due at the beginning of each class. Assignments turned in after the start of class are late and will be penalized 10 points, as well as additional deduction of 10 points per day (if you are unable to attend class on the day an assignment is due, make arrangements to turn the assignment in to me before class time on the due date). If you wait until the last minute to complete assignments, computer/technical problems **WILL** occur. Now that you know this, it is no longer considered a legitimate excuse. Be sure to save all work in multiple places.
3. As an academic courtesy, editorial quality on all writing assignments is assumed. That is, all written work must be spell-checked and proofread before submission. One point will be deducted for EACH spelling and grammatical error.
4. Unannounced quizzes will be sporadically given at the beginning of class. No questions will be repeated for those who arrive late, and no quizzes will be made up.
5. Teaching labs will either be live coded or videotaped. If your lesson is to be videotaped, it is your responsibility to ensure you have an operable camera. If camera malfunction occurs, it is your responsibility to make arrangements to teach and videotape the lesson again. Teaching videos **MUST** be unedited from beginning to end of lesson (i.e., you should not stop/restart during a teaching episode).

Note: You will learn that an effective teacher is judged by the success/learning of the students, therefore be sure not only the teacher, but especially the students, are in view when videotaping. Also, keep the observer in mind; slow camera movements, reasonable distance maintaining sound, zoom sparingly.

6. Students will not be permitted to teach without a lesson plan (no LP = no teaching = absence).
7. Be prompt and be prepared to start your lesson as soon as students arrive (field experiences).

PROFESSIONALISM

It is your responsibility to be professional at all times when in class and out in the schools. You represent Auburn University and our program and we expect you to be a model of appropriate behavior. We expect that you will always comport yourself in class and in the schools in a manner befitting a professional teacher and an adult role model. Appropriate attitude and ethical behavior are expected (No whining, gossiping, or criticism of teachers, students, peers). Also, professionals maintain a characteristic level of professional discourse. This includes taking care that your words reflect objectivity, honesty, and the kind of nurturing expected of a teacher,

regardless of your own prior experiences. Remember, you never know when you may be in contact with a prospective employer.

You are required to dress appropriately and in compliance with the standards in the schools. During lab experiences you may not wear jeans, cut-off shorts, sandals, boots, tank tops, or any article of clothing advertising bars or with writing that is inappropriate for children. NO HATS should be worn unless class convenes outside (this is also expected during our class meetings).

Professional Behaviors Expected:

1. Participate enthusiastically.
2. Be prepared for classes and activities.
3. Be on time.
4. Dress appropriately for active participation.

Inappropriate dress includes: Hats, trash t-shirts, tank tops, half shirts, cut-off shorts or shirts, sandals, boots, jeans, visible tattoos and piercings, jewelry.

5. Turn off cell phones and pagers before entering class.
6. Refrain from eating, drinking, and chewing gum or tobacco in class.

ACADEMIC DISHONESTY

Students will be held accountable for the academic integrity of their work. Violations of academic integrity include:

1. **PLAGIARISM** – this includes copying work (either directly or indirectly) from a source and not referencing it (i.e., books, website, peers, notebooks, exams, projects, etc).
2. **CHEATING** – on examinations or assignments by unauthorized collaboration with other students.
3. **PURCHASING PAPERS/PROJECTS** – using crib sheets or other aides during an examination, or presenting the same written work as the requirement for more than one course without the permission of the professors involved.

Any student suspected of academic dishonesty will be reported to the university. Sanctions may include receiving a failing grade for the assignment, examination, or course; being placed on probation; or being dismissed from the university.

**If you have ANY concerns relating to the academic integrity of your work, please ask. It's much better to be safe than sorry.*

DISABILITY STATEMENT

"Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours [or by appointment] the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096."