

University of Wisconsin - Stevens Point

Physical Education for the Early Childhood and Elementary Classroom Teachers

PHED 231 Course Syllabus

Fall 2019

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Required Texts:

Evans, R., Sims, S. (2016). *Health and Physical Education for Elementary Classroom Teachers. Human Kinetics. ISBN: 9781450459914*

Optional Materials: Pangrazi, R., Beighle, A., Pangrazi, D. (2008). *Promoting Physical Activity in the Classroom.* Pearson Benjamin Cummings. San Francisco.

CLASS SCHEDULE:

Tuesdays: Lecture & Lab - 10:00 - 11:50 MCCH 146 &/or Berg Gym

** Come to class prepared to discuss reading material and to participate in Pre-K – 6 movement activities.

*** Dressed in appropriate footwear (clean, dry tennis shoes with non-marking soles) and clothing to participate in an active setting

I. Course Description

The purpose of this course is to provide PHED 231 students with a deeper understanding of movement education within the early childhood and elementary education classroom setting, including brain-based activities, play safety, management in a large active space, movement and academic integration, parental and teacher resources, and how movement education can be effectively taught within to EC and elementary level children. As in all School of Education courses, the Wisconsin Teacher Standards will guide the work completed in this course.

II. Course Objectives

1. Understand the relationship and contributions of physical education programs within the elementary school curriculum and process.
2. Understand the health-related needs of today's children.

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3. Recognize the importance of physical activity within the elementary school program and discuss the current research related to the physical fitness status of the elementary age student.
4. Demonstrate academic knowledge and methods to plan and practice integrated and developmentally appropriate activities for elementary students in accordance with the National Health Education Standards and the National Standards for K-12 Physical Education.

SUBCHAPTER II - WISCONSIN STANDARDS

PI 34.02 Teacher Standards. To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

1. **Content:** The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. **Methods:** The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. **Diversity:** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. **Instruction:** The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
5. **Management:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. **Communications:** The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. **Curriculum:** The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. **Assessment:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. **Reflection:** The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. **Professionalism:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and wellbeing and who acts with integrity, fairness and in an ethical manner.

Society of Health and Physical Educators:

(SHAPE National Standards)

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Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

III. Course Requirements

Exams – (200 points)

There will be 2 exams throughout the semester. (subject to change)

In-Class Assignments and Quizzes – (100 points)

Throughout the semester, there will be in-class assignments and quizzes that are designed to allow you to apply the concepts that are being taught in the class lectures. The dates of these in-class assignments will not be announced and these assignments cannot be made up.

Article Review. (25 points)

- Read assigned article and write:
 - 1 -2 paragraph summary
 - 1 -2 paragraph reflection/reaction

Teaching Presentations (2 * 50 = 100 points - Teaching) + (2*25 = 50 points - Lesson Plans)

- One teaching presentation will be made in class on UWSP campus in room 146 MCCH for a content based lesson integrating physical education/activity.
- One teaching presentation will be completed in Berg gymnasium, or outside on UWSP campus. ***There is also an opportunity to teach your lesson to students at Plover Whiting Elementary school during their regularly scheduled physical education class.*** This lesson should be a physical education activity based lesson integrating grade/subject specific content as well.

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○ Physical Education Teaching Assignment – In the classroom

- Plan, lead, and create a lesson plan **(25 points)** for a physical education/movement activity that would be appropriate in a classroom setting.
- How could another academic subject be integrated into this activity?

○ Physical Education Teaching Assignment – Outside of the classroom (Gym)

- Plan, lead, and create a lesson plan **(25 points)** for a physical education/movement activity that would be appropriate in a larger space – outside of the classroom.
- How could another academic subject be integrated into this activity?

Other Requirements:

- Peer Observations (5 pts each)
- Video Recording (5 pts each)
- Self Reflections - complete sheet and watch video (15 pts each)

Wellness Break In-Class Presentation - 20 points

- [Requirements](#)
- Opportunity to present Wellness Breaks to students at McDill Elementary and/or Plover Whiting Elementary

Semester Final Project: Resource Folder/File for Physical Education –

(150 points, due @ scheduled final time)

Develop an electronic “folder” of resources, available and appropriate for teaching physical education and incorporating activity into the classroom in elementary schools. All information should be applicable to the elementary level and future practicing elementary teachers.

Can turn in as a shared Google Drive Folder/Document (ahockett@uwsp.edu and pointerspe@gmail.com) Also add link to Canvas Dropbox or Word Document – All information in 1 Doc – Post to Canvas

The “folder” should include the following Sections and Content:

1. Table of contents for all included materials

2. Physical Education websites - 5

3. Children’s Movement Literature – 10 total

- **5 (EC – 2nd grade)**
- **5 (3rd – 6th grade)**

4. Articles, References: – 5 (1 will be completed through an out of class assignment)

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Topic Ideas:

- Why movement is important for children?
- Movement in the classroom
- Active Learning Strategies
- Advocacy – ESSA
- Obesity Epidemic Among Children - What can be done?

5. Course Reflection:

- 2 – 4 paragraphs about what you will take with you from this course
- **Or video testimonial of your impressions**

❖ Each subsection should include:

○ Websites:

- Each URL (www.) and a descriptive paragraph (at least five sentences) of the main website.
- One ready-to-use example from the site. (an activity, project, etc.) This example should NOT be a copy of something you must buy nor a link to the example. The example should be ready-to-use information to help you teach/actually used in the classroom or active setting.
- Note: Do not put all paragraphs in one section and the examples in another.

○ Children's Movement Literature:

- Create a reference list of 10 excellent* movement books to include in your classroom (5 for EC – 2nd, 5 for 3rd – 5-6th grade)
- Include a **descriptive paragraph and a picture of each book**

○ Articles, References:

- Include a link to the article/reference
- Summary paragraph of content
- Paragraph about your thoughts, feelings, reactions to the information (2 – 3 sentences) and why, how could this be used in your future classroom. (3 – 4 sentences)

○ Course Reflection:

- Benefits as an elementary classroom teacher, to taking this course
- What are the main components that you want to remember when teaching out in the field: such as...setting up your classroom, curriculum, rules, expectations – in your first “real” classroom?
- Overall thoughts, feelings, about the course, instructor, plight of your future students, etc.

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Extra Credit: Indoor Activity Box & Homemade Equipment Project.

- Interview a current or former elementary classroom teacher, concerning their thoughts, feelings, and methods of integrating physical education/activity into their curriculum and/or classroom. What are their experiences and expectations. (20 points)
 - Write a 1 -page summary of your interview using the information you gathered.
 - Or - create a video blog of your interview

- Develop an indoor activity box to be used for those days when students are not able to go outside for recess – (10 points)
 - How could they still be “active”?
 - What would be included
 - Why and How

IV. Projected Course Outline:

Date	“Wellness Break”	Topics	Readings & Jobs	Teaching Partners	Location
Week 1 Tues 9/3		Syllabus, introductions, expectations, opportunities - challenges Partners/Color Groups Activity			Intro. Semester Resource Folder Teaching Partners 146
Week 2 Tues 9/10		Healthy Bodies, Healthy Minds: A framework for success; a team approach LP/Activity Plan Template	Evans - 1 and 2		146 Canvas Assignment #1
		Large Group Activity			Come appropriately dressed ready for activity – Berg Gym

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Week 3 Tues 9/17	1. 2. 3. 4. 5.	LP/Activity Plan Template Health education & Lesson Planning	Evans - 3		146
		Lab 1 - Ann			- Berg Gym
Week 4 Tues 9/24		Observe Physical Education Classes @ Plover-Whiting Elem School 2 Groups: <ul style="list-style-type: none"> ● 9:45 - 10:30 ● 10:30 - 11:15 ● 11:15 - 12:00 			
		Complete Observation Worksheet			
Week 5 Tues 10/1	6. 7.	#1 - Red Team - 2nd Grade Dribbling with Hands (Basketball) *Math			Berg Gym
		#2 - Blue Team - 4th Grade Kicking/Dribbling with Feet (Soccer) *Science			- Berg Gym
Week 6 Tues 10/8	8. 9. 10. 11. 12.	#3 - Yellow Team - Kindergarten Striking with Hands and/or Paddles *Social Skills			-Berg Gym

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		<p><i>Physical education</i> <i>Become an advocate</i></p> <p>Creating a healthy classroom</p>	<p>Evans – 4 & 5</p> <p>Evans - 6</p>		146
Week 7 Tues 10/15		#4 - Green Team - 5th Grade Throwing & Catching *Social Studies			Berg Gym
		#5 = Orange Team 3rd Grade Reading/ Spelling Lesson			-Berg Gym
Week 8 Tues 10/22		<p>Evans - Chapter 7 Creating an Active Classroom</p> <p>Article Assignment Lab 2 - Ann <i>Instant Activities, Tag, Fire Safety</i></p>			146
		#6 - Purple Team - 1st grade Travel/Locomotors (skip, hop, jump, gallop, etc.) *Language Arts/Writing			Berg Gym
Week 9 Tues 10/29	13. 14. 15. 16.	Review Day	Evans - 7		146

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		Test - Chapters 1 - 7 + Lectures/Teachings *ON CANVAS!			
Week 10 Tues 11/5		Second Round of Teachings #1.1 - Red Team *classroom teaching integrating mvt! *Math 2nd Grade			146
		#2.1 - Blue Team *Classroom integrating mvt! *Science 4th Grade			-Berg Gym
Week 11 Tues 11/12		#3.1 - Yellow Team *Classroom integrating mvt! *Social Skills Kindergarteners			146
		#4.1 - Green team *Classroom integrating mvt! *Social Studies 5th Grade			-Berg Gym
Week 12 Tues 11/19	17. 18. 19. 20.	Integrating Physical Education into the Classroom Best Practices in the Classroom and Beyond			146

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		LAB DAY 3 - Ann- Dodgeball - Battleship			-Berg Gym
Week 13 Tues 11/26		#5.1 - Teaching in the GYM! Orange Team! *Rhythm/Dance Reading/ Spelling *3rd Grade	Evans - 9,10		146
		#6.1 - Purple Team *Classroom integrating mvt! *Language Arts/Writing 1st Grade			146
Week 14 Tues 12/3	21. 22. 23. 24.	Lab Day 4 - Ann Make-up Day for - “Gym Teachings” Grouping Sx Money Shot Alaskan Baseball			146
		Complete Lecture Series & Brain Breaks Quiz Review			-Berg Gym
Week 15 Tues 12/10	25. 26. 27. 28.	Make-up Day for “Classroom”			146

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	29. 30. 31. 32.	“Brain Breaks”			-Berg Gym
		Quiz – Chapt. 7 - 10 Course Lectures			
FINAL		Semester Final Project Due		Wednesday - 12/18/2019 By 2:30 pm • May submit earlier	Due @ your schedul ed finals time – submit electroni cally

- **Content in this syllabus is subject to change. No changes will be made without notifying all interested parties.**