

Elementary and Pre-school Movement Education
ExSp 284 Summer 2008

Course Description: 3 credits. Prereq.: 3 credits of HD FS. Approaches to teaching movement skills to pre-school and elementary school age children. Emphasis on planning appropriate learning environments to help children develop perceptual-motor and fundamental movement skills as well as a positive self-concept. Practical experience is provided through participation in a children's movement education laboratory. Credit for only one in the following courses may be applied toward graduation: 284,275.

Course schedule: Monday through Friday, June 9 - July 3, 2008, 1:20 - 4:20 p.m.

Course instructor:

Kathryn Gundlach

202 Forker, 294-3867

Office hours: M,W: 10 a.m. -12 noon and by appointment

Email: kgundlach@ames.k12.ia.us or kgund@iastate.edu

Course Text: Thomas K., A. Lee, and J. Thomas (2008). Physical Education Methods for Elementary Teachers. 3rd ed. Champaign,IL: Human Kinetics.

Course objectives: The student will be able to

1. Describe normal development in terms of physical growth, changes in motor skill, the effects of exercise, psychosocial characteristics, and cognitive development.
2. Apply developmental knowledge in a developmentally appropriate physical education program.
3. Compare and contrast models of curriculum design and instruction appropriate for children.
4. Evaluate children's motor development and programs of physical activity.
5. List and critique equipment and facilities appropriate for children's physical activity.
6. Identify and use management and organizational techniques to enhance instruction.

Administrative requirements:

1. Class attendance is encouraged. Regular attendance is associated with better academic performance. 5% deduction of grade will be given for more than two absences.
2. Assignments, exams and quizzes are to be completed as scheduled and on time. (Late assignments will be assessed a deduction based on how many days late.)
3. Appropriate dress for physical activity and working with young children is required (no tight, revealing tops / bottoms). Tennis shoes are required when you are in the gym. No gum will be allowed in the gym at all.
4. All written work will be typed, double spaced with 1" margins, unless otherwise indicated.

Character expectations:

1. Integrity has been identified as the single most important characteristic of a scholar. One goal of your education is the development of professional and scholarly characteristics. Integrity includes ethical behavior like academic honesty. Academic honesty is essential to the goals of education and enhances the spirit of learning and teaching. Students, together with faculty, exemplify their integrity by freely assuming the responsibility for encouraging qualities of honesty and integrity. Academic dishonesty includes, but is not limited to, acts of fraud or deception on an examination, laboratory work, or class assignment; acts of forgery or unauthorized alteration of any official academic record or document; and attempts to gain credit for work which the student has either not actually performed or has plagiarized from another person's work. Plagiarism is defined as the act of using writings from another person and presenting them as one's own work. Quotation marks, page number, and author reference are required for adequate acknowledgment of word-for-word copying of another person's work. An author reference is sufficient acknowledgment for rephrasing in your own words the work of another person. Furthermore, submitting any paper for academic credit in more than one course without the instructor's permission is considered an act of academic dishonesty. Work you submit should represent your effort, unless specified by the assignment, you should work independently (e.g., do not use work done by others as your own). When you have collaborated (worked with others), clearly state this. It is in your best interest to gain prior permission of the instructor before working together).

2. Commitment to your education and profession is also an important part of your character. In order to learn, you must give effort toward learning. Learning, not a grade, is your goal. You will be treated with respect, but your behavior must be responsible and respectful. This is demonstrated by not talking while someone else is speaking, by promptness (in attendance and in work habits), and by accepting responsibility for learning and your share of group work.

Persons with Disabilities:

This material can be provided to you in alternative format. Anyone who anticipates difficulties with the content or format of the course due to a physical or learning disability should see me immediately to work out a plan. You will need to provide documentation of your disability to the Disability Resources (DR) office, located on the main floor of the Student Services Building, Room 1076, 515 - 294 - 6624.

Academic requirements:

1. **Exams 1 & 2.** ~ 40 multiple choice items, with a possibility of two to four essay questions from the lectures and readings.

Quizzes: one quiz each week; 10 points each

2. **Writing and oral assignments.** All written work is to be typed, double spaced, 1" margins using regular size font. Each no more than 3 pages. (5% each):

- **Oral Presentation/Essay: What If?** - (essay, not more than 3 min.). Write an essay on what if you have to teach physical education as a classroom teacher. Describe your experiences in physical education and how you would conduct your class(es) if you had to teach physical education. Please describe your values, experience and qualifications you might have to teach physical education. Focus on what you want to accomplish and what you want your students to learn in your physical education class. Please hand in your written essay.

- **Collaboration with a PE teacher** - (essay, not more than 3 pages). Write an essay describing ways that you might collaborate with the physical education

specialist in your "school". Indicate at least 5 different ways that you can support and work with the PE teacher and vice versa.

- **Differences/similarities between physical activity and physical fitness** - (research, not more than 3 pages). Research paper explaining the differences and similarities between physical activity and physical fitness and the benefits of both.

- **Reading Summaries:** short summary of chapters read from the text which are discussed in small and/or large groups.

- **Peer teaching evaluation** - (essay, not more than 3 pages). You will observe a peer teaching. Write a critique of the teaching including a description of management techniques, lesson objectives, learning outcomes, organization and style of the lesson, use of language and materials (e.g., visual aides & equipment), appearance, and preparation. Students will use the rubric as the basis for the evaluation. Write a narrative identifying the teaching behaviors the teacher should continue and the behaviors the teacher should change or add. Turn in the observation sheet with your narrative. Provide a copy of the observation sheet and narrative to the student you observed.

- **Self-evaluation** - (essay, not more than 3 pages). Reflect on your teaching during this class. Identify your strengths and how you will use these as a teacher. Identify your weaknesses and suggest ways you will correct these. Be specific.

3. **Unit** - Develop a physical education unit which goes with an academic theme or unit, for example, a theme "National Reading Week", or a social studies unit. The unit should provide an overview, goals for the unit, grade level, time schedule, content/ organization (summary of activities, warm-ups, equipment) and an evaluation tool. Five (5) lesson plans will be included in your unit. Your unit must also have a bulletin board plan (a sketch or outline on 8 1/2 by 11" paper). You will make five (5) copies to share with class members.

4. **Lesson Plans** - (Unit, Youth Fitness Program (YFP) and Peer Lessons): Lesson plans will be typed and turned in for teaching students and peers. Lesson plans will include introduction, warm-up, objectives, specific description of activity(ies), equipment, cues, evaluation, transitions and formations with time schedule, concluding activity(ies), safety considerations, and source used.

Weight:

1. Exam 1 + 2 quizzes (20%)	A = 95% and higher	C = 74-76%
2. Exam 2 + 2 quizzes (20%)	A- = 90-94%	C- = 70-73%
3. Unit and lesson plans (20%)	B+= 87-89%	D+ = 67-69%
4. Written & Oral assignments (20%)	B = 84-86%	D = 60-63%
5. Lesson Plans - YFP / peer(20%)	B- = 80-83%	D- = 60-63%
	C+= 77-79%	F = below 60%