

EXER 334
Elementary Health & Physical Education Methods
Spring 2005

INSTRUCTOR:

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CLASS INFORMATION:

www.mygradebook.com
www.quizlab.com
elemhpe

Class Grades and Attendance Reports
Online Quizzes
MyGradeBook.com & Quizlab Classword

TEXT: Robert Pangrazi. (2004), *Dynamic Physical Education for Elementary School Children*, Fourteenth Edition. Benjamin Cummings. ISBN: 0-205-34438-0

RELATIONSHIP TO UNIVERSITY MISSION:

This class aids in achieving the University Statement of Purpose by:

- Transferring knowledge and values related to exercise science and exercise pedagogy to students;
- Equipping students with needed skills and insights related to teaching physical education, and by encouraging students to grow professionally and develop a strong sense of personal and professional integrity;
- Preparing future sport, fitness, physical education, and education professionals to live purposeful lives through undergraduate professional preparation and education;
- Providing services to the general community through research, professional service, continuing education, publications, presentations, and collaboration with the public schools.

GENERAL DESCRIPTION:

The course is an investigation of the principles, practices, and procedures of teaching physical education and health in the elementary school. Emphasis is curriculum development, and methods and materials involved in teaching. This course is for elementary education majors only.

PROBLEM-SOLVING EMPHASIS:

Class activities include problem solving in physical education and health education teaching situations. A variety of challenging assignments have been designed to promote the problem solving abilities of prospective teachers. Students are encouraged to complete assignments in a creative manner.

SPECIFIC COMPETENCIES:

This course is specifically designed to meet guidelines and competencies required by the North Carolina Department of Public Instruction for the professional preparation of K-12 physical education teachers. To this end, a student who completes this course will be able to:

1. Demonstrate appropriate knowledge, skills, and attitudes concerning the major goals of physical education and health education for implementing the Healthful Living Curriculum in grades K-6.
2. Demonstrate knowledge of cognitive principles relating to the various content areas of physical education and health and apply the principles in implementing effective learning experiences for elementary school children.
3. Plan and implement basic movement experiences and perceptual motor activities that promote proficiency in movement.
4. Demonstrate knowledge of effective techniques, methods, and materials used in teaching physical education and health education in the elementary school.
5. Plan and implement activities in selected content areas as part of field and/or teaching experiences.
6. Apply knowledge of effective techniques, methods, and materials used in teaching physical education and health education in the elementary school.
7. Experience a variety of physical education activities that promote motor skill development in the areas of games, sports, dance, fitness, and outdoor education.
8. Use physical exercise and health activities in teaching experiences for developing pro-social skills, positive interaction skills, self-concept, self-motivation, self-evaluation and self-expression in the students taught.
9. Demonstrate knowledge of health appraisal procedures and physical education evaluation techniques used to refer students to the various school services and personnel.
10. Demonstrate knowledge of fundamental motor skills and the developmental sequence of a variety of motor skills.

ASSIGNMENTS:

Each student is expected to complete reading assignments and participate in class activities and discussions. All written work is to be turned in at the beginning of class. If you are absent, please arrange to have the work turned in for you. Spelling, sentence structure, and diction will be considered when evaluating written assignments. Originality and creativity are often the difference between average and above average marks. Neatness, thoroughness, and promptness will be evaluated as the trademarks of professionalism. All written assignments are to be word-processed unless otherwise specified by the instructor. Fancy bindings and covers are not necessary; simply use a cover page and staple as appropriate. Further information on assignments can be obtained from class handouts.

As the semester progresses, you will be given reading assignments from the textbook. For the most part, the entire book (with the exception of chapters on specific activities) will be covered by the end of the semester.

EVALUATION:

All tests and assignments will be given a point value. Student grades will be assigned according to the percentage of possible points earned by the end of the semester. See the example below.

Assignment	Points Earned	Points Possible	Percentages
Chapter 1 Quiz	20	20	100
Chapter 2 Quiz	18	20	90
Chapter 3 Quiz	17	20	85
Chapter 4 Quiz	18	20	90
Chapter 5 Quiz	16	20	80
Assignment 1	80	100	80
Final Exam	89	100	89
Attendance	100	100	100
Totals	358	400	

Grade Calculation is based on percentage of points earned.

$$358/400 = 0.895 = 90\% = B$$

Do not average percentages for final grade.

The final points allotted for each assignment category will approximate the percentages displayed below. Final grades will be assigned using the 7-point scale.

PEER TEACHING:

Peer teaching is the cumulative class activity. Students will plan elementary school level physical education lessons and teach those lessons to the class. The instructor and class members will evaluate those lessons. Students will also self-assess their teaching performance. Absences during peer teaching cannot be made up and are to be avoided.

ATTENDANCE:

Students should attend class and be punctual. Tests and class work may be made-up only if the absence is excused. Some in-class activities cannot be made up. The instructor should be notified of absences in advance whenever possible. Nonetheless, it is the student's responsibility to be up-to-date and to arrange for make-up work.

It is University policy that instructors take attendance and that excessive absences (15 percent) may result in automatic failure of the course. Instructors may set more restrictive standards at their discretion. It is important to note that the 15 percent rule covers all absences from class, excused and unexcused, including absences related to participation in athletic events, choir performances, major field trips and the like.

- For MWF classes, 7 absences may invoke the 15 percent rule
- For TTh classes, 5 absences may invoke the 15 percent rule
- For evening classes, 3 absences may invoke the 15 percent rule
- In physical activity classes, students inappropriately dressed for class activities may be marked as absent for that day

Attendance Grades: In this class, students that attend class regularly are rewarded and students that fail to attend class as scheduled are penalized. Your attendance record

contributes to your final grade in the same manner as a test or assignment score. A student's attendance grade equals the percentage of days he/she attended class when roll is taken.

- Students that miss 15 percent of classes will be assessed an additional absence penalty. The penalty is the loss of 2% (2 points) off your final grade for each absence in excess of the allowed days.
- Excused absences and game days do not count toward attendance grades provided they are properly documented. However, all absences count toward absence penalties.
- Habitual tardiness for class may be penalized. Three tardies may be recorded as an unexcused absence.
- Extreme tardiness is marked as an absence.

INCLEMENT WEATHER POLICY:

Campbell University policy is to remain in operation during periods of inclement weather. However, if such extreme and emergency situations occur so as to compromise that practice an announcement will be posted on the Campbell University Web Site (www.campbell.edu). A message is posted on a dedicated telephone line whereby anyone can call in and get the message. The numbers are on campus dial 5700; local, but not on campus, dial 910-814-5700; long distance, 1-800-760-8980. The campus radio station, WCCE (90.1 FM), will be notified with the announcement. Other radio and television stations in the vicinity will be notified.

TOPICAL OUTLINE:

Physical Education

1. Introduction to Elementary School Physical Education
2. Physical Activity and the Growing Child
3. The Basis for Motor Learning
4. Developing the Elementary Physical Education Curriculum
5. Planning for Quality Instruction
6. Creating and Maintaining a Positive Learning Environment
7. Class Management and Control
8. Individualizing Instruction
9. Legal Liability and Maintaining a Safe Learning Environment
10. Evaluation of Elementary School Children
11. Educating for Wellness at the Elementary School Level
12. Elementary Physical Education Activities and Learning Experiences

Health Education

1. The Need for Health Education
2. The Comprehensive School Health Program
3. School Health Services: Promoting Student Health
4. School Health Education: Promoting Self-Responsibility
5. The Healthy School Environment
6. Making the Health Education Classroom Exciting
7. Health Education Activities and Learning Experiences

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- Chepko, Steveda and Ree Arnold. (2000). *Guidelines for Physical Education Programs : Grades K-12 Standards, Objectives, and Assessments*. Champaign, IL: Human Kinetics.
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