

AUGSBURG COLLEGE  
**K-6 METHODS: PHYSICAL EDUCATION**  
SYLLABUS

**EED 312-Spring 2009**

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**Saturdays, May 16, June 6, and June 20 from 8:00am-noon - Note that the dates may be different from those listed on the registration website. These syllabus dates are the correct dates.**

Credits: .25 course  
Pre-requisites: Admission to Teacher Education Program

**Please be prepared to participate in physical education activities all class periods! Wear athletic, non-marking shoes and comfortable clothing.**

Course Description:

This course consists of the examination of the teacher's role as a physical education instructor with the development of resources and materials involved in the instruction of physical education. The students will have an understanding of how to plan learning opportunities that encourage critical thinking, problem solving, and physical activity for the classroom.

Education Department Mission Statement:

The Augsburg College Education Department commits itself to developing future educational leaders who foster student learning and well-being by being knowledgeable in their fields, being capable in pedagogy, being ethical in practice, nurturing self-worth, embracing diversity, thinking reflectively, and collaborating effectively.

Applicable Standards of Effective Practice:

Standard 1. Subject Matter. A teacher must understand the central concepts, tools of inquiry and structures of the discipline taught and be able to create learning experiences that make these aspects of subject matter meaningful for students. The teacher must:

G. evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness presenting particular ideas and concepts;

Standard 2. Student Learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

E. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;

Standard 3. Diverse Learning. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

L. use teaching approaches that are sensitive to the varied experiences of students and that address different learning performance modes;

M. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;

Standard 5. Learning Environment, a teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

- L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;
- M. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;
- N. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;
- O. develop expectation for student interaction academic discussions, and individual and group responsibility that create a positive classroom climate of openness mutual respect, support, inquiry, and learning;

Standard 6. Communication A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

- K. use a variety of media communication tools, including audiovisual aids and computers, including educational technology, to enrich learning opportunities.

Standard 8 Assessment. A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the student. The teacher must:

- F. use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self- assessments, peer assessment, and standardized tests;
- G. use assessment data and other information about students experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;
- H. implement student's self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;

Standard 9. Reflection and Professional Development. A teacher must be a reflective practitioner who continually evaluates the effects of choices and action on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

- D. know major areas of research and teaching and of resources available for professional development;

Board of Teaching subject matter standards, elementary education.

- F. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental physical education concepts and the connections among them. The teacher must:
  1. understand and apply movement concepts and principles to the learning and development of motor skills;
  2. understand the knowledge needed for providing learning experiences that develop a health enhancing level of physical fitness.

Course Objectives: At the completion of this course, students will be able to :

1. Develop lesson resources in the area of physical education.
2. Explain the inter-relationships among objectives, learning opportunities, and evaluation procedures.
3. Describe selected developmental and motor learning principles and apply them to elementary physical education.
4. Demonstrate knowledge about selected physical education skills
5. Structure an effective fitness and/or motor lesson plan for the gymnasium setting.

<u>Assessment Tool</u>	<u>Activities/Documents</u>	<u>Program Standards</u>
Microteaching	presentation	5N, 5O, BTF3
Lesson Plan	written plan	2E, 3L, 3M, 5L, BTF3
Classroom Observation	PE classroom review	9D
Unit Plan	written plan	2E, 3L, 3M, 5L, BTF3

Assessment Descriptions:

**Classroom Observation-Before the second class period (June 6)**, observe a physical education classroom and answer the following questions (Please use the questions as a heading and summarize your observation in paragraph form. Observation should be 1-2 pages):

- In what formation did the class begin? ie. squads, circle, etc.
- Were classroom rules clearly posted in the gym? If so, what were they?
- Summarize the activity for the day. Was there a warm-up? A main activity? A closing activity?
- Did the teacher appear to have control of the classroom? If yes, what were they doing that suggested good classroom management? If no, what would you do differently?
- Was it a positive learning environment? Please explain.
- Did the students transition from one activity to another smoothly? What were the transition strategies?
- **Please be prepared to share your observation the second class period.**

**Physical Education Lesson Plan**-Each student will develop a complete lesson plan for a physical education setting. The written plan must be typed and a copy made for each member of the class. This lesson plan will include:

- The four components of a physical education lesson (introductory activity, fitness activity, lesson focus, closing activity)
- The organization of students (ie. squads, circle)
- transitions for students
- strategies for teaching motor skills
- clear, measurable objectives
- An assessment tool that will indicate how students will be evaluated at the end of the lesson

**Microteaching**- Students will teach the activity written in their lesson plan to the class. The presentation should be about **10 minutes**. The microteaching should include:

- How the students will be organized (ie. Sitting on a circle, or in squads)
- Introduction-new concept/skill or building on previous skills, etc.
- The activity
- Safety precautions
- Closure

**Unit Plan**- Prepare a **five day unit plan** consisting of your choice of a physical education content area and grade level. The unit plan should include the age appropriate concepts to be learned, objectives of the unit, appropriate teaching strategies to be used, activities that reinforce learning, and an assessment process. Each plan should be typed and a copy made for each member of the class. You may use the same content area for the unit plan and the lesson plan.

Grading Procedure:

Classroom Observation	10pts.
Microteaching/Lesson Plan	30 pts.
Participation/Attendance	15 pts.
Unit Plan	<u>45 pts.</u>
	100 pts.

Grading Scale: 95 & up = 4.0; 90 = 3.5; 85 = 3.0; 80 = 2.5; 75 = 2.0; 70 = 1.5; 65 = 1.0; 60 = .5; below 60 = .0

**Class Schedule:**

<b>Date</b>	<b>Topics</b>	<b>Assignments Due</b>
May 16	Introduction Lesson structure Teaching styles Motor Learning development Classroom management Physical Ed. lessons in the gym	<b><u>Read notes packet</u></b>

June 6	Children with special needs Microteaching in the gym	<b><u>Classroom Observation due</u></b> Teaching/Lesson Plan <u>group one-half</u> of the class
June 20	Staff wellness Microteaching in the gym	Teaching/Lesson Plan <u>group two-half</u> of the class <b><u>Unit plan due, have-</u></b> <b><u>copies for whole class.</u></b>

◆Students with diagnosed learning disabilities or physical handicap may have legal rights to course modifications. Please identify yourself to the professor so she might assist you with your course progress. All students have the right to use the College Counseling and Student Development staff services, as well as to receive tutoring assistance from the Writing Lab program.

\*The Augsburg College honesty policy applies to this course. Special attention should be paid to the section on plagiarism when working on the research paper assignment.

\*Attendance is required. If you have an unexpected absence, you must discuss makeup with the professor or the absence will impact your grade.

## Physical Education Methods EED 312

Physical Education is Movement!

### **Fundamental Motor Skills:**

- Locomotor Skills
- Non-locomotor Skills
- Manipulative Skills

### **Specialized Motor Skills:**

- Body Management
- Rhythmic Movement
- Gymnastics
- Games
- Sports

### Teaching Styles:

- Direct Style-
- Task Style-
- Mastery Learning (outcome-based) Style-
- Individual Style-
- Cooperative Learning Style-
- Inquiry Style-
- Guided Discovery Style-
- Problem Solving Style-
- Free Exploration Style-

Instructional Formations: mass or scattered, squad formation, partners

\*\* sit on the circle

**Objectives:** Write measurable objectives- gives direction and meaning to a lesson. Classroom discussion, teaching aids, movies, anything that help meets the objective

**Objectives are characterized by the following:** observable, identifies the content to be learned, measurable such as, students will be able to perform activity 5 out of 10 times.

**Cognitive-** aim toward knowledge and comprehension of the skill

**Psychomotor-** Learning physical skills and developing health related physical fitness

**Affective-** focus on attitudes and behaviors, learning to cooperate with others. Social development.

### Lesson Structure

#### **Elements of Instruction**

1. Objectives
2. Task analysis
3. Anticipatory Set
4. In-put and Modeling
5. Check for understanding
6. Guided practice
7. Closure

**Introductory Activity-** (2-3 minutes) Sets the tone for the rest of the lesson. Provides opportunity to review management skills (ie. whistle signals). Students receive immediate activity when they enter the gym, prepare students for other activities, review previous skills.

**Fitness Activity-** Enhances health related fitness and promote lifetime physical activity

**Lesson Focus-** (15-20 minutes) Designed to teach physical skills. Emphasis on instruction that teaches the process of performing the skills correctly

**Closing Activity-** Brings closure to lesson, reinforcing skills learned, looking at performance and checking cognitive concepts.

**Safety Guidelines-**include within introductory activity

1. Urge students to let teacher know about dangerous situations
2. Give specific safety rules for specific units of instruction
3. Check equipment for safety

#### Characteristics of a Quality Lesson

1. Students are engaged for a large percent of class
2. Environment is success oriented with positive climate
3. Students are given clear objectives and receive high rates of feedback
4. Student's progress is monitored regularly
5. Low rates of management time, smooth transitions
6. Students spend little time waiting in line, unproductive behavior
7. Teacher has high but realistic expectations
8. Teacher is enthusiastic
9. Students learn by observing

#### Instructional Cues

1. Develop precise cues: short, descriptive phrases, communicate proper technique and performance
2. Use short, action oriented cues: contain key words. (ie. Tennis ready position, point your racquet at your belly button)
3. Integrated cues: putting parts of skills together (ie. step with the opposite foot, throw with the hand you write with)

#### Feedback-

**Modeling-** Teacher demonstration to prompt a specific behavior

**Positive Feedback-** be very specific, ie. "great aim on your overhand throw!" add specific information or value to feedback

**Distribute evenly-** boys, girls, etc.

**Non-verbal Feedback-** Thumbs-up, a wink, high 5

#### Diversity Teaching Tips

1. Instill respect in all students
2. Learn phrases to speak to students in the native language
3. Make groups diverse
4. Be aware how you talk to all students
5. Encourage working with other partners
6. Give everyone a chance to be a leader

#### Effective Communication Skills

1. Speak about behavior of student, not their character
2. Understand the student's point of view
3. Identify your feelings about the learner
4. Accentuate the positive
5. Speak precisely
6. Respect student's opinions
7. Paraphrase what the student said
8. Let the students know you value listening

#### Classroom Management and Discipline

##### **Effective Classroom Management Skills**

1. Deliver instruction efficiently- small doses
2. Start and Stop class consistently-begin and end at the same spot

3. Move students into groups quickly-squads, circle
4. Know student's names
5. Establish routines-
6. Use equipment effectively-have enough for everyone, place it where it isn't distracting

### **Preventing Discipline Problems**

- Anticipate and explain the rules
- Talk with student's parents and ask for suggestions on dealing with misbehavior
- Avoid placing students in situations that can bring trouble
- Call attention to good behavior
- Talk with students to better understand behavior-find out what they need
- Give students with problems some responsibility
- Model behavior you expect
- Allow student choice

### **Increase Desired Behavior**

1. Social Reinforcers- Words of praise, physical expression, physical contact-high 5
2. Activity Reinforcers- free time, choice game
3. Token Reinforcers- certificates, sticker charts

### **Decrease Undesirable Behavior**

1. Use negative consequences
2. Reprimands
3. Removal of positive reinforcements
4. Time out
5. Behavioral contracts

### Legal Liability, Supervision, and Safety

**Tort-** teacher student relationship and a legal wrong that results in direct or indirect injury to another individual or property

**Negligence and Liability-** Liability is usually concerned with a breach of duty through negligence.

\*\* four major points must be established to determine if a teacher is negligent.

**Duty-** duty owed to the participants. Courts use conduct of other teachers as a standard for comparison

**Breach of Duty-** a teacher must commit a breach of duty by failing to conform to the required duty. A) Teacher did something that was not suppose to be done. B) teacher did not do something that should have been done.

**Injury-** An injury must occur is liability is to be established.

**Proximate cause-**the failure to conform to the required standard must be the proximate cause of the resulting injury. Injury was a direct result of the teacher's failure to provide care.

**Foresee ability-** Courts expect that a trained professional is able to foresee potentially harmful situations.

#### **Areas of Responsibility-**

- First Tier- duties the administration must assume in support of the program
- Second Tier- duties of the instructor or staff member charged with teaching or supervising students

**Supervision-**includes recess, lunch times, and field trips

**Best place to supervise is the perimeter of the gym with all the students in view!**

## Children with Disabilities

**PL 94-142- education for all handicapped Children Act-** all handicapped children have the right to a free and appropriate education which emphasizes special education and related services designed to meet their needs.

**Screening** – A process that involves all students in a school setting and is part of the “child find” process. Screening involves all students. Do not need parent permission.

**Assessment-** conducted after screening. Assessment performed by a team of experts. Parent permission is necessary.

- Standardized tests- sample of student’s results for comparative purposes.
- Checklists
- Observations

### **Due Process Guidelines:**

- Written permission-notice to parents of referral
- Interpretation of the assessment- meeting with experts and parents. Meeting will tell parents whether or not their student has a disability and what services will be provided
- External Evaluation- If parents are not satisfied with the results of the assessment, they may request an evaluation outside school setting.
- Negotiation and Hearings- if parents and school district disagree on results of assessment, the district is required to try to negotiate the differences, which could result in a hearing.
- Confidentiality- only parent of the child or authorized school personnel can review the student’s records

**Developing an IEP-** IEP is required for each child with disability receiving special education services. IEP identifies the child’s unique qualities and determines educational strengths and weakness.

### **IEP must Contain:**

- Present Level of Performance- status of child’s level of educational performance
- A statement of needs
- A statement of long term goals and short term objectives
- A statement of special education and related services that will be provided to the student.
- A report as to the extent the student will be able to participate in regular education programs.
- Dates for initiation of services and anticipated duration of services
- Annual meetings scheduled to determine if short-term objectives are being reached.

**Creating the Least Restrictive Environment-**focus on placing child into setting that offers the most opportunity for educational advancement.

1. Full Mainstreaming- Child with disabilities function as full-time member of regular classroom
2. Mainstreaming for Specialists only- students come to specialists every class period
3. Partial Mainstreaming- students come to class only when developmentally appropriate
4. Special Developmental Classes- students with disabilities are in segregated classes
5. Reverse mainstreaming- Able children are brought into the special education class to build peer relationships

### **Ideas for Modification in Physical Education:**

- Decrease the distance of travel
- Use cement area for running and games when possible
- Keep ball stationary instead of moving for kicking
- Hit from a “T” if can’t hit a tossed ball
- Add more balls to a game (ie. soccer)
- As a fielder, have student throw to specific place to make an out