

AUGSBURG COLLEGE

**K-EL CURRICULUM: HEALTH AND PHYSICAL EDUCATION
METHODS & FIELD EXPERIENCE**

**EED 310
Fall, 2003**

**Instructor: Lynn Lindow
Class Meeting: Melby 202**

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Credits: .5 course

Pre-requisites: Admission to Teacher Education Program

Text: (Recommended) Dauer V. and R. Pangrazi. Dynamic Physical Education for Elementary School Children. Allyn and Bacon, Twelfth edition.

Be prepared to participate in the Physical Education portion of this class!

EACH STUDENT MUST BRING A GAME OR P.E. ACTIVITY TO TEACH THE CLASS FOR THIS FIRST DAY!!!

Course Description:

Examination of the teacher's role as a physical education and health educator with the development of resources and materials involved in the instruction of these curriculum areas. The students will have an understanding of how to plan learning opportunities that encourage thinking, decision-making, and physical activity for the classroom and gymnasium setting.

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 content, being competent in pedagogy, being ethical in practice, building relationships, embracing diversity, reflecting critically, and collaborating effectively.

Students will demonstrate "competency in pedagogy" and will be assessed through lesson planning and microteaching in physical education and in the health classroom.

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 and health concepts and the connections among them. The teacher must:
1. understand the knowledge needed for providing learning experiences that encourage personal and community health promotion, disease prevention and safety, and proper nutritional choices;
 2. understand strategies for reducing and preventing accidents, drug, alcohol, and tobacco uses; and high risk situations and relationships;
 3. understand and apply movement concepts and principles to the learning and development of motor skills;
 4. understand the knowledge needed for providing learning experiences that develop a health-enhancing level of physical fitness.

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

1. Define the meanings of key terms concerned with health promotion through health instruction.
2. Describe the basic components of the total school health program.
3. Design experiential health teaching strategies appropriate to the needs and abilities of specified students.
4. Disseminate information of current issues in health education.
5. Develop resources in the area of health education and physical education.
6. Explain the interrelationships among objectives, learning opportunities, and evaluation procedures.
7. Describe selected developmental and motor learning principles and apply them to elementary physical education.
8. Demonstrate knowledge about selected physical education skills.
9. Demonstrate skills in CPR and first aid.

Students should wear or bring tennis shoes and clothing appropriate for activity on days scheduled for physical activity and CPR/first aid.

Assessment Tool	Activities/Documents	Program Standards
Microteaching	presentation	5N, 5O, BTF3,
Lesson Plan	written plan	2E, 3L, 3 M, 5L, BTF3,
Health Project	written plan/presentation	1G, 2E, 3M, 5L, 5P, 6K, 8G, 8H, 8I, BTF2,
Health and PE Exam	written test	8G, 8H, 8I
Outside Readings	PE and Health journal review	9D
Skills testing	Fitness programming activity	BTF4
Curriculum Evaluation	examination of health curriculum	1G, 2E, BT F1,

Assessment Descriptions:

Outside Readings--Read two articles from professional journals, one related to current physical education and one related Health education. Review the articles and summarize the key points of that article along with how this information will impact your teaching. How will you use this information in your health or physical education program? The review should be headed by the author's last name, followed by the Title of the article, the Journal Title, date, and page numbers. The summary should be limited no more than two typewritten page.

Health Project--Choose a topic related to a particular health content area to be presented to the class through a learning activity. Each presentation will be 10 minutes in length. Designate the age level for which the presentation is addressing. A written lesson plan of your teaching presentation must be completed. Each project will include a list of a variety of resources related to your topic including video resources, computer resources, agency resources, curriculum resources, related children's literature resources, and other interdisciplinary curriculum ideas. Each project will be typed and a copy will be made for each member of the class.

Unit Plan --A unit plan consisting of your choice of a health content area or a physical education content area and grade level. The unit plan will include the age appropriate concepts to be learned, objectives of the unit, appropriate teaching strategies to be used, activities that reinforce learning, a performance task, and an assessment process, and a grading procedure.

Fitness Programming--Cooperative learning activity allowing students to experience the four components of health-related fitness, learn the importance of lifelong fitness, how to assess individual

levels of fitness, and how to develop a personalized fitness program. The activity includes how to reassess fitness status and to adjust program safely to improve personal fitness.

Physical Education Lesson Plan and Microteaching--Each student will develop a complete lesson plan for a physical education setting. This lesson plan will include the four component of a physical education lesson, stress organization of students, transitions, for students, teaching strategies for teaching motor skills, and clear objectives. Each lesson will include an assessment tool that will indicate how students will be assessed and how grading will be evaluated. Students will also teach a game or activity to the class.

Health Curriculum Evaluation--Students will have the opportunity to examine a variety of health curriculum for accuracy, teacher usability, student engagement and participation, problem solving and critical thinking skills, and assessment tools.

Grading Procedure:

Outside Readings (1 in PE journal & 1 in Health)		
5 pts. each		10 pts.
Teaching/Lesson Plan-PE		40 pts.
Group Health Topic Project		40 pts.
Unit Plan		40 pts.
Participation/Attendance		20 pts.
Exam (PE & Health notes)		<u>50 pts.</u>
		200 pts.

Class Schedule:

<u>Date</u>	<u>Topics</u>	<u>Assignments</u>
Nov. 2	Introduction Lesson structure Teaching styles Motor Learning dev. Educational movement Fundamental movement Microteaching	Teach an activity Each student must bring a game or activity to teach the class for this first day!
Nov. 16	Legal Liability Rhythmic Movement Role of the teacher Children with special need Microteaching	Journal review due Lesson Plan due
Nov. 23	Health Ed. in the Schools Curriculum development Planning instruction Organizing a school health program Topic Presentations	Curriculum evaluation
Dec. 7	Evaluation in health education School health services Legal aspects in Health **Topic presentations	Journal Review Due Exam (PE and Health) Unit plans due.

*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. If you are aware of conflicts with this course prior to the start of class, please drop and reregister for the course when you are able to attend all courses.

You will be expected to participate in activities some of the time so come prepared and on time.