HEALTH AND PHYSICAL ACTIVITY IN ELEMENTARY SCHOOL
PHED 4650-02

Semester/Year: Fall 2014

Time/Location: Monday 11:00-12:40pm; Education Center #3

Instructor: Mrs. Jennifer K. Heidorn

Office Location: COE Annex, Office #104

Office Hours:
- Monday 9:30-10:30am
- Tuesday 9:30-11:00am & 12:00-3:00pm (Coliseum #2038)
- Wednesday by appointment
- Thursday 9:30-11:00am & 12:00-3:00pm (Coliseum #2038)
- Friday by appointment

Telephone:
- Direct Line: 678-839-6182
- Cell Phone: 770-722-0862 (text messages preferred)
- Department Line: 678-839-6559

Email: jheidorn@westga.edu

Online Support:
- D2L Home Page
  https://westga.view.usg.edu/
- D2L UWG Online Help
  http://uwgonline.westga.edu/students.php
- UWG Distance Learning & 24 Hour Assistance
  http://uwgonline.westga.edu/
- Elementary Health & Physical Activity Course Wiki Site
  http://elementaryhealthphysicalactivity.wiki.westga.edu/

COURSE DESCRIPTION

An introductory, survey, and methods course that provides fundamental skills necessary for teaching physical education and health in the elementary school curriculum. This course is designed for early childhood teachers and includes strategies for teaching health concepts.

COE VISION

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.
COE MISSION

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards (Association for Childhood Education International (ACEI), the Interstate Teacher Assessment and Support Consortium (INTASC), Society for Health and Physical Educators (SHAPE America), the National Sexuality Education Standards (NSES), and the Common Core Georgia Performance Standards (CCGPS), are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

COURSE OBJECTIVES

Students will:

1. Describe the difference among health, physical education, and physical activity programs;
   (Rink, Hall & Williams, 2010; Cone, Werner & Cone, 2009; Kovar et al., 2012); (Standards: ACEI 2; INTASC 7; NHES 1 & 7);

2. Describe principles of effective teaching and best practices for developmentally appropriate physical education;
   (Rink, 2010; Rink, Hall & Williams, 2010; Graber & Woods, 2013); (Standards: ACEI 1, 3, 4; INTASC 3);

3. Identify strategies for effective planning and teaching health and physical activity lessons including concepts related to integration of academics, kinesthetic learning, and student learning styles;
   (Rink, 2010; Rink, Hall & Williams, 2010; Kovar et al., 2012; Cone, Werner & Cone, 2009); (Standards: ACEI 2; INTASC 1, 5 & 7);

4. Plan, teach, and reflect upon peer teaching experiences of health and physical activity settings;
   (Rink, 2010; Rink, Hall & Williams, 2010; Telljohann, Symons & Pateman, 2009); (Standards: INTASC 8 & 9);

5. Identify common health disparities and health risks among youth and describe strategies for maintenance of proper health, prevention of diseases, and meeting curricular standards;
   (Telljohann, Symons & Pateman, 2009; Kovar et al., 2012); (Standards: ACEI 5; NHES 1, 3-7);

6. List and describe all components of a school wellness program including comprehensive physical activity and identify strategies for effective implementation;
   (Rink, Hall & Williams, 2010; NASPE, 2012, Telljohann, Symons & Pateman, 2009); (Standards: ACEI 3 & 5; INTASC 3 & 10; NHES 1-3 & 8).

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text: None

Required Instructional Resource: Tk20 Subscription
These are available at the University Bookstore or at http://westga.tk20.com/campus/toolshighered/start.do. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.
Course References:


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

Assignment 1: **Health Project**  
95 pts. (20% of grade)

*Students will work either independently or collaboratively in small groups as they:*

1. Develop a health lesson plan (40 pts.)
2. Peer teach their lesson plan followed by peer and instructor feedback and discussions. (30 pts.)
3. Reflect on the experience. (15 pts.)
4. Group contribution (peer evaluation) (10 pts.)
   (See specific guidelines, rubrics, lesson plan template posted in D2L) (Course Objectives 3-5)

*This assignment will serve as an artifact for your professional portfolio. It will enable you to practice your teaching, receive feedback, generate a lesson plan, implement various teaching styles, and encourage your growth as a professional educator.*

Assignment 2: **Physical Activity Project**  
50 pts. (10% of grade)

*Components of this assignment will be completed independently and in small groups:*

1. Physical Education class observation and reporting (10 pts.)
2. Physical activity lesson plan (30 pts.)
3. Group contribution (peer evaluation) (10 pts.)
(Project guidelines, instructions, forms and rubrics will be posted in a designated D2L Learning Module.) (Course Objectives 2-5)

This assignment will encourage your lesson plan growth and teaching skills in an area other than the classroom. This assignment will also serve as a method to explore a comprehensive approach to the importance of physical activity, encourage the use of resources in the school, and create physical activity opportunities for students throughout the school day.

Assignment 3: Energizer Activity 20 pts. (5% of grade)
Students are to teach a content specific or transitional Energizer to their peers in class. (20 pts.)
A detailed rubric, general outline format, and guidelines will be posted in D2L in the Energizer Learning Module (Course Objectives 3 & 6).

This assignment will encourage physical activity breaks throughout the day while learning and exploring common core curricular (CCC) objectives.

Assignment 4: On-line Quizzes 100 pts. (20% of grade)
Students will be required to take on-line quizzes as designated by the instructor and indicated in the course outline. Quizzes will cover information from D2L, article readings, video clips and general information shared in class (Course Objectives 1-3, 5 & 6).

This assignment will reflect best practices in teaching health and physical activity content, while priming students for current issues and concerns exhibited in schools.

Assignment 5: Live Binder or Equipment Project 50 pts. (10% of grade)

Live Binder: Students will be setting up an individual live binder site early in the semester where relevant information (lesson plans, lesson ideas, standards, websites etc.) will be saved for future reference. Specified instructions will be provided in class. The live binder is in place of a hard copy resource guide.

Equipment Project: Students may choose to create their own physical activity equipment in lieu of the live binder assignment. The majority of the equipment should be homemade and will be evaluated based on creativity, appeal, and durability. Specific guidelines will be provided in class. (Course Objectives 3, 5 & 6)

This assignment will encourage use of the materials, content, and resources beyond the semester, enabling students to be fully equipped K-5 health, and physical activity integration specialists.

Assignment 6: Professionalism 70 pts. (15% of grade)
Students are expected to “participate” positively in the following expectations demonstrating professional dispositions. Each incident of failure to participate in a positive manner or meet the following expectations throughout the semester will result in an up to 5 point deduction from the total participation grade. The instructor reserves the right to deduct points per their discretion.

Expectations include:

- Participating and interacting in all class activities (including but not limited to in-class discussion, active engagement during energizers, peer teaches etc.);
- Attending every face-to-face class session;
- Punctuality. This includes arriving on time for class and returning from breaks in a timely manner;
- Dressing appropriately for physical activity including wearing proper footwear;
- Dressing professional for peer teaching experiences;
- Collaborating and working equitably with colleagues on projects;
- Turning in assignments on time;
- Treating colleagues and the instructor with respect both in and out of class;
- Demonstrating appropriate audience behaviors during lectures and presentations respecting those who are presenting or speaking by not engaging in other activities; and
- Eliminating interruptions including cell phones, pagers, laptop usage not related to class activities, etc. (University and class policy---NO CELL PHONE USAGE DURING CLASS)

For this course the Professional Dispositions Rubric adopted for the UWG College of Education Teacher Certification Program (Fall 2012) will be implemented. See posted rubric in Important Course Information Folder. Students receiving unsatisfactory ratings in any two categories will be reported to their respective Block supervisor (Course Objectives 1-6).

This assignment will assist in the dissemination of knowledge, course content, while demonstrating effective teaching practices. It will also serve to encourage personal and professional growth, enabling our candidates as prime competitors for teaching positions.

Assignment Note:

Students are responsible for saving assignments submitted electronically as well as those returned hard copy. There will be no grade discrepancy discussion if the student cannot produce assignment artifacts.

Evaluation Procedures

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assessment Tools</th>
<th>Submission Via</th>
<th>Type</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Project</td>
<td>95 pts. (20%)</td>
<td>Checklist &amp; Rubrics</td>
<td>Hard-copy (lesson plan) &amp; D2L</td>
<td>Small Groups &amp; Individual</td>
<td>12/8</td>
</tr>
<tr>
<td>Physical Activity Project</td>
<td>50 pts. (10%)</td>
<td>Checklist &amp; Rubrics</td>
<td>Hard-copy (lesson plan) &amp; D2L</td>
<td>Small Groups &amp; Individual</td>
<td>12/8</td>
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<tr>
<td>Energizer Activity</td>
<td>20 pts. (5%)</td>
<td>Rubric</td>
<td>Hard-copy &amp; D2L</td>
<td>Small Groups</td>
<td>11/10</td>
</tr>
<tr>
<td>Online Quizzes</td>
<td>100 pts. (20%)</td>
<td>Objective assessments</td>
<td>D2L</td>
<td>Individual</td>
<td>10/6, 10/27 &amp; 12/8</td>
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<tr>
<td>Live Binder or Equipment Project</td>
<td>50 pts. (10%)</td>
<td>Checklist</td>
<td>Hard-copy (Equipment) or Electronic (Live Binder)</td>
<td>Individual</td>
<td>11/10 or 12/8</td>
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<tr>
<td>Professionalism</td>
<td>70 pts. (15%)</td>
<td>Checklists, Rubric &amp; Instructor Observation</td>
<td>D2L</td>
<td>Individual</td>
<td>12/8</td>
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Grading

A: 90-100% 347-385 points
B: 80-89% 308-346
C: 70-79% 270-307
D: 60-69% 231-269
F: below 60% 230 and below

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at Common Language for Course Syllabi. It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university,
and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

**Attendance:** Only one absence is allowed. There are no excused absences. Additionally, **5 points are deducted from the final course average, per each subsequent absence after one.** Two incidents of leaving class early and/or arriving to class late and/or leaving class excessively constitutes one unexcused absence. Students needing to leave class early need to make the instructor aware of this need prior to the start of class. The University of West Georgia allows faculty members to drop students who do not contact them or attend the first two class meetings for classes which meet daily (or the first class meeting for classes which meet less frequently). Students who do not intend to remain in a course should drop the course before the end of the official drop/add period. Depending upon an instructor’s policies and the University’s policies, failure to drop a course during the drop/add period will result in a grade of W, WF, or F in courses not attended.

**Americans with Disabilities Act:** The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost’s website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index_8884.php](http://www.westga.edu/studentDev/index_8884.php).

**Extra Credit:** Any extra credit for this course will be announced by the instructor in advance. Students should not expect or plan on extra credit.

**Late Work:** All assignments are due on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up. Reminder: computer failure does occur but is NOT an allowable excuse for missed or late work. It is the responsibility of the student to allow time for possible technology glitches.

**Professional Conduct:** Students are to follow the professional expectations outlined in the Professionalism/Participation Assignments as well as the COE Professional Disposition Rubric.

**Student Email Policy:** The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost’s website. No assignments will be accepted via MyUWG email. Assignments will be either brought hard copy to class or posted in D2L as designated by the instructor.

**UWG Cares:** If you or someone you know is in a distressing situation, support is available at [http://www.westga.edu/UWGcares/](http://www.westga.edu/UWGcares/) The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

**COE Writing Expectation and Rubric:** Students will write in standard English, defined as using the rules and patterns of English associated with educated citizens. This includes writing with clarity, complexity, and good organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering to appropriate formatting (APA).
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<thead>
<tr>
<th>COE Writing Rubric</th>
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<tbody>
<tr>
<td>1 = Unacceptable</td>
<td>There is confusion about the topic with absence of support for main ideas; there is little or no awareness of the intended audience; paper lacks organization; paragraph structure is weak; syntax is garbled (e.g. word choice and order often does not make sense or is confusing); paper contains multiple and serious errors of sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is not appropriate to the assignment.</td>
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<td>2 = Emerging, Needs Improvement</td>
<td>Ideas are mostly simplistic and unfocused, there is little awareness of the intended audience; paragraphs are mostly stand-alones, with few transitions; the organization, while attempted, is still disjointed; the syntax is weak (e.g., very simplistic word choices and/or sentences that do not make sense); there are several errors in sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is attempted, but poorly done.</td>
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<td>3 = Proficient</td>
<td>The topic is developed with ideas supported sufficiently; paragraphs are competently structured; there is clear awareness of the intended audience; the organization is competent, without sophistication; the syntax is effective (e.g. with wording and sentences that make clear sense); there is effective and varied sentence structure; the paper contains only occasional errors in grammar, spelling, capitalization, and/or punctuation; there are few formatting errors.</td>
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<td>4 = Exemplary</td>
<td>There is in-depth development of the topic with ideas well supported; there is accurate awareness of the audience; paragraphs are well-developed and have effective transitions; the organization is appropriate for the assignment; the syntax is rich (e.g., with sophisticated vocabulary); there is variety in sentence style and length, the paper is virtually free of errors in grammar, spelling, capitalization, and/or punctuation; the formatting is appropriate for the assignment.</td>
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<td>Class Session</td>
<td>To Prepare For Class</td>
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<td>August 25</td>
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<td>Week 1</td>
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<td>September 1</td>
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<td>September 8</td>
<td>Read Course Syllabus</td>
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<td>Week 2</td>
<td>Read Georgia Health Standards Document pg. 7-12.</td>
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<td>Read Pre-K Standards pg. 1-2.</td>
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<td>September 15</td>
<td>Read over UWG Lesson Plan Format</td>
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<td>Week 3</td>
<td>Explore websites for Health Lesson Ideas</td>
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<td>Review Georgia Health Standards Document pg. 21-69 to Determine Appropriate Content/Level</td>
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<td>September 22</td>
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<td>Week 4</td>
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<td>September 29</td>
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<td>Week 5</td>
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<td>Week 6</td>
<td>*Peer-Led Energizer</td>
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<td>October 13</td>
<td>*Peer-Led Energizer</td>
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<td>Week 7</td>
<td>*Peer-Led Health Lesson with Required Lesson Plan</td>
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<td>*Peer-Led Health Lesson</td>
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<td>October 20</td>
<td>*Peer-Led Energizer</td>
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<td>Week</td>
<td>Activity</td>
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<td>*Peer-Led Health Lesson with Required Lesson Plan</td>
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<td>11</td>
<td>Read “The Animal School” *Peer-Led Energizer</td>
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<td>*Peer-Led Energizer</td>
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<td>*Peer-Led Physical Activity Lesson Plan</td>
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<td>*Peer-Led Physical Activity Integration</td>
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