

PHED 4650-01: Health & Physical Activity in Elementary School, Fall/2017

Class Meeting Time/Location	Monday, Coliseum 3006 2:00-3:40pm	Online Hours	None
Instructor	Mrs. Jennifer Heidorn	Telephone	678-839-6182 Heidorn Office 770-722-0862 Heidorn Cell Text messages preferred
Office Location	Coliseum #2042 Heidorn	Email	jheidorn@westga.edu
Office Hours	Heidorn: Monday, 10-1:30pm Wednesday, 11-1:30pm Friday, by appointment	Skype or Google+ username	None

Support for Courses

Course Den D2L Home Page https://westga.view.usg.edu/	Student Services http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	Center for Academic Success http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	Ingram Library Services http://www.westga.edu/library/

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 form the basis on which programs, courses, experiences, and outcomes are created. National and state (Association for Childhood Education International (ACEI), the Interstate Teacher Assessment and Support Consortium (INTASC), Society for Health and Physical Educators (SHAPE America), and the National Sexuality Education Standards (NSES) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

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

Prerequisites: Admission into Teacher Education & PWLA 1600

Required Text(s): None

Required Instructional Resource: Tk20 Subscription (available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.)

**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see <http://www.westga.edu/academics/education/tk20-system.php>. For assistance, email tk20@westga.edu.

Course References:

Anspaugh, D. J., & Ezell, G. (2012). *Teaching today's health*. (10th ed.). San Francisco: Pearson/Benjamin Cummings.

Bruess, C. E., & Greenberg, J. S. (2013). *Sexuality education: Theory and practice*. (6th ed.). Sudbury, MA: Jones and Bartlett.

Gilbert, G. G., & Sawyer, R. G. (2009). *Health education: Creating strategies for school and community health* (3rd ed.). Sudbury, MA: Jones and Bartlett.

Graham, G., Holt/Hale, S., & Parker, M. (2012). *Children moving*. (9th ed.). Upper Saddle River, NJ: McGraw-Hill.

Jensen, E. (2000). *Learning with body in mind*. Thousand Oaks, CA: Corwin Press.

Kovar., S. K., Combs, C. A., Campbell, K., Napper-Owen, G., & Worrell, V. J. (2012). *Elementary classroom teachers as movement educators* (4th ed.). New York, NY: McGraw-Hill.

Lengel, T., & Kuczala, M. (2010). *The kinesthetic classroom: Teaching and learning through movement*. Thousand Oaks, CA: Corwin Press.

Meeks, L., & Heit, P. (2012). *Totally awesome strategies for teaching health* (8th ed.). New York, NY: McGraw-Hill.

Pangrazi, R., Beighle, A., & Pangrazi, D. (2009). *Promoting physical activity & health in the classroom*. San Francisco: Pearson Benjamin Cummings.

Rink, J. E., Hall, T. J., & Williams, L. H. (2010). *Schoolwide physical activity: A comprehensive guide to designing and conducting programs*. Champaign, IL: Human Kinetics.

Telljohann, S. K., Symons, C. W., & Pateman, B. (2011). *Health education: Elementary and middle school applications* (7th ed.). New York, NY: McGraw-Hill.

Approaches to Instruction

This class will use various methods of instruction including but not limited to, cooperative learning, peer review, direct instruction, discussion, inquiry based learning, and peer teaching.

Course Objectives and Learning Outcomes

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); (Conceptual Framework: Professional Excellence; Field Based Inquiry).
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); (Conceptual Framework: Professional Excellence; Betterment of Society).
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); (Conceptual Framework: Professional Excellence).
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); (Conceptual Framework: Professional Excellence; Field Based Inquiry).
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); (Conceptual Framework: Professional Excellence; Field Based Inquiry).
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); (Conceptual Framework: Professional Excellence, Field Based Inquiry, Betterment of Society).

Assignments and Evaluation Procedures

Assignment 1:

Health Project

70 pts. (20% grade)

Students will work either collaboratively in small groups as they:

- 1. Develop and submit a health lesson plan as a group (40 pts.)*
- 2. Peer teach their lesson plan followed by peer and instructor feedback and discussions (30 pts.)*

(See specific guidelines, rubrics, lesson plan template posted in D2L.)

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. (15% grade)

Components of this assignment will be completed independently:

- 1. Physical Education class observation and reporting (10 pts.)*
- 2. Physical activity lesson plan (40 pts.)*

(Project guidelines, instructions, forms and rubrics will be posted in a designated D2L Learning Module.)

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% grade)

Students are to teach a content specific/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.

This assignment will encourage physical activity breaks throughout the day while learning and exploring Georgia Performance Standards (GPS) and objectives.

Assignment 4:

On-line Quizzes

45 pts. (15% 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.

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. (15% grade)

***Live Binder:** Students will be setting up individual live binder site early in the semester where relevant information (lesson plans, lesson ideas, standards, websites etc.) will be saved for future reference. The specific live binder 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 equipment should be homemade and/or store bought. It will be evaluated based on creativity, appeal, and durability. Specific guidelines will be provided in class.*

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:**CSPAP Analysis and Plan****50 pts. (15% grade)**

Students are expected to gather data from their practicum field site with regards to the physical activity opportunities offered at their school. They will need to use the data to outline the facilitators and barriers to either: before/after school, classroom integration, staff engagement, recess, family/community engagement, or physical education. Students will also customize a comprehensive school physical activity plan (CSPAP) for their field site based on the school's facilitators.

This assignment will enable students to be proactive and solution minded when exploring their field site and its potential for additional physical activity opportunities. They will work with their cooperating teacher and physical education teacher to encourage collaborative partnerships (Strategic Imperative #3) and their professional growth as a physical activity specialist. This assignment will also assist in their certification as a Power up for 30 physical activity specialist.

Assignment 7:**Selfie****20 pts. (5% grade)**

Students are expected to create physical activity opportunities for themselves to engage in throughout the semester. Activities must be gross motor (walking, running, biking, weight training, yoga etc.), and be at least 30 minutes in length (consecutive or non-consecutive). Students are required to document their physical activity opportunity through photographic evidence (selfie) on at least 10 occasions (2 points each) in the discussion board. Only one submission per week is permitted. Feel free to describe the activity in your submission, or be sure that we can see what you are doing in the photograph.

This expectation should help students work towards the Center for Disease Control (CDC) and the American Health Association (AHA)'s recommendation of 30 minutes of physical activity daily. Teacher education candidates should also perceive themselves to be role models and implement health enhancing behaviors in their own lives while educating the importance of health and wellness to children.

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. Assignments must also be appropriately submitted to the correct location (hard-copy, digital drop box, not emailed etc.), or points will be deducted at the instructor's discretion.

Grading

270 – 300 points	A = (90 – 100%)
240 – 269 points	B = (80 – 89%)
210 – 239 points`	C = (70 – 79%)
180 – 209 points	D = (60 – 69%)
0 – 179	F = (0 – 59%)

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Assignment	Course Objective(s)/ Key Assessment	Points	Assessment Tools	Submit via:	Due Date
Health Project	Course Objectives 3-5	70	Online Rubric & Observation	D2L (discussion link for group submission)	10/2-10/16 2pm
Physical Activity Project	Course Objectives 1-4	50	Online Rubric	D2L (dropbox)	11/27 2pm
Energizer Activity	Course Objectives 3, 4 & 6	20	Online Rubric	D2L (discussions link)	9/25-11/27 2pm
Online Quizzes	Course Objectives 1-6	45	Subjective & Objective Assessment	D2L	Quiz #1 10/16-10/23 2pm Quiz #2 11/27-12/4 2pm
Live Binder or Equipment Project	Course Objective 6	50	Online Rubric	D2L dropbox (live binder) Hard-copy (equipment)	12/4 2pm
CSPAP Analysis & Plan	Course Objective 6	30	Online Rubric	D2L dropbox	11/13 2pm
Selfie	Course Objective 5	20	Online Rubric	D2L discussion board 10x	8/14-12/4

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. There are several restrictions to this law, which are explained at <http://www.usg.edu/hb280>. Answers to specific questions can be found under the “Additional Information” tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it 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 permitted. There are no excused absences except for a documented medical need which needs to be given immediately when returning to class. Additionally, **a maximum of 20 points are deducted from the final course average, per each subsequent absence after one. Tardiness and leaving early (without the instructor’s permission and discretion) will not be tolerated, and equates to a maximum of a 10 point deduction per instance.** *Cell phone use in class will imply a point deduction and will be reflected in their professional disposition evaluation and/or a professional conference documented in their file.*

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.

Extra Credit: Extra credit may be offered and announced in class. However, extra credit will only be awarded after the course has been completed and all assignments have been submitted. Failure to submit any of the assignments will nullify the extra credit points.

Late Work: All assignments are due on the assigned date. Late assignments will not be accepted. Missed assessments 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. Assignments must also be appropriately submitted to the correct location (hard-copy, digital drop box, not emailed etc.), or points will be deducted at the instructors' discretion.

Professional Conduct: Students are to follow professional expectations such as (but not limited to), arriving late, leaving early, using a cell phone in class, demeaning peers or instructors, non-participatory, or inappropriate language.

Additional Support Information

Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280) or the email address is cas@westga.edu.

UWG Cares

If you or someone you know is in a distressing situation, support is available at <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.

Student Services

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

Communication Rules

Expected Response Times

We will return your question or inquiry within 24 hours on weekdays. You may contact us through Course Den, UWG email, or text message in an emergency. Should you contact us Saturday or Sunday, we will respond Monday morning before noon. We will also make every attempt to return major assignments within 7 days, but the amount of feedback required may extend that time.

Course Plan

Class Session	To Prepare For Class	Class Activities/Topics	Assignments Completed in Class or Due
August 14 Week 1		Introductions/Expectations/Syllabus	
August 21 Week 2	Read Course Syllabus Read Georgia Health Standards Document pg. 7-12 Read Pre-K Standards pg. 14-30	Topic: Georgia Health Standards School Wellness Policy An Apple a Day Video Solar Eclipse!	*Bring glasses to view the eclipse
August 28 Week 3	Read over Lesson Plan Format Explore websites for Health Lesson Ideas Review Georgia Health Standards Document pg. 21-69 to Determine Appropriate Content/Level	Topic: Constructing Effective Lesson Plans/Differentiation Health Project	Health Peer Teaching Schedule
September 4		No Class – Labor Day	
September 11 Week 4	Review Live Binder module	Live Binder Training (online module) Topic: Social & Emotional Health (FISH PHILOSOPHY) Equipment Project Energizers	Energizer Sign-Up
September 18 Week 5	Bring ideas, print outs, a blank or working lesson plan to class	Nutrition (online module) Topic: <i>Health Project & Lesson Plan Construction (Working Class Period)</i>	
September 25 Week 6	<i>*Peer-Led Energizer</i>	Topic: Bullying, Emotional & Social Health	
October 2 Week 7	Review National Sexuality Education standards document pg. 12-36. <i>*Peer-Led Energizer</i>	Topic: Family Life & Social/Emotional Wellness <i>Peer-Led Health Lesson</i>	
October 9		<i>Peer-Led Health Lesson</i> <i>Peer-Led Health Lesson</i> <i>Peer-Led Health Lesson</i>	

Week 8		<i>*Pre-K Garden service learning project</i>	
October 16	<i>*Peer-Led Energizer</i>	Topic: Childhood Obesity, Physical Activity Breaks & Brain Gym	Quiz One 10/16-10/23 2pm
Week 9		<i>Peer-Led Health Lesson</i>	
October 23		Topic: Comprehensive School Physical Activity (CSPAP)	
Week 10		CSPAP Project <i>*Pre-K Garden service learning project</i>	
October 30	<i>*Peer-Led Energizer</i>	Topic: Integrating Physical Activity & Academics	Equipment Project Due (Bring to my office after class)
Week 11		Physical Activity Integration Project	
November 6	<i>*Peer-Led Energizer</i>	Topic: <i>Working Class Period for Physical Activity Project</i>	
Week 12		Coliseum Computer Lab	
November 13	<i>*Peer-Led Energizer</i>	Topic: Understanding Children's Needs and Readiness for Physical Activity; Recess	CSPAP Assignment Due (Due by 2pm in D2L)
Week 13			
November 20		No Class – Thanksgiving	
November 27	<i>*Peer-Led Energizer</i>	<i>*Peer-Led Physical Activity Integration Presentations</i>	Quiz Two 11/27-12/4 2pm
Week 14			Physical Activity Project Due (Due by 2pm in D2L)
December 4		No Class	Live Binder Assignment Due (Due by 2pm in D2L)
Week 15			