

## PHED 4650-01: Health & Physical Activity in Elementary School, Fall/2018

### Instructor Information

**Instructor:** Mrs. Jennifer Heidorn  
**Class Meeting Time & Location:**  
Wednesday, 9-10:40am, Coliseum 2100  
**Office Location:** Coliseum #2042  
**Telephone (cell):** 770-722-0862 (text  
messages preferred)

**Telephone (office):** 678-839-6182  
**Office Hours:** Tuesday, 9-11am & 1-2pm,  
Wednesday, 11-2pm, Thursday, 9-11am  
**Online Hours:** Tuesday, 1-2pm  
**UWG email:** [jheidorn@westga.edu](mailto:jheidorn@westga.edu)

### Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[Course Den D2L Home Page](#)

[D2L UWG Online Help](#) (8AM – 5PM)  
Call: 678-839-6248 or 1-855-933-8946 or  
email: [online@westga.edu](mailto:online@westga.edu)

[24/7/365 D2L Help Center](#)  
Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

[counseling@westga.edu](mailto:counseling@westga.edu)

### College of Education 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 change lives and contribute to the betterment of society.

### College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: Education, Leadership, and Health. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in teaching, professional service, engaged partnerships, 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 standards (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.

**Credit Hours:** 2

**Prerequisites:** Admission into Teacher Education & PWLA 1600

**Co-requisites:** None

### Texts, Readings, and Instructional Resources

**Required Text(s):** None

**Suggested Text(s):** None

### Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu). You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

### Approaches to Instruction

Instruction in this course will be delivered primarily through face to face class sessions using cooperative learning, peer review, direct instruction, discussion, inquiry based learning, and peer teaching. Online tools such speakers and a microphone are required. Students are expected to use Course Den for information and communication.

## Course Objectives and Learning Outcomes

The student 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);

## Assignments

Assignment 1:                      **Health Project**    **30 pts. (7% grade)**

Students will work be completed individually:

1. Develop and one health lesson plan for your field experience requirement
2. Complete a comprehensive review and analysis of your peers lesson plan (20 points)
3. Provide teaching feedback to your group (2 peers x 5 points each = 10 points)

*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**    **70 pts. (18% grade)**

Components of this assignment will be completed independently:

1. Physical Education class observation and reporting (10 pts.)
2. Peer evaluate and present your lesson plan to the class (20 points for the peer review)
3. Purposeful movement integrated lesson plan (40 pts.)

*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. Students are also responsible for posting their energizer (1 per group) on the discussion board for all peers to view using the energizer template provided.

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

Assignment 4:                      **Quick Writes**    **50 pts. (12% grade)**

Students will be required to take weekly comprehension quizzes as designated by the instructor and indicated in the Course Plan. (Quizzes will cover information from D2L, article readings, and video clips).

*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**    **40 pts. (10% 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. (12% 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:**Flip Grid 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 video/photographic evidence (selfie) on at least 10 occasions (2 points each) on FlipGrid. 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 video. FlipGrid posts will not be reopened after the allotted time has expired. Feel free to use emoji's☺, likes ♥, stickers etc. for posts. **To access all posts for flip grid, go to [www.flipgrid.com](http://www.flipgrid.com) or through the Flip grid App, and enter our class code cc9352 and password PHED4650**

*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 8:**Weekly In-Class Assignments/Application****120 pts. (30% pts)**

Students will be required to implement weekly online content into authentic classroom applications. Assignments will need to be completed and submitted (online or face to face) by the end to the class period (11am online) for evaluation. Daily rubrics will be given and students are encouraged to bring a laptop to class. Students absent from class will not have the option to make up daily work.

*Weekly in class assignments give students the opportunity to explore course content and correlate it to authentic applications. This opportunity enhances learning, demonstrates effective teaching, and provides higher order learning strategies.*

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.

Assignment	Course Objective(s)/ Key Assessment	Points	Assessment Tools	Submit via:	Due Date
Health Project	Course Objectives 3-5	30	Online Rubric & Observation	D2L (dropbox [lesson plan, and peer analysis] & discussion link [lesson plan only])	10/31 9am
Purposeful Movement Project	Course Objectives 1-4	70	Online Rubric	D2L (discussion board)	12/5 9am
Energizer Activity	Course Objectives 3, 4 & 6	20	Subjective Rubric & Observation	D2L (discussions board)	9/12-12/5 9am
Quick Writes	Course Objectives 1-6	50	Objective Rubric	D2L	8/22, 8/29, 9/5, 9/19, 10/3, 10/24, 10/31, 11/7, 11/14, 11/28 9am
Live Binder or Equipment Project	Course Objective 6	40	Online Rubric	D2L dropbox (live binder)  Hard-copy (equipment)	Equipment 11/14 9am  Live Binder 12/10 9am
CSPAP Analysis & Plan	Course Objective 6	50	Online Rubric	D2L dropbox	11/28 9am
Flip Grid Selfie	Course Objective 5	20	Online Rubric	Flip grid 10x	8/15-12/5 9am
In-Class Assignments	Course Objective 6	120	Subjective Rubric	Hard-copy or D2L drop box	8/22, 8/29, 9/5, 9/19, 10/3, 10/10, 10/17, 10/24, 10/31 (2), 11/7, 11/14, 11/28

## Grading Information and Policy

360 – 400 points	<b>A = (90 – 100%)</b>
320 – 359 points	<b>B = (80 – 89%)</b>
280 – 319 points`	<b>C = (70 – 79%)</b>
240 – 279 points	<b>D = (60 – 69%)</b>
0 – 239	<b>F = (0 – 59%)</b>

## Course Policies

### Attendance Policy

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 will not be offered in class.

### Late Work

Classwork is expected to be turned in before or on the assignment's due date. However, the instructor will allow written assignments to be [submitted up to 24 hours past the due date](#). An assignment submitted within 12 hours (1 minute - 12 hours) past the due date will result in a 25% grade deduction. Assignments submitted within 24 hours (13 - 24 hours) past the due date will result in a 50% grade deduction. Late work will not be accepted after 24 hours past the due date.

Flip grid video selfies and in class assignments [will not be accepted](#) late under any circumstances.

Quick writes may only be made up due to a student/family medical emergency. Adequate documentation may be requested for the quiz extension.

### 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.

## UWG Policies

As of July 1, 2017, "campus carry" is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). 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](#). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

### Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

## Communication Rules

You may contact me through Course Den, UWG email, or text message in an emergency.

### Expected Response Times

I will return your question or inquiry within 24 hours on weekdays. Should you contact me Saturday or Sunday, I will respond Monday morning by noon. I make every effort to return your assignments within 7 days, however some submission may take longer to review – please be patient. 😊

**\*\*Note:** Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of Course Den.

## Additional Support Information

### Technical Support

Technical support for Course Den, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

### 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. Beginning fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is [cas@westga.edu](mailto:cas@westga.edu).

### Smart inking

Smart inking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to smart inking is available in Course Den under Resources in the navigation bar.

### Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

## Full URL Support for Courses

- **Course Den D2L Home Page**  
<https://westga.view.usg.edu/>
- **D2L UWG Online Help** (8 AM – 5 PM)  
<http://uwgonline.westga.edu/students.php>
- **24/7/365 D2L Help Center**  
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**  
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**  
<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**  
<http://www.westga.edu/UWGCares/>
- **Center for Disability**  
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**  
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**  
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
- <https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**  
<http://www.westga.edu/library/>
- **Proctored Exams**  
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**  
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**  
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZnJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>