

HH/ KINE 4560 Winter 2017
Physical Activity and Children: Pedagogy

York University

Course: HH/KINE 4560 3.0M-Physical Activity and Children: Pedagogy **Term:** Winter 2017

Course Instructor

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Time and Location

Lect. Thurs 08:30-10:30 SC 222
Tut 1 Thurs 13:30-14:30 Upper Gym
Tut 2 Thurs 14:30-15:30 Upper Gym

Expanded Course Description

This course examines the most effective ways to develop “physical literacy” among elementary children. It draws upon recent research in kinesiology, physiology, child development and health to explore how best to provide children with strong physical skills, strategies, and health promoting behaviours that will give them the competence and confidence to lead healthy, active lives.

A developmental approach serves as the conceptual framework for this course. It will apply knowledge of children’s growth and motor development in a comprehensive manner that recognizes the child as learner in terms of motor, cognitive and affective development. The course will review effective instructional practices in physical education as well as highlight developmental theories of instruction. Contemporary issues in health will be examined, including the theories and determinants of health and comprehensive school health.

Organization of the Course

Theory, discussion, observation and practical work will run concurrently throughout the course. It will incorporate a variety of learning experiences including lectures, small group work and interactive sessions. The readings are central to the course. The lectures and tutorials will serve to enrich, clarify, and illustrate crucial issues from the assigned readings. Physical activity is an integral part of this course and students will be expected to actively participate in tutorial sessions. Physical activity will be an integral part of each session and you are expected to dress appropriately to fully participate. (Running shoes are required and loose fitting clothes are recommended).

Course Learning Objectives

Generalize practical physical activity experiences to enhance further opportunities

Critically reflect on physical activity and health from individual to societal and local to global contexts

Critically evaluate and discuss current issues relating to Kinesiology and Health Science.

Demonstrate a breadth and depth of knowledge in Kinesiology and Health Science in one or more specialized areas

Apply multi-disciplinary knowledge and health to life situations

Apply subject based theories, concepts or principles to solve problems

Learning Objectives

By the end of this course, Students will be able to:

Critically examine and evaluate a variety of teaching methods that encourage students' participation in active healthy living and promote healthy schools

Recognize physical skill development as existing on a continuum

Recognize the interaction between personal values and beliefs and practices in physical education and healthy living.

Assess and be familiar with professional literature, resources and organizations related to health and physical education.

Actively demonstrate a physical education lesson based on the TGFU model

Determine effective professional literature, resources and organizations related to health and physical activity

Explore and determine effective methods to develop physical literacy and health literacy in children

Actively engage in physical activity and personal reflection

Course Text / Readings

Additional readings may be assigned weekly or recommended during the course. Additional readings or resources will be posted on the course website (Moodle)

Students are expected to download, read and refer to:

The Ontario Curriculum, Grades 1-8: Health and Physical Education, 2015. Available online at: <http://www.edu.gov.on.ca/eng/curriculum/elementary/health1to8.pdf>

You can also order curriculum documents via: <https://www.publications.serviceontario.ca/ecom/>

Ontario Ministry Foundations for a Healthy School

<http://www.edu.gov.on.ca/eng/healthyschools/foundations.html>

Ontario Food and Beverage Policy

<http://www.edu.gov.on.ca/eng/healthyschools/policy.html>

Ophea (Ontario Physical and Health Education Association)

<http://www.ophea.net/>

PHE Canada

www.phecanada.ca

Video – 23.5 Hours

<https://www.youtube.com/watch?v=dQw4w9WgXcQ>

The following text will be used in the course:

Teaching Physical Education Today Canadian Perspectives

Dan Robinson and Lynn Randall (Editors)

ISBN 978-155077-231-9, First Edition, 2013

Evaluation

This course will include a range of evaluation practices, including responses to readings and lectures. Active participation is an important component of the course.

The final grade for the course will be based on the following items weighted as indicated:

Assignment #1: Healthy Schools (10%)

Assignment #2 Lesson Share Reflection (15%)

Assignment #3: Discussion Paper- (20%)

Assignment #4: Micro Teaching Lesson TGFU (Groups) (20%)

Assignment #5: Culminating Assignment (25%)

Tutorial and class marks: Attendance and participation, in class quizzes (10%)

“Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.”

Assignment #1:

Healthy Schools Proposal (10%) (Turnitin)

Due Date: Jan 26 through Moodle

Based on readings online and using your chosen health topic, students will create an outline a “Healthy School”. Students will prepare a list of 5 novel ideas per Healthy School Component (total 25 unique and specific ideas), of how their health topic can be incorporated into the school setting successfully. In addition to the list of ideas, Students will Submit a 2-3 page max double spaced, reflection on their Healthy school plan, outlining why it is needed and how it will be successful. This assignment will be

submitted as a team.

Assignment #2:

Lesson Share (15%) (electronically via moodle)

Due Date: Feb 2 Moodle Discussion Feb 16 Reflection

Students will apply and integrate an instructional process by planning a lesson. These will be posted electronically via moodle (audio/video). Students are required to view and respond to other classmates' lessons posted on moodle. The lesson will focus on the application of Madeline Hunter's Lesson Design Strategy. The lesson should be specific to an indicated age group, and demonstrate how you apply each of Hunter's lesson components. Students will hand in a brief reflection (strengths, weaknesses, next steps) related to course material and online discussion on your lesson. Max 2 pages

Assignment #3 Discussion Paper (20%) Due Date: March 9 (4 page max plus references) (Turnitin)

Students will choose one chapter from the text (chapter 3 and above) and write a one page synopsis of the chapter and a 3 page – double spaced discussion. In this short essay students will be responsible for synthesizing and critiquing the chapter and its application to children physical activity and pedagogy taking into consideration the course as a whole. A concise paper will both respond to the original material as well as express original thought by the student.

Assignment #4

Micro Teaching Lesson Plan (20%)

Due Date: November March 2 - 30

Students (in Pairs) will create and present a mini-lesson (20 minutes). Your group will be the "teachers" for the day and take your "students" through a mini-lesson in indoor/outdoor games (TGFU Model), this is an opportunity for you to research professional literature and resources. You will demonstrate how physical skill development exists on a continuum and developed in a game context. Students will create a lesson plan and present lesson to the class.

Assessment: Presentation (applying instructional intelligence/teaching strategies from class), Teaching technique: effective use of style, managerial planning, Instructions are brief and concise, voice projection. Lesson Plan: follows effective TGFU lesson structure as discussed in class.

Assignment #5: Culminating Assignment (25%)

Due Date: March 30 (Turnitin)

The final culminating assignment will be based on course lectures, readings, and practical work and discussions from the course.

Educator Interview

Interview a current HPE educator. Discuss how they approach delivery of Physical Education, do they use the concepts discussed in class? What are the challenges, facilitators to PE delivery etc. Write a summary of your interview discussing the responses and your analysis based on what you have learned in class. Discuss how course concepts translate into practice and reflect on how the interview and course content would shape your approach to Physical Education for children.

Students will submit an outline of the questions they asked along with point form summary of the responses. Students will prepare a discussion paper (4 page maximum – double spaced) reflecting on the interview in the context of the course material.

Lateness Penalties

Grading: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf)

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. **Assignments are to be handed in hard copy in class on the date provided.**

Lateness Penalty: Assignments received later than the due date will be penalized 10% per day that the assignment is late. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter). Lateness will be penalized for either or failure to submit assignment online or hardcopy in class.

Learning Management Platform - Moodle:

Students will receive class lecture notes, reminders and notifications re: additional required readings via York's Moodle platform. Under normal circumstances, class lecture materials will be posted to students approximately 24 hours before the class.

Email Policy:

The instructor will answer emails from students Monday – Friday between 12:00 pm and 1:00 pm provided that the question has not been addressed in class previously and is not the subject of a discussion on the course website. Emails received later than 1:00 pm Friday will not be addressed until the following Monday. Any email regarding course content that cannot be answered in 3 lines or less will result in the student being instructed to make an appointment with the instructor for office hours.

IMPORTANT COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents) at

<http://www.yorku.ca/secretariat/policies/index-policies.html>

- York's Academic Honesty Policy and Procedures/Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

Academic Honesty

Members of the University Community accept a commitment to maintain and uphold the purposes of the University and, in particular, its standards of scholarship. It follows, therefore,

that acts of a nature which prejudice the academic standards of the University are offences subject to discipline. Any form of academic dishonesty that undermines the evaluation process, also undermines the integrity of the University's degrees. The University will take all appropriate measures to promote academic integrity and deal appropriately with scholastic offences. Academic honesty requires that persons do not falsely claim credit for the ideas, writing or other intellectual property of others, either by presenting such works as their own or through impersonation. Similarly, academic honesty requires that persons do not cheat (attempt to gain an improper advantage in an academic evaluation).

Turnitin

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between York University and Turnitin.com (<http://www.turnitin.com>).

Course Schedule:

This is a tentative schedule of topics. Readings and topics may change with appropriate notice to the class.

Week	Date	Topic	Recommended Readings/Reference	Assignments Due
1	Jan 5	Course Introduction and Overview No Tutorial (first week)		
2	Jan 12	HPE Vision Curriculum Models Exploring Physical Literacy/Health Literacy Starting Off Successful Cooperative Games	Ontario HPE Curriculum; 2010 Chapters 1-3	
3	Jan 19	Physical Literacy/ Health Literacy/ Report Card Fitness Healthy Schools	Chapter 13/14	
4	Jan 26	Teaching Physical Activities safely and effectively/ Madeline Hunter Design DPA/Lesson Design	Instructional Intelligence; Bennett Madeline Hunter/Johnson Chapter 4	Healthy Schools

5	Feb 2	Instructional Intelligence/Lesson Development/Questioning/Instructional Process Lesson Share	Chapter 5	Lesson Share Online
6	Feb 9	Teaching Games for Understanding TGFU Practical	Recommended Article Chapter 3 (TGFU Section)	
7	Feb 16	Movement Domains Understanding Characteristics of Children (Growth, Cognitive and Affective Development) TGFU Group	Chapter 12	Lesson Share Hand in Reflections
8	March 2	Understanding Characteristics of Children (Growth, Cognitive and Affective Development) Diversities in PE/Indigenous Micro Teaching (Net/Wall Games)	Chapter 7/9	
9	March 9	Assessment Micro Teaching (Target Games)	Ministry of Education: Growing Success Document Chapter 6	Discussion Paper
10	March 16	Classroom Management Differentiated Instruction Micro Teaching (Batting/Fielding Games)	Chapter 8	
11	March 23	Students with Special Needs Micro Teaching (Territory Games)	Chapter 8	
12	March 30	Safety/Technology	Chapter 10/15	Hand-in Final Assignment

