HH/ KINE 4560 Winter 2019
Physical Activity and Children: Pedagogy

York University

Course: HH/KINE 4560  -Physical Activity and Children: Pedagogy  Term: Winter 2019

Course Instructor
Ian Patton
Office: By appointment
Email: ipatton@yorku.ca

Time and Location

Lect. Tues/Thurs 11:30-12:30  WC 118  
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:

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
The following text will be used in the course:

Teaching Physical Education Today Canadian Perspectives
Dan Robinson and Lynn Randall (Editors)

**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 (20%)
Assignment #3: Micro Teaching Lesson TGFU (Groups) (20%)
Assignment #4: Culminating Assignment (35%)
In Class quizzes/participation: (10%)
Tutorial: (5%)

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

**Assignment #1:**
Healthy Schools Proposal (10%) (Turnitin) Team project
Due Date: Jan 31 11:59 PM through Moodle
In a team, based on readings online and using your chosen health topic, students will create an outline for 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. If there is team consensus that a particular member did not contribute equally, that individuals mark may be adjusted accordingly to reflect their level of participation.

Assignment #2:
Lesson Share (20%) (electronically via moodle)
Due Date: Feb 7 Moodle Discussion Feb 28 Reflection
Students will apply and integrate an instructional process by planning a lesson. These will be posted electronically via moodle (audio/video/written). 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 related to course material (principles of reflective teaching) and online discussion on your lesson. Max 3 pages

Assignment #3
Micro Teaching Lesson Plan (20%)
Due Date: March
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 demonstrating teaching principles learned in class and tutorial. 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 #4: Culminating Assignment (35%)
Due Date: March 28 11:59 PM (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
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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Recommended Readings/Reference</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 3</td>
<td>Course Introduction and Overview</td>
<td>No Tutorial (first week)</td>
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<td>2</td>
<td>Jan 10</td>
<td>HPE Vision</td>
<td>Ontario HPE Curriculum; 2010 Chapters 1-3</td>
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<td>Curriculum Models</td>
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<td>Exploring Physical Literacy/Health Literacy</td>
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<td>Starting Off Successful</td>
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<td>Cooperative Games</td>
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<td>3</td>
<td>Jan 17</td>
<td>Physical Literacy/ Health Literacy/ Report Card/Fitness</td>
<td>Chapter 13/14</td>
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<td>Healthy Schools</td>
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<td>4</td>
<td>Jan 24</td>
<td>Teaching Physical Activities safely and effectively/ Madeline Hunter Design</td>
<td>Instructional Intelligence; Bennett Madeline Hunter/Johnson Chapter 4</td>
<td>Healthy Schools</td>
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<td>DPA/Lesson Design</td>
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<td>5</td>
<td>Feb 1</td>
<td>Instructional Intelligence/Lesson Development/Questioning/Instructional Process</td>
<td>Chapter 5</td>
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| 6 Feb 7| Teaching Games for Understanding  

  TGFU Practical  

  Recommended Article  
  Chapter 3 (TGFU Section)  

  Lesson Share Online |
| 7 Feb 14| Movement Domains  
  Understanding Characteristics of Children  
  (Growth, Cognitive and Affective Development)  
  TGFU Group  

  Chapter 12 |
| 8 Feb 21| No Class |
| 9 March 1| Understanding Characteristics of Children  
  (Growth, Cognitive and Affective Development)  
  Diversities in PE/Indigenous  

  Micro Teaching  
  (Net/Wall Games)  

  Chapter 7/9  

  Lesson Share Reflection |
| 10 March 7| Assessment  

  Micro Teaching  
  (Target Games)  

  Ministry of Education: Growing Success Document  
  Chapter 6 |
| 11 March 14| Classroom Management  
  Differentiated Instruction  

  Micro Teaching  
  (Batting/Fielding Games)  

  Chapter 8 |
| 12 March 21| Students with Special Needs  

  Micro Teaching  
  (Territory Games)  

  Chapter 8 |