



Fayetteville State University
School of Education
Department of Health, Physical Education and Human Services

Undergraduate

1. **LOCATOR INFORMATION**

Semester: Fall 2010

Credit Hours: 03

Course Number and Name: PEDU 320 Methods and Materials of Teaching Health Education and Physical Education K-6

Course Location and Meeting Time: _____

Office Hours: _____

Instructor: Dr. Frank Merchant

Office Location: HPERC 320

Office Telephone: 672-1440

e-mail: fmerchant@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@brncos.uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from the students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

2. **COURSE DESCRIPTION**

An introduction to methods and materials basic to elementary school health and physical education programs. Prerequisite: Admission to the Teacher Education Program.

3. **Disabled Student Services:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have disability or think you have a disability please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

4. **TEXTBOOKS**

Pangrazi, Robert P. Dynamic Physical Education for Elementary School Children, 16th edition, 2010, Benjamin Cummings.

Anspaugh, David J. and Ezell, Gene, Teaching Today's Health, 9th edition, 2009, Benjamin Cummings

5. **SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK**

The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professional in the physical education program. The themes of our conceptual framework include knowledgeable and reflective education professionals; working with families and communities; respect for diversity and individual worth; technological competence and educational applications; and caring dispositions and ethical responsibility.

6. **COURSE GOALS AND OBJECTIVES**

The ability to analyze basic movement patterns for the purpose of evaluating student performance and developing programs which are educationally sound in order to further the growth and development of young people.

To be able to create movement patterns as indicated through the evaluation of students. These developmental programs should be designed so that physical activity is inner wound with the entire domain of education, thus lending itself to total growth and development of the individual.

Being able to analyze motor skill development in terms of performance in order to be able to utilize the information in teaching correct mechanics in the execution of movement for sport.

To demonstrate a cognitive foundation of knowledge of lesson planning, the six areas of Bloom's Taxonomy and the General Model of Instruction on a written objective examination with 80% accuracy.

To demonstrate successful methodology in teaching physical education to elementary students.

To be able to recognize inefficient movement patterns and make suggestions for correction of the deviations.

To write physical education units that develop the major components of fitness, appropriate for elementary levels.

The student will have knowledge of the laws and legal implications which have an influence on the health of the community.

The student will possess those humanistic aspects of health education which will help them to understand and communicate with people of racial and ethnic differences.

The student will be able to work with maximum and minimum resources in developing the most favorable classroom environment.

Students will have the ability, through observing students in a classroom setting, to recognize individual problems.

FSU Policy on Disruptive Behavior in the Classroom

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will "prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations." Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;

Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.

Use of cell phones and other electronic devices

Overt inattentiveness (sleeping, reading newspapers)

Eating in class (except as permitted by the faculty member)

Threats or statements that jeopardize the safety of the student and others

Failure to follow reasonable requests of faculty members

Entering class late or leaving class early on regular basis

Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

Direct student to cease disruptive behavior.

Direct student to change seating locations.
 Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
 Dismiss class for the remainder of the period. (Must be reported to department chair.)
 Lower the student's final exam by a maximum of one-letter grade.
 File a complaint with the Dean of Students for more severe disciplinary action.
 Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member's department chair.

7. GENERAL REQUIREMENTS

- A. Movement Skills Test Due:
- B. Bit Teaching (Elementary) Due:
- C. Unit Plan Due:
- D. Movement Skill Survey Due:
- E. Attend and participate in all classes during which movement activities will be presented Due:

8. EVALUATION CRITERIA

Evaluation Criteria (Physical Education)

Test & Exam Average (2)	50%	
Skill Test (1)		25%
Bit Teaching 5 hr Observation (1)(tape)		25%
Assignment to be handed in		

Grading Scale

92 - 100		A
83 - 91	B	
73 - 82	C	
64 - 72	D	
Below 64		F
Incomplete		I
Withdraw		W

Evaluation Criteria (Health Education)

The numerical percentage determined by the following:

Test & Exam Averages (2)	40%	
Unit Plans (2)		20%
Lesson Plans Average (2)	10%	
Teaching and Demonstration-5hr Observation		15%
Bulletin Board		10%
Body Systems		5%

The grade you receive in this course will reflect how accurately you completed the learning activities, examinations, group activities, and the practicum. Please submit each learning activity **typed** and **double-spaced** on the appropriate due date. **Delivering assignments late is not recommended.** Late assignments are subject to hefty penalties and are accepted only at the instructor's discretion. You will receive a score for each of the written activities. An average of scores from these activities, credit for group presentations, professional development activities, course practicum, and exam scores will determine your final grade. **Remember to type and double space all assignments.**

9. COURSE OUTLINE (with Assignment Schedule)

Week 1

- Read Ch. 1 – Elementary School Physical Education
- Lecture on and Discuss Body Manipulative Skills

- Lecture and Discuss the Six Point Lesson Plan
- Lecture and Discuss Operational Objectives of Physical Education
- Lecture and Discuss Fundamental of Movements
- Assignment 1 – Submit one typed lesson for creative dance for a chosen grade level. These plans should be based on imagery, and the idea or words. Avoid activities such as animal walks and nursery rhymes.
- Weekly Assignment - Answer questions in chapter 1 (located on Blackboard under Chapter Questions)

Week 2

- Read Ch.2 – Teaching Children in the Physical Education Environment
- Practice & Demonstrate Body Manipulative Skills
- Discuss-Demonstrate Progression for teaching the skills of chasing, fleeing, and dodging
- Discuss and Demonstrate the Progression for teaching the skill of jumping and landing.
- Assignment 2 – Submit a typewritten lesson (30 minutes) for either a game of low organization for a lead-up game. Depending on the complexity of the game, more than one game might be necessary. Plan for 30 minutes of activity.
- Answer questions in Ch. 2 (located on Blackboard under Chapter Questions)
- Attend and participate in all classes during which movement education activities will be presented.

Week 3

- Read Ch. 3 – Planning for Quality Instruction
- Discuss and Demonstrate the Progression for Teaching the Skill of Balancing
- Discuss strategies for building positive interactions, tolerance, and respect among children
- Discuss strategies for modifying activities for children who are severely overweight
- Discuss teaching strategies for promoting gender equity
- Practice and Demonstrate Element of Rhythms
- A Progression Tree for Teaching Rhythmic Movement

Assignment 3

- Administer a movement skills survey (located on Blackboard under Course Documents) to a child 5-8 years old.
- Submit with complete survey a written summary of this experience.
- Answer questions with Ch. 3 (located in Blackboard under Chapter Questions)

Week 4

- Read Ch. 7 – Children with Disabilities
- Discuss Potential Childhood Disabilities or Special Needs
- Discuss the Benefits of Inclusion Programs for Physical Education
- Discuss Movement Concepts Taught in Physical Education
- Assignment 4 – Submit a plan for perceptual motor training area for grades K-6. Included in this paper there will be a diagram of the area showing location of equipment and for each activity in the area there will be a list of perceptual motor abilities the activity is designed to enhance.
- Test

Week 5

- Read Ch. 9 – Legal Liability, Supervision and Safety
- Practice and Demonstrate Creating an Inclusive Learning Environment
- Demonstrate Modification to Accommodate Students with Special Needs
- Assignment 5 – Submit one typed 30-minute lesson plans for movement exploration without equipment.

Week 6

- Read Ch. 5 – Management and Discipline
- Discuss and Demonstrate Object Manipulative Skills

- Progression for Children Developing Throwing Skills
- Progressions for Children Developing Kicking Skills
- Assignment – Bit teaching (5 hours, observation) (tape)
- Assignment 6 - Submit in writing a list of equipment you would recommend for use in perceptual motor program. Emphasize equipment that could be made or improvised rather than commercial equipment.

Week 7

- Read Ch. 10 – Facilities, Equipment and Supplies
- Discuss the Progression for Children Developing Catching Skills
- Discuss the Progression for Children Developing Punting Skills
- Discuss the Progression for Children Developing Dribbling with the Hand Skills
- Discuss the Progression for Children Dribbling with the Feet
- Assignment 7 – Submit written descriptions of (1) shoulder pull, (2) forward roll, (3) backward roll, (4) tripod, (5) headstand. Give teaching procedures for each.
- Attend and participate in classes during which these activities will be presented and practiced.

Week 8

- Read Ch. 11 – Interdisciplinary Instruction and Rainy Day Activities
- Discuss the Progression for Developmental Process in Learning to Dribble with the Hand
- Discuss the Progression for Children Developing Volleying Skills
- Discuss the Progression for Children Developing Striking with Long-Handled Implements Skills
- Discuss the Progression for Children Developing Striking with Rackets and Paddles Skills
- Assignment 8 – Submit 3 poems that are suitable for dance interpretation in elementary school. Do not use nursery rhymes.

Week 9

Mid-term exam – Skills: Body Manipulative; Object Manipulative

Week 10

- Read Ch. 1 & 2 – The Need for Health Education
- Answer questions in Ch. 1 & 2 (located on Blackboard under Chapter Questions)
- Discuss the Total School Health Program
- Discuss the Meaning of Health
- Discuss the Scope of the Health Program
- Discuss The Elementary School Health Education (Primary grades)
- Assignment – Two unit plans

Week 11

- Read Ch. 3
- Answer questions in Ch. 3 & 8 (located on Blackboard under Chapter Questions)
- Discuss the responsibilities for the School Health Program (The School Board, the School Administration, the School Nurse, the teacher, etc.)
- Discuss and Develop a Format for a Unit Plan
- Discuss Grade Placement Block Plan
- Assignment - Two Unit Plans

Week 12

- Read Ch. 8
- Answer questions in Ch 8 located on Blackboard under Chapter Questions.
- Discuss and demonstrate those things a good teacher will be able to observe in her/his students.
- Assignment – Teaching demonstration – 5 hours observation

Week 13

- Read Ch 13
- Discuss and demonstrate how children learn

- Answer questions located on Blackboard under Chapter Questions
- Exam

Week 14

- Read Ch 15
- Answer questions in Ch 15 (located on Blackboard under Chapter Questions)
- Discuss types of learning (located on Blackboard under Course Documents)
- Assignment – Bulletin Board

Week 15

- Read Ch. 25
- Answer questions to Ch 25 on Blackboard
- Discuss and demonstrate the role of motivation (found on blackboard)
- Discuss the Elementary School Health Education Intermediate Grades
- Assignment – Body Systems

Week 16

- Discuss Curriculum Planning
- Discuss the Weaknesses and Strength of Teaching Methods
- Assignment – Seminar

Week 17

- Read Ch. 14
- Discuss the Principles of Teaching
- Discuss the School Playground and Children
- Assignment – Seminar

Week 18

- Exam

10. **TEACHING STRATEGIES**

Large and small group activities, individual and group projects, field observations, lecture-discussion, demonstration, discussion, role-play, Internet and research.

11. **DISABLED STUDENT SERVICES:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

ABSENTEE POLICY

In addition to the University's policy on absenteeism, any unexcused absence above the allowable minimum will result in one (1) point being deducted from the student's final grade average.

Example: Final grade average 92 = A; 3 unexcused absences = minus 3 points; 3 points deducted (92 – 3 = 89) = B grade.

Excused absences include **DOCUMENTED** emergencies, medical or otherwise; University service, i.e., athletics, band, choir, etc., or instructors approval. **This policy includes all levels of classes (100 thru 400 level.)**

17. **REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)**

Pangrazi, Robert P. *Dynamic Physical Education for Elementary School Children*, 14th edition, 2005, Benjamin Cummings.

Anspaugh, David J. and Ezell, Gene, *Teaching Today's Health*, 7th edition, 2005, Benjamin Cummings

National Education Goals Panel. 2002, March. Goals. www.negp.gov/page3.htm (23 January 2003).

- Rose, L.C., and A.M. Gallup. 2002. The 34th Annual Phi Delta Kappa/Gallup Poll of the public's attitudes toward the public school. *Phi Delta Kappan*
- Concept to Classroom: Tapping into multiple intelligence—Implementation. 2002, June 15. www.thirteen.org/online/concep2class/month1/index.html (15 June 2002).
- Curtis, J., and R. Papenfuss. 1980. *Health Instruction: A task approach*. Minneapolis: Burgess.
- Katz, L.G. 2002 How can we strengthen children's self-esteem? <http://npin.org> (15 February 2003).
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- Psychological Trauma Center. 2002, June 26. Terrorism. What does one say to children? <http://ptcweb.org/terror.html>.
- Centers for Disease Control and Prevention. 2000. Summary of physical activity and health: A report of the Surgeon General. www.cdc.gov/nccdhp/sgr/summ.htm (November 2002)
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- American Heart Association (AHA). 1996. *Heart power, kindergarten through second grade level*. Dallas: AHA.
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- Cantuti-Castelvet, I.B. H. Shukitt, and J.A. Joseph, 2000, May 31. Neurobehavioral aspects of antioxidants in aging. Agricultural Research Service. www.nal.usda.gov/ttic/tektran/data/000010/00000105128.html (February 2003).
- Corbin, B., R. Lindsey, G.J. Welk, and W.R. Corbin. 2002. *Concepts of fitness and wellness: A comprehensive lifestyle approach*. 4th ed. Boston: McGraw-Hill.
- U.S. Environmental Protection Agency. 2002. Pesticides. www.epa.gov/pesticides/ (17 March 2003).
- Anspaugh, D.J., J.M. Hanrick, and F.D. Rosato. 2002. *Concepts and applications of wellness*. 5th ed. Boston: McGraw-Hill.
- U.S. Department of Health and Human Services. (2000). *Healthy people 2010: National health promotion and disease objectives*. Washington, DC: U.S. Government Printing Office.
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Sidentop, D., & Tannenhill, D. (2000). *Developing teaching skills in physical education*. 4th ed. Mountain View, CA: Mayfield Publishing Co.

Christie, B.A. (2000). Topic Teamwork: A collaborative integrative model for increasing student-centered learning in grades K-12. *Journal of Physical Education, Recreation and Dance*, 71 (8), 28-32.

Corbin C. and Lindsey, R. 2002. *Fitness for life*. Updated 4th ed. Champaign, IL: Human Kinetics.