



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

Undergraduate

1. **LOCATOR INFORMATION**

Semester: Fall 2009
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
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FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@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, 15th edition, 2008, Benjamin Cummings.

Anspaugh, David J. and Ezell, Gene, Teaching Today's Health, 7th edition, 2008, 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 a 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.

7. GENERAL REQUIREMENTS

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|----|--|------|
| 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)	40%
Skill Test (1)	20%
Bit Teaching 5 hr Observation (1)(tape)	20%
Assignment to be handed in	20%

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%
Seminars	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 two typed lessons 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 (on reserve in Library)

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 (on reserve in Library)

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 in the Appendix to a child 5-8 years old. Submit with complete survey a written summary of this experience.

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.

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 two typed 30-minute lesson plans for movement exploration without equipment.

Week 6

Read Ch. 5 – Management and Discipline

Discuss and Demonstrate Object Manipulative Skills

- a. Progression for Children Developing Throwing Skills
- b. 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, (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 6 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 reserve in the library

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 lesson plans

Week 11

Read Ch. 3 & 8

Answer questions in Ch. 3 & 8 on reserve in the library

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. 6 & 4

Answer questions in 6 and 4 located on reserve in the library.

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 7 & 9

Discuss and demonstrate how children learn

Exam

Week 14

Read Ch 10 & 11

Answer questions in Ch 10 & 11 on reserve in the Library

Discuss types of learning (found on Blackboard)

Assignment – Bulletin Board

Week 15

Read Ch. 12 & 5

Answer questions to Ch 12 on reserve in the Library

Discuss and demonstrate the role of motivation (found on blackboard)

Discuss the Elementary School Health Education Intermediate Grades

Assignment – Body Systems

Week 16

Read Ch. 13

Answer questions to Ch. 13 on reserve in the library)

Discuss Curriculum Planning

Discuss the Weaknesses and Strength of Teaching Methods

Assignment – Seminar

Week 17

Read Ch. 14

Answer questions to Ch. 14 located on reserve in the library

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).
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- Katz, L.G. 2002 How can we strengthen children's self-esteem? <http://npin.org> (15 February 2003).
- Payne, W.A. and Hahn, D.B. 2002. *Understanding your health*. 7th ed. Boston: McGraw-Hill.
- 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)
- Cosmetics, Toiletries and Fragrance Association. 2000, September. www.fda.gov/ohrms/cockets/dailys/00/Sep00/090600/c00573.pdf (November 2002).
- Ohio Department of Health, Vision Conservation Programs for Children. 2001. www.odh.state.oh.state.us/odhprograms/HVSCR/Vision01.pdf (November 2002.)
- American Heart Association (AHA). 1996. *Heart power, kindergarten through second grade level*. Dallas: AHA.
- Prevent Child Abuse America. 2002. Fact sheet: Sexual abuse of children. www.preventchildabuse.org (1 June 2002).
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- Barry, J.D. 2002. Barbiturate abuse. *eMedicine consumer journal* 3 (3) (March 2002). www.emedicine.com/consumerjournal.htm (23 April 2003)
- 1995-2003b. Kids and alcohol, why shouldn't I drink? www.kidshealth.org/kid/stay_health/body/alcohol.html (October 2002)
2002. Viral Hepatitis: A fact sheet. www.cdc/diseases/hepatitis/a/index.htm (14 June 2002).
- 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.

American Academy of Pediatrics. (2000). Policy Statement: Climatic heat stress and the exercising child and adolescent. *Pediatrics*, 106 (01), 158-159.

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.