

HK 351

**MATERIALS AND METHODS OF TEACHING PHYSICAL
EDUCATION IN THE ELEMENTARY SCHOOL**

SEMESTER CREDIT HOURS: 3

CATALOG DESCRIPTION: Philosophy, techniques, materials, and activities essential for teaching physical education at the elementary school level.

PREREQUISITE:

ED 300 and ED 302.

TEXT:

Kovar, Susan K...[et al.] (2004). Elementary Classroom Teachers as Movement Educators (2nd ed.). New York: WCB McGraw-Hill.

NATURE OF COURSE CONTENT:

Materials and Methods of Teaching Physical Education in the Elementary School is designed to help prepare undergraduate students in physical education, early childhood education, and elementary education to teach physical education to children in the primary and intermediate grades. It provides these students with the rudiments of curriculum planning and instruction for physical education at the elementary school level. Attention will be given to the structuring and process of learning motor skills, the preparation of a yearly programs, resource units, and lesson plans while developing a variety of management and teaching strategies necessary to maintain an effective learning environment through a variety of game and movement activities. The STAI format will be used where appropriate.

GOALS/OUTCOMES:

Upon completing HK 351, the student should be able to:

1. describe the meaning and purpose of physical education and the characteristics and needs of young children.
2. incorporate fundamental movement concepts and motor skills appropriate for children in the primary and intermediate grades into selected teaching episodes.
3. describe the steps necessary for curriculum development as they relate to program emphasis; and plan a yearly, unit and daily instructional program for physical education at the elementary school level.
4. demonstrate effective teaching from daily lesson plans following STAI procedures for a variety of game and movement activities during peer teaching.
5. develop and implement appropriate teaching strategies, techniques, and materials as they relate to: organization, management, motivation, discipline, instruction, and evaluation during peer teaching and field experiences. These materials will become part of the student's portfolio.

6. articulate his/her philosophy of elementary physical education.
7. evaluate his/her peer and field experience teaching through analysis of video/audio tapes or by using using selected systematic observation instruments.

CONTENT OUTLINE:

- I. What is Physical Education? Ch. 1
 - A. PE & Movement Defined
 - B. Principles and Standards of Elementary PE Today
 - C. The Classroom Teacher as Movement Educator
- II. Exercise Concepts and Fitness Education Ch. 4
 - A. Fitness Education Defined
 - B. Exercise and Health Risk Factors
 - C. The Human Body and Activity
 - D. Fitness Education in the Classroom
- III. Motor Development and Motor Learning for Children Ch. 2
 - A. Growth, Motor Development, and Motor Learning in Children
 - B. Stages of Learning and Styles of Teaching
- IV. Managing and Teaching the Physical Education Lesson Ch. 7
 - A. Organizing and Teaching Lesson Content
 - B. Providing Feedback
 - C. Organizing Students for Activity
- V. Promoting Responsible Behavior Movement Components and Skill Development Ch. 3
 - A. Locomotor, Nonlocomotor, and Manipulative Skills
 - B. Body and Space Awareness
 - C. Qualities of Movement and Relationships
- VI. Physical Education Curriculum Ch. 6
 - A. Characteristics of a Quality Program
 - B. Building a Quality Program

- C. Using Existing Curriculum Guides
- VII. Curriculum Integration in the Classroom Ch. 8
 - A. Benefits
 - B. Games and Activities
 - C. Cultural Integration
- VIII. Motivating Children to Be Physically Active Ch. 9
 - A. Instilling Feelings of Motor Skill Competency
 - B. Building Intrinsic Motivation
 - C. Involving Students as Well as Yourself
- IX. Planning for Children with Diverse and Special Needs Ch. 5
 - A. Understanding and Accepting Diversity
 - B. Understanding and Adapting to Disabilities
- X. Sociological Aspects of Children Moving Ch. 10
 - A. Socializing Children to Be Physically Active
 - B. Teaching and Assessing Social Skills in a Movement Setting
- XI. Creating a Physically Safe Movement Environment Ch.11
 - A. Safety
 - B. Selecting Activities
 - C. “Best Practices” and Adequate Environments
- XII. Recess as Quality Movement Time Ch 12
 - A. Benefits
 - B. Quality Recess
 - C. Recess Programs that work

METHODS OF EVALUATION: Student performance will be evaluated as follows:

DESCRIPTION	POINTS POSSIBLE
<u>Written Exams</u>	
Test 1	50
Test 2	50
Test 3	50
Final Exam	50
Subtotal	200
<u>Classwork Assignments</u>	
Participation	25
Article Review	25
Homework Assignments (5 X 10)	50
Lesson Plan Assignment	75
Subtotal	175
<u>Observation of Teaching and Teaching</u>	
Field Experience Reflective Journal	25
Systematic Observation Instruments (3 X 25)	75
Peer Teach and Analysis	100
Subtotal	200
Total Points Possible	575

Grades will be determined according to the following scale:

- 90 - 100% = A (518 - 575 points)
- 80 - 89% = B (460 - 517 points)
- 70 - 79% = C (403 - 459 points)
- 60 - 69% = D (345 - 402 points)
- 0 - 59% = F (0 - 344 points)

REQUIREMENTS OF THE COURSE:

Written Exams and Quizzes - Written exams will be based on reading assignments (text and articles), lecture, and class discussions. Format for the exams may include true/false, multiple choice, short answer, and essay questions. Quizzes may be announced or unannounced.

Article Reviews - Articles assigned by the instructor or selected by the student will be read and reviewed in a computer generated one-page summary. The article review includes the statement of the problem/purpose of the article, and **more importantly**, the student's personal reaction to the article.

Homework Assignments - Homework assignments **may** include writing a personal philosophy statement, developing a lesson plan for a micro-teach, designing and making a bulletin board, using an observation instrument to analyze a peer or practicing teacher teach, and creating materials for his/her portfolio.

Observation of Teaching and Teaching - Students will observe and analyze each other and themselves during peer teaching episodes. Systematic observation instruments will be used by the students to evaluate their own teaching and that of their peers.

Field Experience - Students will have an opportunity to observe and possibly assist experienced teachers in public school physical education classes. During the field experience, students are expected to dress and conduct themselves appropriately and professionally. Systematic observation instruments will be used by the students to evaluate classroom climate, bias, and amount of activity time. Each student will complete **10** observations - one per week. A reflective journal (see below) will be maintained during field experience.

Reflective Journal - Students will keep a journal during the field experience. The journal will include a description of their experiences. **More importantly**, the student will show evidence in their writing of interpreting their reactions following some description and explanation of their observation. The student makes an attempt to answer the question: "What does this say to me? (Reflection may be accompanied by a personal experience if appropriate from in or out of class).

REFLECTIVE JOURNALS ARE DUE IMMEDIATELY UPON COMPLETION OF FIELD EXPERIENCE.

STUDENT RESPONSIBILITIES

1. Students are expected to **attend and actively participate** in all classes. When class meets in the gym, students are expected to **wear clothing appropriate for activity and athletic shoes.**
2. In case of illness or other excused absence, the student is held responsible for all missed work. **If** absence from a test is excused, the test may be made up the same day as the final exam.
3. **All assignments, reports, and other related coursework are to be turned in at the beginning of the class period on the date due. NOTHING will be accepted beyond the due date without prior approval of the instructor.**

4. Read chapters ahead of time so you can ask and answer questions, complete quizzes successfully, and be involved in discussions/assignments. The quality of your participation in class discussions will be assessed daily.
5. All article reviews, lesson plans, and reports are to be computer generated, spell-checked, and proof-read.
6. Expect to spend 6 to 9 hours per week outside of class on this course. This will include reading, working on assignments, and field experience.
7. Academic Dishonesty Policy: Students enrolled at MUW agree to abide by the University's Honor Code "to uphold the highest standards of honesty in all phases of University life" and therefore agree to refrain from any dishonest behavior in academics. See p. 51 of the MUW catalog for details. **Using someone else's words as your own without giving proper credit is considered plagiarism. Collaboration on outside assignments is a form of cheating.**
8. **PLEASE TURN OFF OR SILENCE ALL CELL PHONES AND PAGERS PRIOR TO ENTERING THE CLASSROOM.**
9. **All students must have a "W" email account.**

TECHNOLOGY INTEGRATION:

Technology will be used by the student to complete assignments, improve the delivery of instruction through the preparation of visual aids and/or other instructional materials, and to analyze teaching performance. The student's self-analysis of teaching performance will be conducted by means of videotape.

Students with disabilities:

Reasonable accommodations for persons with documented disabilities will be made. It is the responsibility of individuals with disabilities to notify the instructor so that necessary and appropriate modifications can be implemented.