

EED 4181 Teaching Fitness and Wellbeing in Elementary and Middle Level Classrooms

Catalogue Description

Prerequisites Students admitted to the K-8 Education Program examine and practice teaching in a supervised peer laboratory setting, gaining experience with a classroom repertoire of PE foundations, unit planning, lesson design, assessment, and overall program evaluation leading to the physiological, biomechanical, social, and emotional health of children. Cross listed with TD510.

Admission to the K-8 Elementary Education Program.

COURSE:	EED 4181
COURSE TITLE:	Teaching Fitness and Wellbeing in K-8 Classrooms
COURSE CREDIT:	2 credits
SEMESTER/YEAR:	Winter 18
COURSE LOCATION/ TIME:	Tuesday 5:30-7:10
PROFESSOR:	Tom Cooney
OFFICE:	
OFFICE HOURS:	Appointment
TELEPHONE:	248-321-9088
E-MAIL:	cooney@oakland.edu tcooney@rochester.k12.mi.us

Course Goals

In pursuing the Values, Knowledge, and Skills of teaching Fitness and Wellbeing, Oakland University students in the K-8 Education Program completing this course will:

1. Understand the Seven Activity Domains of Physical Education: basic movement skills, fitness, rhythms/dance, games (of low- to high-organization), sports (individual, dual, and team), individually-monitored, and recreation.
2. Experience the Seven Activity Domains through participation and peer-teaching labs.
3. Value the impact of these Seven Activity Domains upon the livelihood of children, and thus advocate the imperative for frequent and active Physical Education in the elementary school curriculum.
4. Explore and access resources for teaching the Seven Activity Domains of Physical Education in formal, classroom, and non-traditional school-based settings.

These Course Goals conform to the Elementary Teacher Certification Standards identified below:

Elementary Certification Standard 1.7 Enacted by the Michigan State Board of Education (January 2008), Teacher Candidates must demonstrate knowledge and understanding of Physical Education through planning and appropriate implementation of effective past and current research-based human movement and physical activity strategies as central elements to foster active, life-long, healthy lifestyles for all elementary students. In particular, Candidates will know and demonstrate an understanding of how to teach:

Standard 1.7.1	Concepts of health-related physical fitness, including cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition, utilizing Frequency, Intensity, Type, and Time/duration of exercise (the F.I.T.T. Principle) which impacts student skills, knowledge, and behaviors that contribute to healthy lifestyles;
Standard 1.7.2	Concepts of motor development including movement concepts and motor skills that impact student skills, knowledge, and behaviors that contribute to healthy lifestyles; and
Standard 1.7.3	Concepts of personal/social development to impact student's skills, knowledge, and behaviors that contribute to healthy lifestyles.

Textbooks

Required

Kovar, S. K., Combs, C. A., Campbell, K., Napper-Owen, G., & Worrell, V. J. (2009). *Elementary classroom teachers as movement educators*. Columbus, OH: McGraw Hill.

Recommended

Colvin, A. V., Enger-Markos, N. J., & Walker, P. J. (2008). *Teaching the nuts and bolts of Physical Education* (2nd ed.). Champaign, IL: Human Kinetics.

Course Topics

- The role of fitness and nutrition in the healthy development of children
- The juncture of socialization, emotion, and motivation in Physical Education
- Seven Activity Domains of Physical Education
- Pedagogy in Physical Education
- Measurement and assessment of students
- Curriculum and program evaluation
- Diversity, special needs, and Adaptive Physical Education
- Safety and first aid
- Legal obligations and ramifications
- Resources in Physical Education

Field Experience

- Observations and reflections will take place in Field Placement environments

Methods of Instruction

- Lecture
- Demonstration
- Simulation
- Role play
- Experiential learning
- Non-directive facilitation
- Deductive reasoning
- Inductive rationale
- Project-based learning

Performance Assessment

- Peer teaching experience
- Unit Planning and Lesson Design/Strategy

Participation

- This is an activity class. You will be moving and active in every class session, including the first day of the course.
- Students should therefore be prepared to participate actively wearing comfortable clothing and suitable footwear for every class.
- A full-value contract will be completed on the first day of class.

Course Requirements and Grading Grades will be based on the University 4 point scale.

20% Participation

30% Teaching Performance and Lesson Observation

30% Unit Planning and Lesson Design/Strategy

20% Mastery knowledge of course content

100% Total

Grading Scale					
<u>Grade</u>	<u>%</u>	<u>Grade</u>	<u>%</u>	<u>Grade</u>	<u>%</u>
4.0	99-100	3.5	89-90	3.0	79-80
3.9	97-98	3.4	87-88	2.9	77-78
3.8	95-96	3.3	85-86	2.8	75-76
3.7	93-94	3.2	83-84	2.7	74
3.6	91-92	3.1	81-82	TBD	<74

Drop Date Information:

The last day to drop this class with 100% tuition refunds can be found under “Important Semester Dates” at <http://www3.oakland.edu/oakland/currentstudents/>

Additional Resources

- Abels, K. W., & Bridges, J. M. (2010). *Teaching movement education*. Champaign, IL: Human Kinetics.
- Dienstmann, R. (2008). *Games for motor learning*. Champaign, IL: Human Kinetics.
- EPEC. (2006). *Exemplary Physical Education Curriculum: Grades K-5*. Lansing, MI: Michigan Fitness Foundation.
- Fowler, J. S. (1981). *Movement education*. Philadelphia: Saunders College Press.
- Gilliom, B. (1970). *Basic movement education for children: Rationale and teaching units* [Out of print]. Reading, MA: Addison Wesley.
- Glover, D. R. (1992). *Team building through physical challenges*. Champaign, IL: Human Kinetics.
- Graham, G. M., Holt-Hale, S. A., & Parker, M. A. (2010). *Children moving: A reflective approach to teaching physical education* (8th ed.). Columbus, OH: McGraw Hill.
- Hart, S. (2007). *A teacher's guide to motor development*. Dubuque, IA: Kendall/Hunt.
- Holt/Hale, S. A. (2010). *On the move: Lesson plans to accompany Children Moving, 8th edition*. Boston: McGraw Hill Higher Education.
- Hopple, C. J. (2005). *Elementary Physical Education teaching and assessment: A practical guide* (2nd ed.). Champaign, IL: Human Kinetics.
- Kelly, L. E., Wessel, J. A., Dummer, G. M., & Sampson, T. (2010). *Everyone can: Skill development and assessment in Physical Education*. Champaign, IL: Human Kinetics.
- Maude, P. (2001). *Physical children, active teaching: Investigating physical literacy*. Philadelphia: Open University Press.

- McKenzie, T. L., & Rosengard, P. F. (2000). *SPARK: Sports, Play & Active Recreation for Kids*. San Diego: The SPARK Programs.
- McKenzie, T. L., Rosengard, P. F., Armstrong, C. A., Condon, S. A., Sallis, J. F., & Bernal, R. F. (2000). *Lifelong Wellness (Levels I and II)*. San Diego, CA: The SPARK Programs.
- Meredith, M., & Welk, G. J. (2007). *Fitnessgram/Activitygram*. Champaign, IL: Human Kinetics.
- Metzler, M. W. (2005). *Instructional models for Physical Education* (2nd ed.). Scottsdale, AZ: Holcolm Hathaway.
- Moyles, J. (2001). *Playful children, inspired teaching*. Philadelphia: Open University Press.
- Pangrazi, R. P. (2004). *Dynamic physical education for elementary school children* (14th ed). San Francisco: Pearson.
- Pangrazi, R. P., & Beighle, A. (2010). *Dynamic Physical Education for elementary school children* (16th ed). San Francisco: Benjamin Cummings.
- Pica, R. (2008). *Physical education for young children*. Champaign, IL: Human Kinetics.
- Rink, J. (2008). *Designing the physical education curriculum: Promoting active lifestyles*. Champaign, IL: Human Kinetics.
- Rink, J. (2010). *Teaching physical education for learning* (6th ed.). Columbus, OH: McGraw Hill.
- Rink, J., Hall, T., & Williams, L. (2010). *Schoolwide Physical Education: A comprehensive guide to designing and conducting programs*. Champaign, IL: Human Kinetics.
- Rohnke, K., & Butler, S. (1995). *Quicksilver*. Dubuque, IA: Kendall/Hunt.
- Stiehl, J., Morris, D., & Sinclair, C. (2008). *Teaching physical activity: Change, challenge, choice*. Champaign, IL: Human Kinetics.
- Stroot, S. A. (2000). *Case studies in physical education: Real world preparation for teaching*. Scottsdale, AZ: Holcomb Hathaway.
- Weikart, P. S. (2009). *Teaching movement & dance: A sequential approach* (6th ed.). Ypsilanti, MI: Highscope Press.
- Weiss, H. (2008). *Fun, fitness, and skills: The powerful original games approach*. Champaign, IL: Human Kinetics.