

**Eastern Illinois University Department of
Kinesiology and Sports Studies KSS 3600
Fall 2013
Introduction to Elementary School Physical Education**

Instructor: Debbie Fay

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Office Hours: M/W 12:00am-1:00pm T/R 10:00am-12:00am/By Appointment

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Credits: 2

Required Materials

*Graham, George. *Children moving: a reflective approach to teaching physical education*, 8th edition. McGraw-Hill.

*D2L Materials

Catalog Course Description/Objective

Physical education as it relates to the total education of the elementary school child with emphasis on the developmental approach.

Purpose/Rationale

Providing elementary students with developmentally appropriate tasks is essential to any physical education program. This course will introduce the pre-service teacher to a variety of developmentally appropriate lessons that follow the NASPE appropriate practices guidelines for elementary students. In addition, the course will focus on instructional and managerial strategies to create a positive learning environment for all students.

Student Learning Outcomes

By the end of this course, students will:

1. Develop knowledge and understanding of a balanced elementary physical education program.
2. Plan an elementary physical education lesson based on goals, objectives, and the developmental needs of the children including safety at all levels.
3. Develop some degree of skill in the use of the problem solving and creative approach to teaching elementary students.

4. Develop knowledge and understanding in the progression and procedures used in the teaching of skills in the area of movement, rhythms and dance, games and gymnastics (including locomotor, non-locomotor and manipulative movements).
5. Apply movement concepts to the areas of rhythms and dance, games and gymnastics.
6. Be able to integrate movement with some of the academic areas.
7. Be knowledgeable in the safety and planning of Physical Education facilities.
8. Collect and implement sources and materials relating to Elementary Physical Education.
9. Be knowledgeable as to the responsibilities of the classroom teacher in the teaching of Physical Education to all students including special populations.
10. Be knowledgeable in basic organizational and instructional delivery strategies and classroom management techniques.

CEPS Theme

The Unit Theme is: Educator as Creator of Effective Educational Environments through knowledge of:

- Diverse Students
- Diverse Societies/Communities
- Diverse Subjects Areas and Levels
- Diverse Strategies
- Diverse Technologies

Support of Conceptual Framework

Teacher candidates are expected to demonstrate knowledge, skills, and dispositions associated with the unit theme. As an educator, candidates can create effective educational environments demonstrate expertise in knowledge and practice. They are reflective practitioners who respect diversity and demonstrate a commitment to professionalism. They are educators who are committed to teaching for learning in positive and effective learning environments with sound knowledge of diverse students, societies, subjects and levels, strategies, and technologies.

Course Activities/Structure

Through a cooperative learning structure students will have a variety of opportunities to examine physical education content appropriate for elementary students. Activities will include discussions, readings, assessment strategies in the three domains, projects, teachings, collection of materials, ETC. The class environment will be one that fosters a safe, positive learning atmosphere where all students' views and ideas are accepted.

Student Expectations

This course is designed to focus on an introduction to elementary physical education and the various concepts related. The knowledge gained from this course is only trivia if it cannot be used to understand the current world of physical education. If you are not able to use the content to help you shape the future, then little has been gained throughout the semester. The class is also based on a cooperative learning model in which you will be a contributing member of a team for the entire semester. Although we do our utmost to provide you with valuable knowledge and experiences, little can be gained unless you are making a concerted and noticeable effort to be a self-motivated, responsible, and an active learner. **In an effort to guide the goal of responsibility, motivation and participation, I offer the following as class operating guidelines:**

Be here. The class is largely interactive and participatory. These types of experiences cannot be made up. You should plan to attend every class and to be on time. Under no circumstances can in-class work be made up, since it is largely related to your ongoing field experiences.

Participate with effort. This asks that you are prepared and put forth a solid and consistent effort in class. This includes giving input and feedback during lectures, discussions, and group work as well as producing college level work. Do what you have to do to be ready. Bring to class each day your books, notebook, and syllabus. You are responsible for the material as it develops throughout the semester.

Take initiative for yourself. Most of your learning will be the result of your own initiative, not the prodding of instructors or rewards (or threats) of grades. You alone must be responsible for creating value for yourself in this course. How well you do will in a large part will be the result of how well you are able to carry on without direct supervision. Taking initiative means asking questions when material, concepts, or expectations are not clear. (It is OK not to know, but it is not OK to continue not knowing.) It also means doing reading and work outside of class. For this class, reading beyond the assignment is necessary to achieve markedly superior work.

Help others. The ultimate success and reward for each of you depends on your ability to help and support your classmates in their learning and in their attempts to be responsible for their own learning. This also includes creating a safe learning environment; that is, one in which the confidentiality of one another's sharing is respected, where complaints are directed only to someone (and received only by someone) who can do something about the situation, and where differences of opinion and healthy debate are prized. After all, our ability to help others is the only thing that really counts in the long run.

Communication for the Course

I will be communicating with you by email frequently throughout the semester. Check your EIU Panthermail/D2L on a regular basis for reminders, announcements, assignment postings, etc. **PLEASE DIRECT ALL YOUR EMAILS TO dfay@eiu.edu.**

Policies

EIU's policies and recommendations for academic misconduct will be followed.

Attendance/Tardiness Policy

To prepare students for a career in teaching, students are required to attend all scheduled classes/teachings. This expectation aligns with the EIU teacher education dispositions. If an absence/tardiness does occur, the student is responsible for the material covered during the absence/tardiness. The student should notify the instructor in advance of an anticipated absence/tardiness. **For each absence or each tardy after 1 in this course, a letter grade deduction will occur.** Extenuating circumstances will be assessed on an individual basis. THINK LIKE A TEACHER!!!!

Policy for late assignments

Assignments turned in after the due date for this course will not be accepted.

Electronic Devices

Please extend courtesy to your instructor and fellow students by turning your cell phones to silent/vibrate and turning off other electronic devices. Usage of electronic devices during class/teachings without prior notification will result in a letter grade deduction for each instance. Thank you for your cooperation!!

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Disability Access

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (217-581-6583).

Course Evaluation

Notebook		
20%	In-Class	Assignments
15%		Teachings
35%	Game	Creation
30%		

Description of Assignments

Notebook – Each student will compile a notebook with materials provided in class. The notebook will serve as a valuable resource when examining the content of the course and for when students begin teaching!!!

In-Class Assignments – These assessments allow me as an instructor to assess student learning throughout the semester. Assignments can include homework assignments, assessments, group projects, in-class activities, ETC.

Teachings – In groups of 2-3, you will be responsible for teaching a skill theme/movement concept. Each lesson must include some form of assessment in one of the three learning domains. Each group will teach multiple lessons throughout the semester.

Game Creation – In groups of 2-3, students will create a game that is developmentally appropriate for elementary students. A rubric will be provided to assist in the designing of a game/activity.

Grading SCALE

<u>Percentage</u>	<u>Letter grade</u>
90-100	A
80- 89	B
70- 79	C
60- 69	D
< - 60	F

WELCOME TO KSS 3600 & PHYSICAL EDUCATION!!!