

DEPARTMENT OF KINESIOLOGY AND SPORTS STUDIES  
KSS 3600 - INTRODUCTION TO ELEMENTARY PHYSICAL EDUCATION - Fall 2009

INSTRUCTOR: Gwen Little OFFICE: McAfee 1402  
OFFICE PHONE: 581-7593 OFFICE HOURS: MW 1:00-2:00, TR 11:00-12:00  
E-Mail: [gglittle@eiu.edu](mailto:gglittle@eiu.edu) Appointments made in advance for other times and after class.

STATEMENT OF EDUCATION:

The Primary learning model for this course is the Behavior System Model (Rink, J.E., (1993), Mooston, M., and Ashworth, S. (1994).

The Unit Theme is: Educator as Creator of Effective Education Environments

- Knowledge of Diverse Students
- Knowledge of Diverse Societies/Communities
- Knowledge of Diverse Subject Areas and Levels
- Knowledge of Diverse Strategies

COURSE DESCRIPTION:

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

General Goals

To provide you with methods for teaching physical education and classroom activities for K-6.  
To familiarize you with material and texts to aid in your teaching.  
To give you the opportunity to practice your teaching and to be evaluated.

COURSE OBJECTIVES:

- A. For students to develop knowledge and understanding of a balanced elementary physical education program in grades K-6.
- B. For students to plan an elementary physical education lesson based on the characteristics and needs of the children.
- C. For students to develop some degree of skill in the use of the problem solving and creative approach as well as the direct approach in teaching
- D. For students to develop knowledge and understanding in the progression and procedures used in the teaching of the skills in the area of movement, rhythms and dance, games and gymnastics.
- E. For students to develop management skills needed to conduct a lesson with safety and efficiency.
- F. For students to apply movement concepts to the areas of rhythms and dance, games and gymnastics.
- G. For students to be able to integrate movement with some of the academic areas.
- H. For students to collect sources and materials relating to elementary physical education.
- I. For students to be knowledgeable as to the responsibilities of the classroom teacher in the teaching of physical education.

COURSE CONTENT:

- A. Introduction to elementary physical education
- B. The growing child, characteristics/needs
- C. Planning a lesson (emphasized)
- D. Management skills and discipline/safety (emphasized)
- E. Incorporating the following skills, activities, and concepts into the elementary physical education program:-Introductory activities  
-Social skills -Fitness activities -Combative games -Movement concepts-Games  
-Dance -Fundamental skills -Cognitive skills -Rhythms and dance (cultural)
- F. Physical Education in the classroom
- G. Integrating academic subjects into physical education
- H. Evaluation
- I. Class content will be approached with levels (not age) as the primary basis.  
Beginning with level I proceeding to level III.

METHODS OF INSTRUCTION:

Group Work-You may become a member of a 2-4 person team responsible for developing and presenting a part of a P.E. curriculum/and or lesson for the classroom or gym.

Peer Teaching-You will be responsible to teach and role play as if the class is K-6.

Demonstration-From time to time you will be asked to show a particular game, skill, dance, etc. from your own experiences. Active participation is very important in learning the methods of teaching Physical Education.

Wear appropriate clothing. Tennis shoes everyday.

Class Discussion-Out of the 100 minutes in class some time will be spent in discussion of the reading material. The other time will be spent in the gym learning ways to manage and instruct a K-6 grade physical education class. Through your active participation, whether it be questions, answers, role playing or discussions, effective learning can be accomplished.

COURSE REQUIREMENTS:

- A. You will observe instructional physical education in an elementary school in levels I-III: Level I (K-2), Level II (3-4), Level III (5-6). Numbers 1 and 2 below at the same time.  
1. Observe class management skills of one teacher from each level- i.e. 3 teachers. Pages 99-109 ( in class, group discussion) Hand in notes  
2. Compare and analyze characteristics of 2 students in same grade. Students should be in different developmental levels. Pages 72-76 ( in class discussion)hand in notes. A time sheet will be handed in on due date. TBA
- B. Present lessons in part or whole in either movement concepts, rhythms, games, or stunts or integrate physical activity with an academic area.
- C. Complete each exam and spelling test. Points from all work will be totaled at end of semester and multiplied by: 90%=A, 80%=B, 70%=C, 60%=D.
- D. Compile an organized three ring notebook of all dated notes from class and other assignments including handouts, present at end of semester during final exam (25 pts.)
- E. Regular and punctual attendance is required of all students taking the course. However, absences cannot be avoided.(3 tardies = an absence.)  
Attendance Policy: Perfect attendance=15 bonus pts., can take 2 personal days w/o penalty, but no bonus points. Each absence after the 2 personal days is a 5 pt. deduction. A total of 6 absences constitutes an automatic F for the semester. Two days release time for observations = to be announced.
- F. Policy for 'late' assignments: No points will be given for late work. If the work is completed in a reasonable time then 'credit' will be given. The alternative, if not handed in, is an 'F' for the semester.
- G. Extra credit for giving blood and working the Special Olympics, food assessment, Health Fair, and fitness assessment in the Lab in Lantz (5 pts. each) Not to be used if attendance bonus is reached. Maximum 10 pts.
- H. After midterm you will need a conference with me to discuss absences and grades.
- I. Use of cell phones is prohibited. Your undivided attention is appreciated. Each infraction will cost you 5 points.

Important dates:

First class day	Aug. 24
Labor day	Sept. 7
Fall break	Oct. 9
Midterm	Oct. 14
Thanksgiving break	Nov. 23-27
Last class day	Dec. 11
Observation days	_____ and Nov. 30

Final schedule:

Monday 10:00-11:40	Tues. Dec. 15 10:15-12:15
Monday 2:00-3:40	Wed. Dec. 16 2:45-4:45
Tuesday 12:00-2:40	Mon. Dec. 14 12:30-2:30
Tuesday 2:00-3:40	Mon. Dec. 14 2:45-4:45

Required Text:

Robert Pangrazi, Dynamic Physical Education for Elementary School Children. New York: Macmillan Publishing Company. 1998. 15<sup>th</sup> Edition.

Bibliography: Books

Bennett, J. P. and A. Kamiya, Fitness and Fun, Activities Publishing. 1986

Capon, Jack, Perceptual Motor Lessons, Bryon, CA: Front Row Experiences, 1983.

Nichols, Beverly. Moving and Learning. Times Mirro/Mosby College Publishing,

1986.

Foster, David R. and James L. Overholt, Indoor Action Games for Elementary Children, Parker Publishing Co., 1989.

Note: The instructor reserves the right to make adjustments as deemed fit. In case of emergency (fire, storms, bomb scares or other dangerous situations) safety procedures will be implemented. In case of tornado-students will go to the hallway in the basement of McAfee. When other situations occur needing evacuation go in an orderly fashion to the driveway between McAfee and 4th street where the teacher will take roll so all will be accounted for.

**Disability Statement: 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).**

**FILL OUT AND RETURN TO INSTRUCTOR**

I have read the course syllabus and understand what the criteria are to pass this course, including the method of grading and attendance.

Signature \_\_\_\_\_ Date \_\_\_\_\_