

Eastern Illinois University
Department of Kinesiology and Sports Studies
KSS 3600-003 – Fall 2009
Introduction to Elementary School Physical Education

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Credits: 2

Required Text

Pangrazi, Robert P. (2007). *Dynamic Physical Education for Elementary School Children*, 15th ed. McGraw-Hill.

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.

Course Activities/Structure

Through a cooperative learning structure you 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, observations, 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 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.

EIU's Policies

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

Attendance Policy

Attendance and participation in this class is required to receive a passing grade. It is the responsibility of the student to notify the instructor prior to any class absence. A grade of zero will be given for all work missed in the event of ANY absence without prior notice. Some in-class work cannot be made up. Extenuating circumstances will be dealt with on an individual basis. On the 3rd absence and thereafter, 5% will be deducted from the final grade for each absence.

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. Thank you for your cooperation.

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	10%
Observation Reflection	10%
Class Assignments	25%
Teachings	30%
Game Creation	25%

Descriptions of Assignments

Notebook – Each of you 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 you begin teaching!!!

Observation Reflection – You will observe 3 hours of instructional physical education in an elementary school of your choice (I will discuss this with you). This observation will allow you to observe student/teacher behaviors and reflect on what you observed.

Class Assignments – This assessment form allows me as an instructor to assess your 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/writing lesson plans in part or whole on a movement concept and/or other activities. Each lesson must include some form of assessment in one of the three learning domains. Each group will teach approximately 3-4 lessons throughout the semester.

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

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