



EDUC 315 Teaching Health and Human Performance

Spring 2011 (3 Credit Hours)

M-TH 10:30-11:20AM

Course Description

This course addresses the philosophy, objectives, curriculum, lesson planning, instructional methods, and evaluation for establishing and maintaining an effective school health and human performance program that promotes lifelong health and physical activity.

Comprehensive school health and physical education is predicated on contemporary social influences, namely a national concern for health and wellness. Many of today's students are at risk in ways that influence their ability to learn, and effective teachers must be able to identify the health status of their students. This course provides an overview of health and human performance education in the elementary school as a multifaceted approach culminating in an organized and sequential plan for disseminating information and helping students develop life skills that promote health literacy, improvement of health, prevention of disease, and reduction of health related risk behaviors.

This course presents the methods, materials, and research related to the teaching of elementary school health and physical education. Emphasis is on curriculum planning and content. Students will design materials, plan, and teach lessons using various health and physical education curricula and technology. The curriculum addresses the physical, intellectual, emotional, social, and spiritual dimensions surrounding human wellness from a Christian perspective. The major purpose is to present the background, content, and developmentally appropriate strategies necessary for optimal teaching of health and physical education in the elementary and middle school. From this cognitive base, teachers will be able to provide multiple opportunities for students to personalize information, develop critical thinking skills, and begin to make value-related decisions that will ultimately result in positive health habits. The student will learn about the teacher's role and responsibilities in teaching health and physical education, and about the critical challenges children face in personal decision-making concerning smoking, drugs, alcohol, exercise, and sexual behaviors. Consideration is given to teaching the exceptional child.

This course supports the Minnesota Standards of Effective Practice for Licensing of Beginning Teachers, as well as subject matter standards for teachers of elementary education with a specialty, and preparatory content standards 3501.0467 as adopted by the MN legislature.

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Course Objectives and Learning Outcomes:

Upon completion of this course the student will begin to ...

1.0 Demonstrate knowledge of cognitive principles related to various content areas of human performance and health education and apply the principles in implementing effective learning experiences for elementary and middle school children.

- 1.1 Recognize and understand the distinctive contributions of human performance and health education and how they contribute to the total growth, development, and learning of each child. (SEP 2B,C, 10D)
- 1.2 Demonstrate knowledge and the developmental sequence of a variety of fundamental and specialized motor skills appropriate to a student's stages of development, learning styles, strengths, and needs. (SEP 3K, 8710.3200 Subpart 4: F3)
- 1.3 Plan and implement basic movement experiences and perceptual motor activities that promote proficiency in movement to meet student needs including developmental stages, prior knowledge, learning styles, and interest. (SEP 4G, 8710.3200 Subpart 4: F3)
- 1.4 Understand and apply the concepts related to monitoring and maintaining a health-enhancing level of physical fitness. (8710.3200 Subpart 4: F4)
- 1.5 Understand and apply the basic principles of wellness related to the physical, social, emotional, moral, and cognitive domains as they relate to varied styles of learning, performance, and multiple intelligences. (SEP 3A, 8710.3200 Subpart 4: F1,2; 8710.3200 Subpart 3: A3; 8710.3300 Subpart 3: A3)
- 1.6 Apply concepts that will enable elementary students to make meaningful decisions that positively impact health and wellness based on an understanding of developmental progression of learners and ranges of individual variation within the physical, social emotional, moral, and cognitive domains. (SEP 2C, 3A,B, 8710.3200 Subpart 4: F1,2)
- 1.7 Promote participation and involvement in age appropriate physical activities suitable for life long participation in lifetime activities, individual activities, nontraditional team activities, and traditional team activities. (8710.3200 Subpart 4: F1,2, 8710.3300 Subpart 3:B6)
- 1.8 Understand current concepts, assumptions, and debates central to the study of health and human performance that focus on areas of exceptionality in learning, including disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents. (SEP 3B)
- 1.9 Value the comprehensive school health program as an integral part of the elementary and middle school curriculum. (8710.3200 Subpart 4: F1,2)

2.0 Demonstrate knowledge of effective techniques, methods, and materials used in teaching human performance and health education consistent with the developmental stages of children in kindergarten through grade eight.

- 2.1 Identify topics, controversies, and teaching techniques appropriate to health and human performance education in the elementary and middle school and understand strategies for reducing and preventing accidents; drug, alcohol, and tobacco use; and high risk situations and relationships. (SEP 4G, 10E, 8710.3200 Subpart 4: F2)

- 2.2 Identify and implement strategies for organizing curriculum in elementary school health and human performance education that is current, age appropriate and based in education theoretical frameworks. (SEP 7A,B C,D,E, 8710.3300 Subpart 3: A2, B1,2)
- 2.3 Demonstrate ways to integrate health instruction into other curricular areas. (8710.3200 Subpart 3: A5,B2; 8710.3300 Subpart 3:B2)
- 2.4 Organize, allocate, and manage resources (time, space, equipment, activities, etc.) to provide active and equitable learning experiences. (SEP 5N)

3.0 Use health and human performance education activities in teaching experiences for developing pre-social skills, positive interaction skills, self-concept, self-motivation, self-evaluation, and self-expression in elementary and middle school students.

- 3.1 Understand the developmental levels of growth and coordination of children (grades K-8) and provide appropriate learning opportunities that support the physical, intellectual, social, and moral development of all students. (SEP 2B,C, 3B,K,L)
- 3.2 Identify, select, and implement appropriate instruction that is sensitive to the strengths, weaknesses, multiple needs, learning styles, and/or experiences of the learner. (SEP 3E,Q)
- 3.3 Use curricular and instructional strategies that encourage learners to view, question, and interpret physical activity and health education from diverse populations. (SEP 3H,K,N,O,Q, 4G,K)
- 3.4 Identify when and how to access appropriate services or resources to meet exceptional learning needs. (SEP 3N)
- 3.5 Understand and implement strategies to help learners become self-motivated, to control their own behaviors, and to develop positive self-esteem inside and outside of school. (SEP 5A,C,F)
- 3.6 Understand and demonstrate appropriate fitness and personal management components (cooperation, self-discipline, goal setting, making and following rules). (8710.3200 Subpart 4: F4)

4.0 Plan and implement activities in health and human performance in selected content areas as part of field and/or clinical teaching experiences.

- 4.1 Communicate verbally and nonverbally in ways that demonstrate sensitivity to all learners and foster sensitive communication by and among all students in the class. (SEP 6B,C,G)
- 4.2 Use technology to communicate and network in the health and human performance field. (SEP 4L, 6K)
- 4.3 Design and implement learning experiences that are safe, appropriate, realistic, relevant, and based in principles of effective instruction. (SEP 7F,G, 8710.3200 Subpart 3: A6)
- 4.4 Select and utilize varied roles (model, assessor, facilitator, supervisor) in the instruction process based on the content, purpose of instruction, and needs of the learners. (SEP 7G,H, 8J, 8710.3200 Subpart 3: A6)

- 4.5 Develop short-(lesson plans) and long-term-(unit plans and curricula) plans that are linked to learner needs, geographical location, funding, size of school, diverse populations, and performance and instructional goals, showing ways to assess for learner progress, motivation, and safety. (SEP 7H, 8H, 8710.3200 Subpart 3: A6)
- 4.6 Ask questions and pose scenarios to stimulate interactive learning opportunities during warm-up/fitness and health education activities, lesson focus, and closure activities, which aid in becoming health and physically educated. (8719.3200 Subpart 3: A6, SEP 5M, 6H, 7G)

5.0 Develop assessment strategies, appropriate to age/ developmental level, and content outcomes related to health and human performance.

- 5.1 Demonstrate knowledge of health appraisal procedures and physical education evaluation techniques used to refer students to various school services and personnel. (SEP 3N,8710.3300 Subpart 3: A4)
- 5.2 Understand and use a variety of both psychomotor and cognitive assessment strategies to evaluate and modify the teaching/learning process. (SEP 8A, H)
- 5.3 Determine ways which health services in the local communities can be integrated with school health services and promotion. (SEP 5G,10A,J, 8710.3300 Subpart 3: B4)
- 5.4 Use a variety of formal and informal assessment techniques to assess learner performance, provide feedback, systematically observe, and communicate learner progress. (SEP 8A,F,H,J,K)
- 5.5 Use assessment strategies to involve learners in self and peer assessment. (SEP 8A,I, 9E)
- 5.6 Establish and maintain student records of work and performance. (SEP 8L)

6.0 Understand the characteristics of an environment socially, emotionally, and physically conducive to learning.

- 6.1 Demonstrate empathy, understanding, and respect for the numerous individual differences found in health and human performance education settings, including social group function and influence. (SEP 3D, 5B)
- 6.2 Create a learning environment that respects and incorporates learners' experiences (personal, family, cultural, community, etc.) (SEP 5H)
- 6.3 Understand and use effective classroom management strategies that help learners demonstrate responsible personal and social behaviors that promote positive relationships and a productive environment in the classroom and school as a whole. (SEP 5E,H)
- 6.4 Use strategies to promote mutual respect, support for others, safety, and cooperative participation. (SEP 5D,I)
- 6.5 Understand and apply disciplinary and pedagogical knowledge in developing and implementing safe learning environments and experiences. (SEP 5H,K)
- 6.6 Understand ways to encourage health and wellbeing in students through the classroom, school environment and personal actions. (SEP 9C)
- 6.7 Analyze the classroom environment and make decisions and adjustments to enhance social relationships and student motivation. (SEP 5Q)

- 6.8 Organize and monitor independent and group work that allows for full, varied, and effective participation. (SEP 5R)

7.0 Understand and initiate the practice of reflection and identify and actively seek opportunities for professional development in health and human performance.

- 7.1 Consult professional literature, colleagues, and other sources to develop the student and professional educator in health and human performance education. (SEP 9I, 8710.3300 Subpart 3:A1)
- 7.2 Understand the role of professional physical education and health education community (AAPHERD and MAAPHERD). (SEP 9D,G,I)
- 7.3 Reflect on the appropriateness of lesson plan, unit plan, and program design relevant to the development of health- and physically-educated individuals. (SEP 9B)
- 7.4 Examine laws related to learner/teacher rights and teacher responsibilities (equity, inclusion, confidentiality, privacy, safety, emergency care, child abuse). (SEP 10C,L)
- 7.5 Participate in collegial activities designed to make the school a more productive learning environment. (SEP 10G)

Minnesota State Licensure Standards

This course addresses the following standards required for Minnesota Licensure:

8710.2000 SEP 2B,C; 3B,D E,H,K,L,N,O,Q; 4G,K,L; 5A-I,K,M,N,Q,R, 6B,C,G,H,K; 7A-H; 8A,F,H-L; 9B-E,G,I; 10A,C-E,G J,L; 8710.3200 Subpart 3: A2,3,5,6; 8710:3200 Subpart 4: F1-4 8710.3300 Subpart 3: A1-4; B1, 2, 4,6

Required Text:

Plimpton, Carol E., & Sweeney, Victoria J. *Physical Education for the Elementary Classroom Teacher* (3rd Ed.). Ann Arbor, MI: Huron Valley Publishing, Inc. (2007) ISBN:1-933377-20-8.

Course Requirements:

1. It is the student's responsibility to understand and fulfill course requirements as outlined in this syllabus.
2. Please read each assignment prior to class.
3. Full participation in class sessions is expected. Because **reflective practice, discussion, and activity** are major components of this course, regular, active, and punctual attendance is required. More than three absences will automatically lower the earned grade.
4. As with any formal writing, papers submitted by students in EDUC 315 will adhere to principles of academic integrity. Use MLA formatting in all papers.

5. Tests will contain both objective and essay items, thus requiring factual knowledge as well as critical thought, analysis, synthesis, and application. These will be given periodically throughout the course.

Specific Course Requirements

- **Personal philosophy and wellness plan** reflection paper. Learners will ponder their own philosophy toward health and human performance and create a wellness plan to be followed throughout the semester. This 1-2 page paper will be re-visited at the end of the course when learners will evaluate their own progress.
- **Totally awesome teaching resources:** During the first week of the course, every member of the class will contribute to a report on websites or software appropriate for both health and PE instruction. The report should indicate the grade level and a summary statement of how the website or software may be used to teach health or human performance. Copies of the compiled reports will be shared with everyone in the class. (SEP 6K)
- **Research/Position Paper:** Each student is required to submit a research paper related to a current health/human performance issue. The purpose of this research paper is to allow students an opportunity to examine ethical, social, and political implications of a current topic, and indicate their position, providing empirical evidence to support that position. This project is intended to expand the student's research base for best practices of elementary and middle level education. Papers should be 4-6 pages in length excluding title page, references, etc. The use of at least 5 non-Internet resources is expected.
- As a whole group, develop a **community resource file** of activities, resources, volunteer and nonprofit health organizations, and partnerships that can be used in creating educational opportunities for health and human performance learning. The file should include how you would integrate this information into instruction and methodology (field trips, speakers, etc.). The students should prepare a handout which can be shared electronically with all members of the class.
- **Learning Center, Interactive Bulletin Board, or Poster:** Learners will design a health/human performance learning center, interactive bulletin board, or poster using teaching and learning strategies to engage students in active learning, critical thinking, problem solving, and performance capabilities that help students assume responsibility for their own personal health and wellness.
- Design a developmentally appropriate thematic **lesson that integrates** health and human performance with other subject areas. (8710.3200 Subpart 3: A5, B2)
- Develop a chart matching health education and human performance education goals, objectives, content, concepts, grade level, and assessment strategies. This project will be integrated with the review and evaluation of published health and human performance curriculum materials for elementary and middle school levels. This will

be a collaborative project in which students will work as committees, **planning a scope and sequence for grades K-8. (See Pangrazi, chapter 4)**

- **Health Lesson Plans:** Students will prepare lesson plans using the standard lesson plan form distributed in class. One thorough lesson plan on each of the following topics should be prepared in advance of the class session addressing the theme.
 - Mental and emotional health
 - Family and social health
 - Nutrition
 - Personal health and physical activity
 - Alcohol, tobacco, and other drugs
 - Communicable and chronic diseases
 - Consumer & community health
 - Environmental health
 - Injury prevention & safety

Students will be given opportunities to teach lessons to the class and possibly in an elementary classroom setting as part of their clinical experience. To provide practice in applying instructional principles, the following criteria must be addressed in health and human performance lesson planning:

- adaptations for diverse learners with special needs.
 - the use of a variety of materials, as well as teacher crafted and technological resources.
 - integration of the contributions and lifestyles of various racial, cultural, and socioeconomic groups in society.
 - incorporation of collaborative and/or cooperative learning activities, and focus on questioning strategies to guide children's learning.
- **Collaborative Unit Plan:**
Learners will form groups consisting of 2 or 3 members to **design a unit of study** on a health topic developmentally appropriate for students in grades K-8. The unit will be presented in class, and an electronic copy will be distributed to the class and instructor. Each member of the group must develop a complete lesson on a well-defined area of content, so that the unit can be effectively team-taught in a classroom setting. The unit plan should include a detailed introduction, substantive content, instructional strategies and activities, and an assessment plan.

Units may be developed on any of the following topics:

- Human body systems
- Sexuality, including STD's/HIV/AIDS
- Nutrition
- High risk relationships
- Disease control and prevention
- Drugs, Alcohol, and Tobacco
- Safety and First Aid
- Current issue (check with instructor)

Each member of the group will participate in both the preparation and presentation of the unit. Units should encompass 8-10 days in length and should include:

- 1) Statement of purpose/Long range goals
 - 2) Goals and objectives of the unit
 - 3) Brief overview of unit
 - 4) Lessons and activities
 - 5) A complete bibliography of sources and resources used in preparation and presentation of the unit
 - 6) Daily and unit assessment strategies and techniques
 - 7) A self-assessment and reflection report related to the experience (if lessons are taught)
- **Field Experience:** Students may complete a minimum of 16 clock hours of clinical experience relating to health and human performance instruction. A minimum of 4 lessons must be planned and taught (2 in a health education setting and 2 in a physical education setting). Each lesson should include accommodations for developing the exceptional/diverse learner. Complete lesson plans must be provided to the instructor and cooperating teacher in advance of actual teaching. A reflective narrative should be done following each teaching experience.

Student Evaluation/Grading will be based on the following:

Performance (60%)

Homework (30%)

Tests (10%)

Assignments that are completed on time will be evaluated in a timely manner. Work that is submitted late will not receive a grade or feedback. Please speak with the instructor prior to the due date if you have extenuating circumstances requiring an extension.

Elementary Education Course Grading Scale

96-100% = A
93-95 = A-
90-92 = B +
87-89 = B
85-86 = B-
83-84 = C+
80-82 = C
77-79 = C-
74-76 = D+
72-73 = D
70-71 = D-
Below 70 = F

Tentative Outline of Class Activities and Assignments

Readings will be from required texts, professional journal articles and other resources and are best completed in advance of each class session. Specific assignments and tentative due dates are listed below.

WEEK 1 – Overview

Part 1: Why teach health and physical education? What's the big deal?

Readings: Chapter 1, current journals, and news media

- Introduction/Syllabus
- Understanding the need for teaching health and physical education
- Developing a personal philosophy and mindset– **Due** _____
- A nation at risk and school health services

SEP: 2B,C, 3K, 10A,J; 8710.3200 Subpart 4: F1-3; 8710.3300 Subpart 3:B4,6

Part 2: What and how to teach: How do I decide?

Readings: Chapter 6, current journal articles, and research-based findings

- Comprehensive school health education curriculum
- Instructional processes, strategies, and technologies in health and human performance education.
- Totally awesome teaching resources **Due** _____
- Wellness: Developing a healthy lifestyle – **Wellness plan due** _____
- Personal health and physical activity
- Current issues in children's health – **Research/Position Paper due** _____

SEP: 3E,H,K,N,O,Q, 4G,K,L, 5B,F,I,K,M,R, 6B,C,G,H K, 7F,G,H, 8H,J, 9B,10G, 8710.3200 Subpart 3: A6, ; Subpart 4:F 2,3

SEP: 2B,C, 3B,E,K,L,Q, 5A,C,F, 7H, 8H, 8710.3200 Subpart 3:A6, and Subpart 4: F1,2,4

WEEKS 2 & 3 – Developing and Teaching Health Lessons (lesson plans required)

- Child growth and development (direct instruction)
- Mental and emotional health (intrapersonal)
- Nutrition (hands-on or demonstration)
- Family and social health (interpersonal)
- Alcohol, Tobacco, and other drugs (demonstration)

WEEK 4 – Physical Activity and Fitness – The Instructional Process & Program Implementation

Readings: Chapters 2, 8, 14, 16

- Wellness: Developing a healthy fitness lifestyle **Personal fitness plan due** _____
- Preparing a quality lesson
- Improving instructional effectiveness

- Management and discipline
- Children with disabilities
- Evaluation, legal liability, supervision, & safety
- ***Facilities, equipment, and supplies @ Bethany***
- ***Observe: PE teacher at Washington or Kennedy Elementary Schools***
SEP: 2B,C, 3B,E,H,K,L,N,O,Q, 4G,K, 7A-E,10D, 8710.3200 Subpart 3: A2,5, 8710.3300 Subpart 3:B1,2
SEP: 2C, 3B,D, 5A,C D,F,G,H,I K,N, 10C,L, 8710.3200 Subpart 4: F1,2
SEP: 3B,E,D,H,K,N,O,Q, 4G,K, 5D,E,H,I,K,Q, 8F,H,J,K,I,L, 9C,E

WEEKS 5 & 6 – Teaching PE (lesson plans required)

Readings: Chapters 3, 4, 7, 9, 10, 12, 13

- Movement concepts and themes
- Fundamental motor skills & manipulative skills (ex. cup stacking)
- Body management & rhythmic movement skills
- Gymnastics skills, relays, and personal challenge skills
- Cooperative and game skills (ex. parachute, scooters, Shipwreck)
SEP: 2B,C, 3B,E,K, L,Q, 4G, 5M, 6H, 7H,G, 8H, 8710.3200 Subpart 3: A6 ; Subpart 4: F1-3
SEP: 2C, 3B,D,K,N, 4G, 5A,C,F, 7H, 8H, 10C,E,L, 8710.3200 Subpart 3: A4,6 ; Subpart 4: F1-4
SEP: 2C, 3B,N, 4G, 5A,C,F,M, 6H, 7H, 9I, 10C,L, 8719.3200 Subpart 3: A4,6; Subpart 4: F1,2
SEP: 2B,C, 3B,E K,L,Q, 4G, 7F,G, 8710.3200 Subpart 3: A3,6; Subpart 4: F1-3; 8710.3300 Subpart 3:A3

WEEKS 7-10 – Clinical Experience and Non-teaching Activities

- Teach children **Dates** _____
- Complete learning center/bulletin board/poster **Due** _____
- Collaborate on and complete unit **Due** _____
- Develop community resource file **Due** _____
- Develop an integrative lesson **Due** _____
- Midterm exam **Date** _____
- Outdoor recreation **Date** _____
- Begin working on scope and sequence **Due the last week of class**

WEEKS 11 & 12 – Teaching Health Issues and Content (lesson plans required)

- Communicable Diseases
- Consumer and Community Health
- Environmental health
- Injury prevention and safety
- Human body systems

WEEK 13 – Linking health and fitness to the classroom: integrative lesson

Reading: Chapters 5, 15, 19

WEEKS 14 & 15 – Sport skill development: Fundamentals

Reading: Chapter 11

SEP: 2C, 3B,K, 4G,L, 5M, 6K,H, 7G, 9I, 8719.3200 Subpart 3: A6; Subpart 4: F1-3; 8710.3300 Subpart 3:A1

WEEK 16 – Culminating Activities

Reading: Chapters 17 & 18

- Other lifelong activities (ex. jump rope [double Dutch], Frisbee, golf, badminton)
- Field days
- Playground games
- Scope and sequence **Due** _____
- Personal philosophy and wellness plan revisited **Due** _____