

Fresno Pacific University
Center for Professional Development

Course Syllabus

HPE 904 Teaching Elementary Physical Education

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Contact Information

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Course Description

Starting with physical education goals and objectives, the course will lead participants through such innovative topics as movement, learning, curriculum planning, class management, and legal liability. The many introductory and fitness activities, along with numerous lead-up and lesson-focus games will enhance even the best physical education programs. Based on National Physical Education Standards, this course gives educators the tools and information needed to appropriately address these standards in their classroom.

The physical education content standards addressed throughout this course come from the National Association for Sport and Physical Education.

The National Association for Sport and Physical Education appointed the Outcomes Committee to answer the questions "What should students know and be able to do?" The "Outcomes Project" culminated in the development of a definition of the physical educated person. This definition included five major focus areas, specifying that a physically educated person:

- Has learned skills necessary to perform a variety of physical activities
- Is physically fit
- Does participate regularly in physical activity
- Knows the implications of and the benefits from involvement in physical activities
- Values physical activity and its contribution to a healthful lifestyle

The standards presented include specific understandings of concepts in the following areas:

- Movement Forms
- Movement Concepts
- Physical Activity
- Physical Fitness
- Responsible Behavior
- Respect for Others
- Understanding Challenges

These standards identify a physically educated student as one who:

- Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Applies movement concepts and principles to the learning and development of motor skills.
- Exhibits a physically active lifestyle.
- Achieves and maintains a health-enhancing level of physical fitness.
- Demonstrates responsible personal and social behavior in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical activity settings.

- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Throughout this course the students will find resources, tools and strategies to address the standards listed above. Further information regarding these standards can be found online at: www.education-world.com/standards/national/nph/index.shtml

Primary Learning Outcomes

Students will:

- explore the definition, goals and objectives of physical education based on national education standards;
- review guidelines for exercising children safely;
- develop a physical education curriculum plan for their classroom;
- review their legal liability and the proper care of students;
- implement instructional strategies for teaching wellness in the classroom;
- implement fitness activities into their school program;
- experience rhythmic, manipulative, and other activities;
- apply the fundamental skills and strategies of various sports; and
- study equipment construction and care.
- become familiar with the educational standards

Course Materials

Course Study Guide

Text: Dynamic Physical Education for Elementary School Children by Robert Pangrazi, publication date: 2001, ISBN 0-205-33760-0

Video: A Video Series for Dynamic Physical Education, Robert Pangrazi 1995

Course Requirements

Students are required to

- review and respond to a video tape study guide;
- read and complete an open book exam covering the text;
- complete an equipment inventory of their classroom;
- teach two lessons using the format the author suggests

or

- make two equipment items to be used in the classroom;
- develop an 18 week calendar of the units they want to cover in their physical education plan.
- Identify specific physical education standards for your grade level that are addressed through the lessons in this course.

Policy on Plagiarism

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue.

Schedule of Topics and Assignments

- Watch and complete the Video Tape Study Guide.
- Read the text and complete the Open Book Exam.
- Inventory the physical education equipment at your school site.
- Teach two physical education lessons or create two types of equipment that you can use in your physical education program.

- Create a semester calendar of the units you will cover in your physical education program.

Grading Procedures

Unless a letter grade is requested, you will receive a “credit” or “no credit” for the course. To receive credit for the class, you must receive scores of 80% or better for each of the following assignments:

• video tape worksheet	200
• open book exam	300
• equipment inventory	100
• class lesson or equipment construction	200
• semester calendar	100
• educational standards activity	100
	1000

If you request a letter grade, you will need to earn 800 pts. (80%) or better for the assignments to earn a “B”, an “A” grade will be earned if you score 900 pts. (90%), or better, for the course assignments.

Completion Time Table

You have one year to complete the following course work. If for any reason you should need more time, send a written request and a \$20 extension fee payable to Fresno Pacific University to:

Carol Gossett
 Director, Independent Studies
 Center for Professional Development
 Fresno Pacific University
 1717 S. Chestnut Ave.
 Fresno, CA 93702

Contact me if you have any questions regarding an extension.

Official Grade Reports and Transcripts

Before you order transcripts:

1. Finish the course. Be sure to return the completed 3-part Grade Form to the instructor.
2. Wait for the official, blue computer-generated Grade Report to be mailed to you from Fresno Pacific University.

To order your transcripts:

After you receive your official, blue computer-generated Grade Report, go to www.fresno.edu/registrar for information and the official transcript request form or call 559-453-2268 for information on how to order transcripts.

Roland Shearer
 Instructor
 Fresno Pacific University

INTRODUCTION

Welcome to Teaching Elementary Physical Education! Whether you are a veteran physical education specialist or a first year classroom teacher, I am confident you will find this course worthwhile. The progression is quite simple: the video tape explains the text, the text explains the lesson plan book and the lesson plan book establishes YOUR entire curriculum for the year! Look at your Lesson Plan Book and page through it. Don't be discouraged if it doesn't make sense to you. It will by the time you have completed the course work. Notice that

the Lesson Plan Book contains 36 weeks worth of lesson plans for grades K-6, broken into three levels pertaining to age. Therefore, whether you teach first grade this year and sixth grade next year, you will be prepared. (at least for physical education)

DIRECTIONS

It is essential to complete the video tape worksheet FIRST, and then complete the open book exam. The other assignments come after the video tape worksheet and open book exam. Why? The course will fall into place IF you follow these directions.

Step 1: VIDEO TAPE- as you watch the video tape, complete the Video Study Guide.

Step 2: TEXT- read the text, chapter by chapter. After reading each chapter, complete the open book exam for the corresponding chapter and so on. Please do not write on the text!

Step 3: CLASSROOM AND SCHOOL EQUIPMENT INVENTORY- this assignment gives you the unique opportunity to see what great physical education equipment lurks behind locked doors! If you feel the physical education box of equipment in your classroom does not meet your curriculum needs (and I will agree with you on that one), then this might be a good time to consolidate equipment with other teachers. Now make a list of all other physical education equipment at your school. Did you find equipment you didn't even know existed? The last phase of this assignment is for you to create a list of physical education equipment for which you would like to request. In one or two sentences, state your logic behind each equipment request. I hope that with your ingenuity and a little luck, your "wish list" will become reality.

Step 4: In this step, you may choose either of the two assignments:

Assignment 1- Teach two 30 minute physical education classes in accordance with the text. As you will soon learn, your lesson plan should consist of four parts. You may choose or create any lesson you wish. Submit your lesson plans for BOTH days AND submit your evaluation of each lesson. These lessons must be taught, they are not lesson proposals. Use the lesson plan book to give you ideas, and then tailor the movement experience to meet the needs of your class. You will need to keep in mind the educational standards you are trying to achieve.

Assignment 2- Choose or create two types of equipment that you plan on utilizing in your program. Construct equipment adequate for the number of children in your class. For example, if you have 25 students, you may choose to make 25 yarn balls for use during manipulative activities. Although your text offers a number of construction possibilities, feel free to use your creative talents! Send a picture of your newly created equipment with a summary of supplies used and itemized cost. Name several activities and standards for which the equipment can be used.

Step 5: This is your final step! Create a semester (18 weeks) calendar. Write down the activity unit, facility and equipment to be used, skills to be taught, and games to be played for each of the 18 weeks. You also need to include the educational standards you intend to achieve. Please try to be short and concise. Remember, units can last anywhere from one day to several weeks. Please make this assignment practical by creating units that you KNOW are feasible.

TIP TAKE NOTE OF THE EXAMPLE BEFORE YOU START YOUR ASSIGNMENT.

IN CONCLUSION few dispute the fact that physical education needs to be given more structure at the elementary school level. Elementary, intermediate, and secondary school teachers need to know what is being taught at the other levels in their school system. By doing so repetition is eliminated and progression is sequential. It

should be the goal of EVERY school district to establish a physical education curriculum that is sequential from kindergarten through twelfth grade. Repetition and boredom will be greatly reduced while the psychomotor, cognitive and affective domains will be maximized. I appreciate your interest in further developing your physical education curriculum. By the way, it might be a good idea to make a copy of your assignments as I do not send the booklets back and although it is unlikely that your packet will get lost in the mail; it is certainly untimely if it does! If you have any questions or comments, please feel free to contact me. By the time you have completed this course, you will understand why the words physical and education belong together – complementing and balancing each other.

WARNING

This course does not solely consist of games and activities. As with any other course, curriculum planning is a must! Lack of proper sequence in any other course curriculum is certainly detrimental to the learning process, but lack of proper sequence in physical education can result in injury.

Did I get your attention? I hope so! For that reason I feel it necessary to make this course all-encompassing. We will start with the definition of physical education and work our way through movement learning, curriculum, class management, legal liability, wellness, activities and games, and we will conclude with equipment construction and care. You will be expected to complete all course work. The video tape is on a loan basis. Use the self addressed envelope to return your workbook and video.

Roland Shearer
Teaching Elementary Physical Education Instructor
Fresno Pacific University