EDUC 5172Q
Curriculum & Pedagogy in Elementary Health & Physical Education

Instructor:
Norma J McMillan, BPHE, B Ed, M Ed
E: nmcmill6@uwo.ca
Room: 1062D   Ext. 88684
Office Hours: by appointment only

Schedule:
Section 001 (JI):
Monday
5:00PM-6:30PM,
Auditorium/Gymnasium

Section 002 (PJ):
Tuesday
5:00PM-6:30PM,
Auditorium/Gymnasium

Section 003 (PJ):
Wednesday
5:00PM-6:30PM,
Auditorium/Gymnasium

Section 004 (PJ):
Thursday
5:00PM-6:30PM,
Auditorium/Gymnasium

Program Context:
This is a PJ/JI Curriculum Course taken by Teacher Candidates during Year 2, Full Year of the Bachelor of Education.
Syllabus Report

Elementary Health & Physical Education (EDUC 5172Q)

Course Description: A focus on the content and teaching of the four strands of the Health and Physical Education Curriculum: Active Living, Movement Competence, and Healthy Living. Links to other subjects and the application of skills to life experiences are emphasized. Teacher candidates are expected to be involved actively in each class. 1.5 hours per week, full year, .25 credit.

This course will be completed mostly onsite with an online component. The first section of the course will be strongly linked to Movement Competence Strand of the H&PE document and kinesthetic learning in the gymnasium. The second half of the course will take place mainly in the auditorium. Should there be a need for a shift to online learning, I have planned an informative approach to teaching Health and PE.

A focus on the current Ontario Grades 1-8 Physical and Health Education Curriculum, 2019 which includes the four strands imbedded within: Social Emotional Learning (SEL); Healthy Living: Understanding Health Concepts, Making Choices and Making Connections for Healthy Living; Movement Competence Skills, Concepts and Strategies; and Active Living: Participation, Fitness and Safety.

It is the intent of this course that you will increase your understanding of pedagogical knowledge and selected areas of theoretical knowledge, and that you will improve your skills associated with the teaching and learning process in elementary physical education. You are encouraged to create a positive teaching/learning environment when working with your peers this year.

This course provides an opportunity to affect the life long healthy living habits of children.

Learning Outcomes:
During the twelve weeks of the course, students will:

* Gain a working knowledge of the Ontario Grades 1-8 Health and Physical Education Curriculum, 2019 document and apply it to the primary, junior or intermediate grades.
* Demonstrate an understanding of the importance of, and engage in, reflection of practice.
* Engage in the design of effective assessment and evaluation ‘for, as, and of’ learning in physical and health education.
* Demonstrate an understanding of the structure, format, and planning of a physical education year long plan and single lesson plan.

By the completion of the course, students will:
* Demonstrate an understanding of physical and health education in the 21st century classroom as it relates to inquiry-based learning.
* Demonstrate an understanding of the application and importance of a safe, equitable and inclusive physical and health education environment.
* Demonstrate an understanding and implement strategies that will enhance engagement, enjoyment, and motivation of a physical education program.
* Demonstrate an understanding of PPM 138 as it relates to daily physical activity in the elementary classroom.
* Demonstrate an understanding of the development of skill progressions appropriate to the students’ needs, grade level and abilities.
* Demonstrate an understanding of physical literacy and how it applies to the elementary physical education platform.
* Understand the importance of modelling and promoting regular, healthy physical activity in all children.
* Demonstrate an understanding of the importance of delivering current information as it pertains to mental health, sexual health, healthy relationships, and emotional health in the elementary classroom.

Throughout the course: Inquiry Based Learning, Kindergarten program, Inclusivity

*Characteristics of a quality physical education program.
*Primary/Junior/Intermediate physical and health education in Ontario.
*Inquiry based learning in physical and health education
*Assessment and Evaluation and how it pertains to the elementary physical education program in Ontario.
*Year long planning and daily lesson planning of a physical education program.
*Motivation, engagement, and enjoyment in a physical education program.
*Inclusivity in a physical or health education program
*Practice teaching through presentation and Reflective practice

**Course Credits:** 0.25
Number of Weeks: 12

**Week 1: November 1 (Auditorium)**
- Syllabus review
- OPHEA website and Scavenger Hunt
- Building a Portfolio
- Curriculum document (intro)

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<td>Class Meeting</td>
<td>In-Class Assignment</td>
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**Week 2: November 8 (Gym)**
- Cooperative games
- Sending & Receiving activities

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<td>Class Meeting</td>
<td>OPHEA assignment due</td>
<td>Experiences and identities: Pre-service elementary classroom teachers being and becoming teachers of physical education (Fletcher, 2012)</td>
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<tr>
<td>Reading</td>
<td>Week 2 Article</td>
<td>Experiences and identities: Pre-service elementary classroom teachers being and becoming teachers of physical education (Fletcher, 2012)</td>
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**Week 3: November 15 (Gym)**
- Target Games
- Net/Wall activities
  - (FNMI/Culturally relevant activities)

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### Learning Activities

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<tr>
<td>Reading</td>
<td>Week 3 Article</td>
<td>Practicing Culturally Responsive Pedagogy in Physical Education (Young and Sternod, 2011)</td>
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**Week 4: November 22 (Gym)**

- Striking and Fielding activities
- Throwing and Catching activities
- Territory/Invasion games

### Learning Activities

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<td>Reading</td>
<td>Week 4 Article</td>
<td>Teaching Elementary Physical Education for the First Time: A Practical Checklist for Before, During, and After the First Week of School (Pfelderrer, 2019)</td>
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**Week 5: November 29 (Auditorium)**

- Video analysis and discussion
- DPA

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<td>Reading</td>
<td>Week 5 Articles</td>
<td>Perceptions and Experiences of Pre-Service Teachers with Physical Education (PE) and Daily Physical Activity (DPA) (Robert-Wilson et al, 2018)</td>
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<td>Elementary School Classroom physical activity breaks: student, teacher, and facilitator perspectives (Mullins et al., 2019)</td>
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**Week 6: December 6 (Auditorium)**

- Long Range Planning
- Lesson Planning
- Curriculum document
### Learning Activities

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#### Week 7: January 3 (Auditorium)

Application of Learning

*DPA or PE lesson (group sharing)*

#### Week 8: January 10 (Auditorium first then Gym)

Inclusion

*(Sainsbury Inclusive Teaching Model, STEP model)*

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<td>Class Meeting</td>
<td>Lesson Plan for Group Sharing</td>
<td>Engaging Students in Physical Education: Key Challenges and Opportunities for Physical Educators in Urban Settings (Silwa et al., 2017)</td>
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<td>Reading</td>
<td>Week 8 Articles</td>
<td>Inclusion in Physical Education: Changing the Culture (Tripp, Rizzo &amp; Webbert, 2007)</td>
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#### Week 9: January 17 (Auditorium)

Creating and Sustaining Mentally Healthy Classrooms (School Mental Health Ontario)
Week 10: January 24 (Asynchronous)
Ronan's Law - Concussion training (NCCP)

Week 11: January 31 (Auditorium)
Assessment & Evaluation
(Quality Assessment to Support Health and Physical Education, Growing Success)

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Week 12: February 7 (Gym)
FDK resource (just in case!!)
Fitness/Yoga/balance/stability
"The influence you have as an educator" ~Asmat's story!~

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This course meets the following Course Outcomes:

Understand ON Curriculum Grades 1-8 Physical and Health Education 2019:

Understand pedagogical knowledge and theory
Gain skills with teaching and learning process in elementary physical education
Learn about creating positive teaching and learning environment
Learn games associated with ON Curriculum
Prepartation for course
How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty polices throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit:  edu.uwo.ca/CSW/my-program/BEd/policies.html

Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.
Participation:

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or online) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one’s prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

Support Services & Resources:

Health and Wellness
uwo.ca/health

Peer Support
westernusc.ca

Learning Skills
uwo.ca/sdc/learning

Indigenous Services
Indigenous.uwo.ca

Student Accessibility Services
sdc/uwo.ca/ssd

Writing Support
writing.uwo.ca

Financial Assistance
registrar.uwo.ca

Not sure who to ask?
Contact the Teacher Education Office at eduwo@uwo.ca