

EDUC 5220

Curriculum & Pedagogy in Intermediate/Senior Health & Physical Education

Instructor:

TBD

E: TBD

Office Hours: by appointment

Schedule:

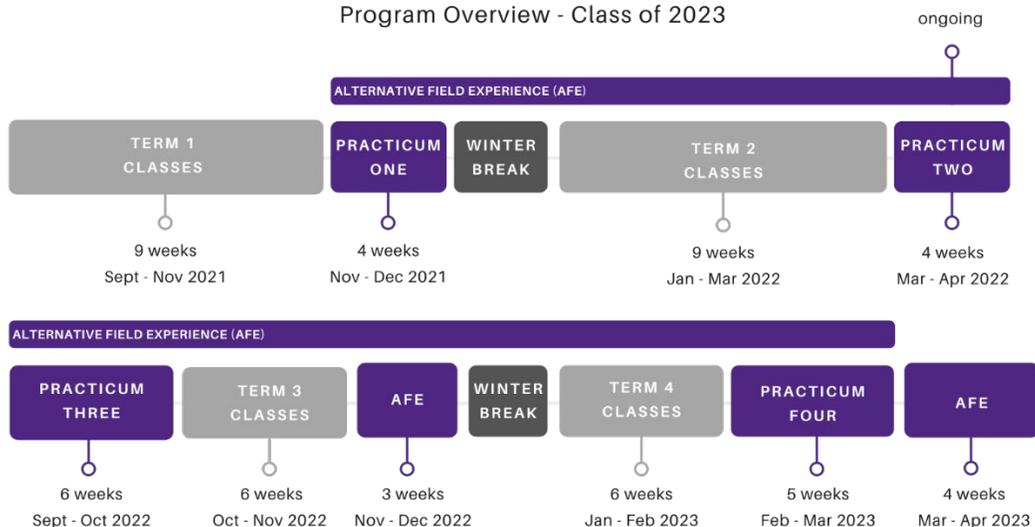
Section 001: Mon/Wed 8:30AM-10:30AM,
Room: gym

Program Context:

This is a **IS Curriculum Course** taken by Teacher Candidates during **Year 1, Full Year** of the Bachelor of Education.

BACHELOR OF EDUCATION

Program Overview - Class of 2023



Intermediate/Senior Health & Physical Education (EDUC 5220)

An examination and application of instructional theories, teaching strategies and evaluation techniques for secondary school physical education. Approaches to curriculum development and the evaluation of resource materials. Motivation, student diversity and classroom management are also addressed.

4 hours per week, full year, 1.0 credit

An examination and application of instructional theories, teaching strategies and evaluation techniques for secondary school physical and health education. Approaches to curriculum development and the evaluation of resource materials will be examined. Additional topics include; teaching for all, classroom management, the foundations of healthy schools, food and nutrition, and professional development.

Number of Credits : 1

Number of Weeks: 18

Week 1: Teaching Philosophy

- Develop a strong understanding of the course outline and expectations
- Identify why teaching health and physical education is important to you
- Create a teaching philosophy specific to health and physical education
- Professional networks: introduction and engagement with peers.
- Define Physical Literacy

Learning Activities

Type	Name	Description
Formative Assessment	Week 1 Assessment Activities	For this assignment, you will state your teaching philosophy and share it with the class. TCs will have class-time to develop their philosophy, and culminate with sharing it in small-groups to familiarize themselves with their peers.
		Your teaching philosophy should include the following information: Who you are/ why you want to become a health and physical education teacher Your teaching beliefs (specific to health and physical education) What you believe your responsibilities are as an educator
Reading	Week 1 Materials & Readings	Chism, N. V. N. (1998). Developing a philosophy of teaching statement. <i>Essays on Teaching Excellence</i> , 9(3), 1-2. https://www.cbc.ca/parents/learning/view/what-is-physical-literacy-and-why-does-it-matter?_vz=medium%3Dsharebar *Quick intro / explanantion DONE in-class to lead into Teaching Philosophy assignment

Week 2: Curriculum Document

- Review the Ontario Ministry of Education Curriculum Documents for grades 9-12 Physical Health and Education through a holistic health lens

- Understand learning goals and expectations present in the document
- Identify strengths and weaknesses of the document

Learning Activities		
Type	Name	Description
Formative Assessment	Week 2 Assessment Activities	Teacher candidates will complete a Curriculum Document Read and Respond activity. In-class, in small groups.
		<p>Class-time allotted for group study.</p> <p>Course Design: Using the Ontario Health and Physical Education Curriculum Document as guidance, you will create your own course:</p> <ol style="list-style-type: none"> 1) Provide a description of your course (what is the title of the course, what grade is it offered to, clarify what you want the students to learn and accomplish 2) Provide an overall expectation of the course (1-2 sentences) 3) Provide and explain three learning expectations (use the curriculum document for examples) specific to your course in the following areas: Active Living Movement Competence: Skills, concepts and strategies Healthy Living 4) What do you want your students to remember from your course in 5-10 years? 5) List 2 resources (online, text, individual, community program, etc.) you would utilize in the course and state why they are beneficial to student learning/ success 6) Why is it important for high school students to have the opportunity to take your course? <p>Due September 21</p>
Formative Assessment	Week 2 Group Project	<p>Read the Preface and Introduction of the Ontario Health and Physical Education Curriculum (p. 3-12). Additionally, pick one course and read / skim as well (~10pages).</p> <p>http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf</p>
Reading	Week 2 Materials & Readings	

Week 3: Assessment & Evaluation

- Discuss effective assessment and evaluation methods
- Understand the goals of varied types of assessment and evaluation strategies
- Develop your own assessment and evaluation tools
- Introduce Co-curricular record, pedagogical documentation, performance tasks

Learning Activities		
Type	Name	Description
Formative Assessment	Week 3 Assessment Activities	In small-groups: Create an assessment tool that you could use to evaluate students for learning, as learning, and of learning.
Formative Assessment	Week 3 Assessment Activities	Create and submit a Daily Assessment tool you can use in your physical education class. Ensure it is student centered, with specific elements you can assess each day.
Reading	Week 3 Materials & Readings	Lorente-Catalán, E., & Kirk, D. (2016). Student teachers' understanding and application of assessment for learning during a physical education teacher education course. <i>European Physical Education Review</i> , 22(1), 81;65;-81. doi:10.1177/1356336X15590352
		Chng, L. S., & Lund, J. (2018). Assessment for learning in physical education: The what, why and how. <i>Journal of Physical Education, Recreation & Dance</i> , 89(8), 29-34. doi:10.1080/07303084.2018.1503119

Week 4: Games of Low Organization

- Teacher Candidates will learn about, and participate in, games of low organization
- Successfully define and identify GLO's
- Understand GLO strategy and benefits
- Discuss and share GLO resources

Learning Activities

Type	Name	Description
Reading	Week 4 Materials & Readings	PHE Canada: https://phecanada.ca/sites/default/files/content/docs/Conference2019/PowerPoints/Low%20Org%20Game
		About GLOs: http://kumu.brocku.ca/gamesofloworganization/Main_Page

Week 5: Inclusion and Intersectionality: Teaching for All

- Define what an inclusive physical education class is to you
- Present ways for ability, race, gender, nationality, class to intersect
- Provide space to explore how racism or racial bias has informed the subject area
- Include exposure and integration of local Indigenous communities, histories and treaties, as well as their health, physical activity and sporting practices.
- Understand the challenges of creating an inclusive space
- Develop strategies for creating an inclusive physical education class

Learning Activities

Type	Name	Description
Formative Assessment	Week 5 Assessment Activities	Critical Personal Reflection and Case Study Assignment
		<p>1) Reflect on your time as a health and physical education student. Describe an issue of inclusion that you experienced or witnessed. What accommodations/ modifications could have been made?</p> <p>2) Read the Educating Grayson: Are inclusive classrooms failing students? https://s.on.ca/educating-grayson-are-inclusive-classrooms-failing-students/2019/01/05/ and answer the following questions:</p> <ul style="list-style-type: none"> • Did you agree with how the situation was handled? Why or why not? • Would you make the same decision? Why or why not?
Reading	Week 5 Materials & Readings	<p>Ladda, S. (2016). Creating respectful and inclusive environments: The role of physical educators and coaches.</p> <p>This is a list of anti-racism resources. An article could be included this week: https://docs.google.com/document/d/1BRIF2_zhNe86SGgHa6-VIBO-QgirlTwCTugSfKie5Fs/preview?pru=AAABcnsbw8w*QMLb2mTd4zgNQhcXg1ru-w</p>

Week 6: Teaching Games for Understanding (TGFU)

- Teacher Candidates will learn how to incorporate teaching games for understanding in their physical education classes
- Successfully define and identify TGFU's
- Understand TGFU strategy and benefits

- Discuss and share TGFU resources

Learning Activities

Type	Name	Description
Reading	Week 6 Materials & Readings	OPHEA: https://www.ophea.net/blog/teaching-games-understanding-tgfu-101#.YQwxSohKhPa
		Overview of TGFU: https://www.youtube.com/watch?v=bk_NIVX7sOQ

Week 7: Lesson and Unit Planning

- Understand the elements of a lesson plan
- Successfully create a lesson plan
- Develop an understanding of key elements of a unit plan
- Understand the backwards design process
- Clustering curriculum expectations

Learning Activities

Type	Name	Description
Formative Assessment	Week 7 Assessment Activities	In-class, in small groups: OPHEA Scavenger Hunt Activity
		Curriculum Design Part 1: https://www.youtube.com/watch?v=wm9G1ofQA84
Reading	Week 7 Materials & Readings	Curriculum Design Part 2: https://www.youtube.com/watch?v=HmT1Rkb57rs
		Backwards Design: https://www.youtube.com/watch?v=mLKHaNo98Ts
		Curriculum: http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf

Week 8: Net/ Wall Games

- Teacher Candidates will learn about, and participate in, net/wall games.
- Successfully define and identify net/wall games
- Understand net/wall games strategy and benefits
- Discuss and share net/wall games resources

Week 9: Classroom Management

- Learn a variety of classroom management strategies
- Showcase the classroom management strategies that are most beneficial to your teaching practice
- Strong attention to group process, including the explicit teaching of communication, decision-making, trust building, conflict management and cross-cultural skills
- Reflect pro-active strategies that ensure full participation that does not reinforce stereotypes

Learning Activities		
Type	Name	Description
Formative Assessment	Week 9 Assessment Activities	Classroom Expectations Infographic
Reading	Week 9 Materials & Readings	Grube, D., Ryan, S., Lowell, S., & Stringer, A. (2018). Effective classroom management in physical education: Strategies for beginning teachers. <i>Journal of Physical Education, Recreation & Dance</i> , 89(8), 47-52. doi:10.1080/07303084.2018.1503117 Trauma and Violence Informed Physical Activity for Women: https://carleton.ca/healthequity/wp-content/uploads/Trauma-and-Violence-Informed-Physical-Activity.pdf
Formative Assessment	Week 9 Think, Pair, Share	Think, Pair, Share A suggested Prompt: What does a Trauma and Violence Informed Classroom Approach mean to you?

Week 10: Welcome Back + Professional Development

- discuss and reflect on key learnings from your placement
- Develop an understanding of educational leadership
- Discuss and critically analyze ethical dilemmas in teaching
- Discuss and prepare for interviews

Learning Activities		
Type	Name	Description
Formative Assessment	Week 10 Assessment Activities	Think, Pair, Share, In-class: Respond to 2 Interview Questions: 1. Please give us a brief description of your relevant teaching experience highlighting your work in the area of Senior Physical Education. 2. One of our school goals is to get to know our “in-Risk” learners. How will you go about doing this and what will you do with the information? 3. One is the expectations in Grade 9 Physical Education is for students to “demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being”. What intriguing strategies would you use to elicit student engagement with this expectation? 4. Applied and Open level courses can sometimes contain reluctant learners. What strategies would you use to identify these students and create learning opportunities for them?
Formative Assessment	Week 10 Assessment Activities	In-class: Complete the attached document outlining the experience you had at your first placement! You have the option to write out your responses, or record a video or audio response.

Learning Activities

Type	Name	Description
		Watch ethics videos before class and be prepared for class activity.
		One is not a video:
		Coaching Dilemma-Case
Reading	Week 10 Materials & Readings	<p>You have just been hired on an LTO teaching contract and have decided to coach the soccer team. This is your dream job as the school has state-of-the art sports facilities. The team you are now Head Coach of has risen to second in the league, but over the last three weeks you have noticed that there seems to be a lack of team spirit. The team captain comes to you with a problem that they want to talk about in confidence. It turns out that some of the team have been engaged in racist activity, against a new team member from China. In particular, one student is repeatedly bullying the Chinese student. He is the principal of the school's son. When you explore further the situation further, it appears that the bullying is based around the Chinese student being sick during the past week, as he has developed a cough. Through what you have witnessed during your time as a teacher/ coach at the school, you think that this racism might be linked with the panic over Coronavirus.</p> <p>Social Media Dilemma: https://www.youtube.com/watch?v=fGQbLSEPN5w</p> <p>Sex Education Dilemma: https://www.youtube.com/watch?v=OC1h_FV4jck&t=165s</p> <p>Ride Dilemma: https://www.youtube.com/watch?v=B0UEFSmxkbg</p>

Week 11: Healthy Schools and Teaching Nutrition

- Understand the elements that create a healthy school environment
- Develop strategies to promote a healthy school environment
- Discuss teaching topics related to nutrition
- Discuss and consider the impacts of teaching nutrition

Learning Activities

Type	Name	Description
Reading	Week 11 Materials & Readings	<p>Wechsler, H., Devereaux, R. S., Davis, M., & Collins, J. (2000). Using the school environment to promote physical activity and healthy eating. <i>Preventive medicine</i>, 31(2), S121-S137.</p> <p>School Based Nutrition: https://www.cambridge.org/core/services/aop-cambridge-core/content/view/68561923C959BF64F6ABCB9CD4DEF358/S1368980001000209a.pdf/school-based-nutrition-education-lessons-learned-and-new-perspectives.pdf</p>

Week 12: 21st Century Teaching, Learning and Organizing

- Discuss how to incorporate 21st century teaching and learning in the physical education space
- Understand the drawbacks and challenges that go along with technology in the classroom
- Understand the benefits and positive potential impact of technology in the classroom
- Provide technology resources and strategies for physical education
- Invite learners to understand the processes involved in my planning, organizing and choices.

Learning Activities		
Type	Name	Description
Interactive Lecture	Week 12 21st Century Organization	Instructor provides an inside look into their online organization system for the classroom, and a tutorial to set-up a relevant system for Teacher Candidates.
Formative Assessment	Week 12 Assessment Activities	Teacher candidates will research and share Technology Resource for the Health and Physical Education classroom.
Reading	Week 12 Materials & Readings	Jose Manuel Palao, Peter Andrew Hastie, Prudencia Guerrero Cruz & Enrique Ortega (2015) The impact of video technology on student performance in physical education, Technology, Pedagogy and Education, 24:1, 51-63, DOI: 10.1080/1475939X.2013.813404

Week 13: Target Games

- Teacher Candidates will learn about, and participate in, target games.
- Successfully define and identify Target Games
- Understand target games strategy and benefits
- Discuss and share target games resources

Week 14: Mental Health

- Discuss teaching topics related to mental health
- Understand where to find resources to share with students
- Discuss and consider the impacts of teaching and supporting students' mental health

Week 15: Territory Games

- Teacher Candidates will learn about, and participate in, territory games.
- Introduce and participate in Lacrosse. Explain it's history and significance in Indigenous communities in Canada, and how this territory game can be used to Indigenize the HPE curriculum.
- Successfully define and identify territory games
- Understand territory games strategy and benefits
- Discuss and share territory games resources

Learning Activities		
Type	Name	Description
Reading	Week 15 Materials & Readings	Indigenous Origins of Lacrosse: https://www.cbc.ca/kidscbc2/the-feed/5-cool-facts-about-the-indigenous-origins-of-lacrosse

Week 16: Sexual Education and Gender Perspectives

- Discuss topics related to sexual development
- Discuss topics related to sexual health
- Know where to find resources and how to provide them to students
- Consider teaching strategies for sexual education
- Include opportunities for students to analyse current curriculum materials in use from a gender-sensitive perspective

- Make room for students to pursue gender-sensitive activities, research or lesson planning
- Include readings, examples and references that achieve gender and sexuality balance

Learning Activities

Type	Name	Description
Reading	Week 16 Materials & Readings	School Health: Sexual Health: https://www.healthunit.com/healthy-schools-sexual-health
		Sexual Health Resources: https://www.healthunit.com/sexual-health-clinics
		New Sex Ed: https://globalnews.ca/news/5792416/ontario-new-sex-ed-curriculum/

Week 17: Striking and Fielding Games

- Teacher Candidates will learn about, and participate in, striking and fielding games.
- Successfully define and identify striking and fielding games
- Understand striking and fielding games strategy and benefits
- Discuss and share striking and fielding games resources

Week 18: Reflection

- Discuss our biggest take aways from the course
- Identify gaps in our learning
- Showcase our understanding

Learning Activities

Type	Name	Description
Formative Assessment	Week 18 Assessment Activities	Course Reflection
Reading	Week 18 Materials & Readings	Reflection Video: https://www.youtube.com/watch?v=G1bgdWC_m-Y&t=2s

Assessment Activities

Type	Name	Description
Assignment	Due Wk 07: Lesson Plan	Lesson Plan:
		<p>For this task, you will submit a lesson plan that is focused around teaching a sport. The lesson plan should include the following components:</p> <p>Expectations (curriculum specific)</p> <p>Learning Goals (written in student-friendly language)</p> <p>Assessment and Evaluation Strategies</p> <p>Guided practice (description, modelling, check for understanding, provide feedback)</p> <p>Consolidation of Learning</p> <p>This task will be used as a tool to receive feedback from me on your lesson plan.</p> <p>Due before Practicum block</p>

Assessment Activities

Type	Name	Description
Assignment	Due Wk 11: Healthy Schools Project	<p>Assignment: Healthy Schools Project</p> <p>Instructions:</p> <p>For this assignment, you are tasked with creating an event that promotes a healthy school environment. Making connections to school and community resources is encouraged.</p> <p>The main components of this assignment are the following:</p> <ol style="list-style-type: none"> 1) The purpose/ rationale for your event. Strong connections should be made to how it helps to foster a healthy school community. Specifically, what makes it important to the students and the school community? Furthermore, a description of any community organizations that could get involved should be included in this write-up. (1-2 pages) 2) A marketing/ awareness component. How will you market your event throughout the school? This could be in the form of a poster, an announcement(s), a social media post, etc. (300 words) 3) A description of potential costs for the event. This can be in the form of an excel sheet, or as a written paragraph. Things to consider are; if you have no costs, how have you come to that conclusion? If you do have costs, are there possible fundraising opportunities? (1 page) 4) A description of the event schedule. What is happening at what times? How do you envision the event running? (1 page)
Assignment	Due Wk 13: Curriculum Map	<p>Pick a course from the Ontario Curriculum, Grade 9-12, Health and Physical Education, and map a term. Case Study (cultural make-up of school, SES, HPE dept, etc), Unit Overview, Expectations Breakdown (where do expectations fit in the units), Assessment and Evaluation (by strand), evaluations / culminating activities per unit, and a reflection on the mapping activity.</p>
Assignment	Due Wk 16: Unit Plan	<p>Create an entire unit for Sexual Education. Groups of 5, 4 groups (each group will have a different grade 9 through 12). Consider and decide on the topics that need to be covered and create the individual lessons (~5 in the unit), to create a complete and cohesive unit on Sex Ed.</p> <p>Following, each student will have a complete unit of Sex Ed, grades 9-12.</p>
Summative Assessment	Ongoing: Experiential Participation, Discussion and Collaboration	<p>Participation in Experiential Physical Education lessons, contribution to class discussion and consistent collaboration with peers throughout the course.</p>

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 policies 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