

COURSE SYLLABUS Spring, 2006

1. **Course Prefix and Number:** ESS 456
2. **Course Title:** Teaching Practicum 2: Children's Physical Activity
3. **Credits:** 1:0:3
4. **Course Prerequisites/Corequisites:** ESS 355 and Admission to the Physical Education Teacher Education Program or the Community Youth Sport Development Concentration
5. **For Whom Planned:** Required course for undergraduate ESS students who have been admitted to the Physical Education Teacher Education Program or Community Youth Sport Development Concentration
6. **Instructor Information:**  
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7. **Course Purpose/Catalog Description:** Practicum experiences in teaching physical activity to children with special emphasis on lesson planning, management, assessment, task presentation and content development.
8. **Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*
9. **Course Goals and/or Objectives/Student Learning Outcomes:**  
(Adapted from NASPE's (1995) National Standards for Beginning Physical Education Teachers).  
All of the learning experiences in this course are designed to lead to learning outcomes that should be demonstrated during the course at an intermediate level:
  1. Understand disciplinary concepts related to physical activity and how they apply to the development of physically educated children.
  2. Understand how children's physical, cognitive, social, and emotional development influences their ability to develop and improve in physical activity settings.
  3. Understand how children differ in their approaches to learning physical activities and create developmentally appropriate instruction adapted to diverse groups of children.
  4. Use an understanding of individual and group motivation and behavior to create a safe learning environment for children that encourages positive social interaction, active engagement in learning, and self-motivation in physical activity settings.
  5. Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings.
  6. Construct lesson plans to implement a variety of developmentally appropriate instructional strategies to develop physically educated children.
  7. Understand and use formal and informal assessment strategies to foster physical, social, cognitive, and emotional development of children in physical activity settings.
  8. Use a variety of reflection strategies to evaluate the effects of his/her actions on others (e.g., learners, peer colleagues) and seek opportunities to grow professionally.
  9. Foster relationships with peers, instructors, and field-based practitioners to support children's physical activity.
10. **Teaching Strategies:** Micro-teaching, class discussion, lecture, group work, peer coaching

## 11. Evaluation Methods and Guidelines for Assignments: (Tentative)

Topics	Assignments	% of Grade
Planning, management, assessment (#1, 2, 3, 4, 5, 6, 7, 9)	Written daily lesson plans and completion of daily duties	30
Planning, management, assessment (#1, 2, 3, 4, 5, 6, 7)	Two Graded Lesson Plans	20
Observation and analysis (#8, 9)	Two Reflection Papers	20
All Learning Outcomes	*Assessment Projects	20
Communication techniques (#5)	**Communication Project	10

\*Note: The assessment projects will involve developing a teacher or peer assessment for the gymnastics unit (Alamance) and creating a challenge chart for the striking unit (Lindley).

\*\*Note: The communication project will allow you to develop an artifact for Standard 5 in your portfolio. For this project, you will be allowed to select from several options or even complete a project that is an original creation.

Options: Newsletter to parents, PTA program, grading system for 9 week period, integration idea that visibly links classroom content to physical education content, etc.

## 12. Required Text(s)/Readings/References:

Rink, J. E. (2002). Teaching physical education for learning. 4th ed. St. Louis: Mosby.

National Association for Sport and Physical Education (1995). Moving into the future: National standards for physical education, A guide to content and assessment. St. Louis: Mosby.

Graham, G., Holt/Hale, S. A., & Parker, M. (2001). Children moving: A reflective approach to teaching physical education. Mountain View, CA: Mayfield Publishing.

North Carolina Department of Public Instruction (2001). Healthful Living Standard Course of Study.

## 13. Topical Outline:

- I. Application of planning for teaching children in physical activity settings with an emphasis on:
  - A. Content development that is developmentally appropriate for children
  - B. Teaching styles
  - C. Social psychological factors affecting teaching children
  - D. Integration of assessment and instruction
  - E. Task presentation
- II. Application of management strategies for teaching children in physical activity settings with an emphasis on:
  - A. Class rules and routines
  - B. Discipline strategies
  - C. Establishing a positive, inclusive learning environment
  - D. Development of a safe learning environment
- III. Application of assessment and accountability with children
  - A. Formative and summative assessment
  - B. Types of assessment strategies and methods appropriate for children
- IV. Observing and systematically analyzing children's and teachers' skills and behaviors
  - A. Observing and eliciting movement skills
  - B. Using feedback to improve learning
  - C. Videotape analysis of students' and teachers' skills and behaviors
- V. Reflecting on teaching experiences with children
  - A. Analyzing the effectiveness of teaching behaviors in facilitating student learning
  - B. Assessing the extent to which students met the learning outcomes
  - C. Comparing teaching experiences to best practices

#### 14. Other Information:

**Academic Honor Code:** Each student is required to sign the Academic Integrity Policy on all major work submitted for the course. Refer to the UNCG *Undergraduate Bulletin* or go to:  
<http://www.uncg.edu/saf/studiscp/Honor.html>

**Attendance Policy:** Since this is a required course in the concentration, students are expected to attend all classes. Class attendance is very important to students' learning in this class and, because the class meets twice each week for three hours over one half of the semester, one absence is the equivalent of missing three hour-long classes. The policy, therefore, is that if students have more than two absences for any reason, they will be dropped from the class. Absences will be excused for university athletes on game days, personal or family illness, or personal emergencies if the instructor is notified in advance or within 24 hours of the absence. Three tardies count as one absence. On days when the class meets at a school, the instructor and the peer coach must be notified by phone prior to the beginning of class so that arrangements can be made to cover the class.

**Additional Requirements:** Late work will not be accepted in this class, unless prior arrangements with the instructor have been made for an extension. You need to take advantage of this opportunity. This group is on the verge of becoming a great *group* of teachers. You as an individual and your group will be the only thing that holds you back from achieving this goal. It is time for you to step up and meet the challenge – untapped potential isn't any better than no potential at all.

#### 15. Recommended Text(s) and/or Readings:

Gallahue, S. L. (1996). Developmental physical education for today's children (3<sup>rd</sup> ed.). Madison: Brown and Benchmark.

Graham G. (1992). Teaching children physical education - Becoming a master teacher. Champaign, IL: Human Kinetics.

Holt/Hale, S. A. (2001). On the move: Lesson plans to accompany Children Moving. Mountain View, CA: Mayfield Publishing.

##### Educational Games

Belka, D. (1994). Teaching children games. Champaign, IL: Human Kinetics

Morris, G.S. (1980). How to change the games children play (2<sup>nd</sup> ed). Minneapolis, MN: Burgess.

##### Educational Gymnastics

Learmouth & Whitaker (1976). Movement and practice. London: Shofield & Sims, Ltd

Williams, J. (1974). Themes for educational gymnastics. London: Lepus Books.

**16. Alignment with State and National Standards:** See student learning outcomes, which are based on the Beginning Physical Education Teacher Standards (NASPE, 1995) and INTASC standards.