Instructor: Jan Adair
Email: adairja@mnstate.edu
Phone: 218.477.2308
Office: Nemzek 103H
Office hours: M & W-10:30-12:00

Readings and Website Information


Course Description

*Health and Physical Education* in the Elementary School is a course that emphasizes maintaining and improving personal health and wellness and developing and using motor skills for an active classroom. It also is a preparation for pre-service teachers to take part in developing healthy behaviors in their pre-primary through 8th grade level students. This course includes methods of instruction.

**BOT Standards-Teachers of Elementary Education**

Board of Teaching (BOT Standards 1-4)
K1. Personal & Community Health, Disease, Safety and Nutrition
K2. Accident Prevention, drug, alcohol, tobacco use, high-risk relationships
K3. understand & apply movement concepts and principles to the learning & development of motor skill
K4. understand the knowledge needed for providing learning experiences that develop a health-enhancing level of physical fitness.

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<tr>
<th>BOT Standards-Teachers of Early Childhood Education</th>
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**Board of Teaching (BOT Standards C7a-f and D9a-c)**

**C. A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences.** The teacher must understand:

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<th>(7) strategies for assessing a preprimary-aged child's emerging level of physical development and how to use this information to establish individual physical development goals and design developmentally appropriate learning experiences that:</th>
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<td>(a) foster a positive attitude toward physical activity;</td>
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<td>(b) enhance preprimary-aged children's perceptual skills; balance and coordination; and flexibility, strength, and endurance;</td>
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<td>(c) support age-appropriate risk-taking within safe boundaries;</td>
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<td>(d) assist children in becoming competent in acquiring basic gross and fine motor skills;</td>
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<td>(e) facilitate children's understanding of maintaining a desirable level of nutrition, health, fitness, and physical safety; and</td>
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<tr>
<td>(f) meet children's physiological needs for activity, sensory stimulation, fresh air, rest, hygiene, and nourishment and elimination; and</td>
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**D. A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences.** The teacher must understand:

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<th>(9) the central concepts and tools of inquiry for teaching health and physical education, including:</th>
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<td>(a) providing experiences to encourage personal and community health promotion, disease prevention, and safety;</td>
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<tr>
<td>(b) applying movement concepts and principles to the learning and development of motor skills; and</td>
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<tr>
<td>(c) encouraging the development of a health-enhancing level of physical fitness.</td>
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<th>Infant and Toddler BOT Standards related to Health and Physical Activity</th>
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**B. A teacher of infants and toddlers plans, designs, and implements developmentally appropriate learning experiences.** The teacher must understand:

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<th>(5) strategies for developing an appropriate learning environment that:</th>
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(a) Meet the physical needs of infants and toddlers through small and large group muscle play, feeding, diapering and toileting, and rest, including:
   i. health and safety procedures and universal precautions to limit the spread of infectious diseases;

(c) use educational materials for infants and toddlers that balance needs for growing independence and active exploration with the need for safety and health;

## Course Objectives

During the health portion of the course the MSUM students will be able to: BOT K1, K2 & C7e-f, D9a, B5ai.

1. To be able to understand and use the preferred terminology for teaching health education. Examples are: healthy/unhealthy, more healthy/less healthy, positive/negative as opposed to the words good and bad.
2. Understand the link between physical activity and brain function.
3. To be able to understand how to avoid controversy in a health education program.
4. To be able to understand the barriers elementary teachers find to teaching health education.
5. To be able to describe ways to connect parents/guardians/care givers to the health education program.
6. To be able to understand the eight-part Coordinated School Health Program Model and its value to the delivery of health education.
7. To be able to list and understand what is included in each of the Center for Disease Six priority areas.
8. To be able to list and understand the eight National Health Education Standards (NHES).
9. To be able to describe activities appropriate for each NHES.
10. To be able to describe assessment techniques for activities within the CDC Six Priority Areas.
11. To be able to connect health content to other subject areas (curriculum infusion).
12. To be able to adjust lesson plans to accommodate different cultures (multi-cultural infusion).
13. To be able to adjust lesson plans to accommodate a learner with special needs (inclusion).
14. To be able to list and understand the content of the personal and social skills.
15. To be able to list and discuss the developmentally appropriate concepts for teaching the following in lower and upper elementary school.
   - Unintentional injuries (safety)
   - Intentional injuries (violence & abuse)
   - Tobacco
   - Alcohol & Other Drugs
   - Nutrition
   - Human Sexuality
   - HIV/AIDS
16. To be able to understand how to connect the health content to the health standards.
17. To be able to locate health education information and lesson plans on many internet sites.
18. To be able to describe the characteristics of evidenced based curriculums.
19. To be able to name and describe some evidenced based curriculums.
20. To be able to understand why evidenced based curriculums are important to use in teaching.
21. To be able to describe many ways of incorporating health education into the daily classroom routine.
22. To be able to discuss new innovative programs (information available on websites) for schools to help promote healthy active lifestyles.
23. To be able to understand why planning curriculum using many of the multiple intelligences is important.
24. To be able to understand formative and summative assessment.

During the physical education/physical activity portion of the course the MSUM students will be able to: BOT K3, K4 & C7a-d, D9b-c, B5c.

1. Know the difference between physical activity and physical education.
2. Understand the link between exercise and brain function.
4. Know and understand the six National Standards for Physical Education.
5. Be able to list web sites for getting ideas for teaching K-6 physical education.
6. Be able to explain the Skill Theme approach to teaching K-6 physical education. This would include traveling, chasing, fleeing & dodging, jumping & landing, balancing, transferring weight & rolling, kicking & punting, throwing & catching, volleying & dribbling, striking with rackets & paddles, and striking with long-handled implements.
7. Be able to list and explain the four components of health-related fitness.
8. Be able to list nine loco-motor skills.
9. Be able to list eight non-manipulative skills.
10. Be able to list eight manipulative skills.
11. Be able to list and explain the five parts of The Physically Educated Person.
12. Be able to identify physical activities that can be done in the classroom setting (brain breaks).
13. Be able to identify at least two Physical Fitness Assessments for K-6 students.
14. Be able to explain the space awareness concepts.
15. Be able to explain the effort concepts.
16. Be able to explain the relationship concepts.
17. Be able to understand movement concepts and skills themes in content area.
18. Be able to explain and understand the major program areas for an elementary physical education program. (dance, gymnastics, games & fitness)
19. Be able to explain and discuss the physical activity guidelines for children birth to five years.
21. Understands the difference between teaching in the classroom and the gymnasium.

**Grading**

Your grade will be based on:

- Attendance                                                  20 points
- Brain Breaks                                               15 points
- Research article (health)                                 15 points
- CDC 6 Teaching (health)                                   20 points
- Children’s Book assignment (health)                       20 points
- Web assignment (health)                                   15 points
- Teaching presentation (health)                            40 points
- Reflection paper (health)                                 5 points
- Lesson Plan (health)                                       35 points
- Health test                                                35 points
- Article-Difference between PE/PA                          15 points
- PE/PA assignment                                           10 points
- Website assignment(pe/pa)                                 30 points
- HSBS web assignment (pe/pa)                               15 points
- Teaching presentation (pe/pa)                             40 points
- Lesson Plan (pe/pa)                                       30 points
- Reflection paper (pe/pa)                                  5 points
- PE/PA test                                                 40 points

**TOTAL POINTS** 405 points

**Final Grade:**

Grading Scale:
A=90% and above
B=80%-89%
C=70%-79%
D=60%-69%

**Course Policies**

1. Attendance is required and expected of all students. Roll will be taken.
2. Punctuality and attendance are governed by the same norms which direct the professional teacher in a classroom setting. Students who do not miss more than two class periods will be able to earn the 20 attendance points. Students who make a habit of coming to class late will not be able to earn the 20 attendance points. After the second absence, the student will lose 10 points for each class missed.
3. Group activities, and tests cannot be completed outside class.
4. If there is a medical emergency, communicate with the instructor as soon as possible. If a test is missed for medical or family emergency (death/major illness), it can be made up. The student will need to make the arrangements with the instructor. The student must provide documentation (from the attending physician) for a medical or family emergency excuse.

5. Participation is VERY IMPORTANT IN THIS CLASS. Keep up with the reading, ask questions, cooperate with all activities, and when appropriate provide feedback.

6. Assignments must be turned in by the due date. Assignments more than one week late will not be accepted. Late assignments will be given half credit.

7. It is expected that the work that is completed is your own. Give credit where credit is due.

Special Accommodations: Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disability Services at 477-2131 (voice) or 1-800-627-3529 (MRS/TTY), CMU 114 as soon as possible to ensure that accommodations are implemented in a timely fashion.

Office hours: Students should feel free to come by to discuss classroom topics or for clarification of or feedback on assignments. The instructor can also be reached by phone or email, and appointments can be scheduled outside office hours. It is best to seek help on assignments and class material as early as possible.

Maintaining academic honesty: Plagiarizing, inadequately citing, or cheating on exams or assignments will not be tolerated!

**Plagiarism is copying someone else’s work or something they have said and using it as your own. This may be copying something word for word or copying someone else’s ideas without citing their name.**

CONCEPTUAL FRAMEWORK OF THE EDUCATION UNIT

MSUM candidates are professionals who are knowledgeable, reflective, humanistic, and creative.

**Knowledgeable:** MSUM candidates display competence in their subject matter, built upon a strong grounding in liberal studies. MSUM candidates understand the principles of learning, assessment and technology. They understand and apply legal and ethical considerations in all aspects of their work. MSUM candidates are able to integrate theory and practice, and view learning as an active process. MSUM candidates demonstrate the ability to model connections between philosophical foundations and best practices in the field. As life-long learners, MSUM candidates engage in research and complex thinking. They design opportunities for others to seek knowledge and to understand themselves as members of the world community.

**Reflective:** MSUM candidates engage in thoughtful analysis of the meaning and significance of their actions, decisions, and results with regard to their work in order to assess progress in meeting this guiding principle. It is through this reflective process that instruction is improved, new ideas are implemented, ineffective methodologies are abandoned, and learning outcomes for students are enhanced. MSUM candidates are skilled at analyzing their teaching from a variety of perspectives and identifying connections between teaching strategies and student learning. In addition, candidates utilize a variety of techniques to question their procedures and consider alternatives for instruction and student growth.
MSUM candidates are able to recognize learning, motivational, and developmental variables in their instructional practice and relate those dimensions to their teaching practices. Finally, MSUM candidates bring a questioning spirit to received wisdom and conventional practice when needed.

**Humanistic:** MSUM candidates value the personal worth of each individual. This is based on a belief in people's potential and their innate ability to develop to their fullest. MSUM candidates' actions are grounded in knowledge of different cultural and ethnic groups within the world community, and in knowledge of the influence of culture and history, ethnicity, language, gender and socio-economics on one's life. This knowledge base informs candidates’ decision-making as they create environments that promote freedom, compassion, and success for all learners. MSUM candidates are fair-minded in their interactions with others, as well as sensitive to and accepting of individual differences. Further, MSUM candidates have an understanding of aesthetics and the diversity that is part of the human experience and will incorporate this knowledge into their work. MSUM candidates recognize and accommodate a variety of linguistic and nonlinguistic interpersonal skills in their actions with others. MSUM candidates foster resiliency in the students with whom they work, and model these qualities in their own work.

**Creative:** MSUM candidates understand the powerful resources of the arts and sciences, and use their knowledge of these areas to bring the best of their imaginative and creative acts into the classroom. MSUM candidates recognize the important role creativity plays in the design of instruction and classroom environment. They will, for themselves and for their students, meet new situations with resourcefulness, excitement and curiosity, with an investigative attitude, and with the ability to pose, seek and design solutions to problems. MSUM candidates are cognizant of the aesthetic elements of the world and draw on that knowledge to make curricular decisions designed to help students not only learn about aesthetics, but to also learn how to think about the world at large.