
Course Outline

INSTRUCTOR: Mark Connell

OFFICE HOURS: By Appointment

OFFICE LOCATION:

CLASSROOM: C1440

E-MAIL: mconnell@yukonu.ca

TIME: Monday 6pm to 9pm

TELEPHONE: 867.332.3600

DATES: January 10th to April 11th

COURSE DESCRIPTION

This course is designed specifically for student teachers preparing to teach physical education to Elementary students. The course focuses on an overview of curriculum content, teaching methods, assessment and evaluation and learning resource materials and their application in teaching physical education in the context of schools and society today.

COURSE REQUIREMENTS

Prerequisite(s): None

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

LEARNING OUTCOMES

Upon successful completion of the course students will;

- Identify and utilize effective teaching strategies in elementary Physical Education. These instructional skills include planning, organizing, managing, and evaluating the Physical Education environment.
- Employ effective strategies needed to establish a Physical Education environment, which meets a multitude of student and societal needs including students from culturally diverse backgrounds, students of both genders, children of poverty, and students with special needs.
- Understand that learning in Physical Education occurs in all three learning domains and demonstrate this knowledge in planning.
- Foster an understanding of the philosophical underpinnings of the BC/ Yukon Physical Education curriculum and the implications for elementary programming.
- Develop Physical Education activities, which apply the tenets of kinesiology, contemporary research in motor learning, and growth and development principles.

- Enhance their understanding and commitment to personal well-being and demonstrate the ability to critically reflect and plan for their continued professional growth.

COURSE FORMAT

This course is a total of 39 credit hours. Classes will consist of lectures, hands-on activities, class discussions and cooperative work and school visitations. During each week roughly one hour will be dedicated to classroom work. The remaining two hours will be spent in an alternate Physical Education environment - outside, the college gym or in within a Yukon school.

All readings and course materials can be found on the course Moodle and in the EPE 310 Microsoft TEAMS platform.

Asynchronous content and requirements (all assignments) are accessible through the class 'Teams' site via logging into Microsoft 365 with Yukon University credentials. Assignment descriptions/criteria, Rubrics and submission requirements are all located in the EPE 303 Teams Site.

Monday meetings will seek to model a wide range of instructional strategies. Weekly sessions will involve direct instruction, engagement with case studies, peer collaboration, literature circles, co-operative and competitive game structures and experiential / place-based pedagogy.

Each YNTEP student is responsible for:

1. Contacting your instructor prior to a class to report your absence. In an urgent situation you can contact the YNTEP reception at 668.8781.
2. Catching up on missed material and any incomplete assignments.
3. Obtain proper documentation (ex. doctor's note) in the event that a serious health concern affects attendance (1 or more classes).
4. Familiarizing oneself with the YNTEP Handbook and the regulations relating to attendance and punctuality.

EVALUATION

In-Class Teaching Assignment (TBA)	10%
Double Entry Journal - (4) i) What is Quality PE (Due Week 2) ii) Physical Literacy and Fundamental Movement Skills (Due Week 4) iii) Classroom Management Survey (Week 7) iv) Risk Assessment Assignment (Week 10)	25%
Long Range Plan Assignment (Due Week 6)	10%
Mid Term Paper (Due at the End of Reading Week)	25%
Lesson Plan / Lesson Delivery / Video Analysis Assignment (Lesson Delivery with students) (Due end of Semester)	20%
Social Justice in PE Article Presentation (Week 12)	10%
Total	100%

Teaching Assignment

All students will be required to plan a 30 minute PE lesson and deliver the lesson to the class.

The lesson is required to teach a skill. It should include; a warm up / activation activity (that is connected to the focus of the lesson), some direct instruction with an emphasis on clearly breaking the skill down into component parts with cues, time to practice and give feedback, an engaging activity to apply the skill and an element of assessment (formative) within the lesson. Students are required to submit a lesson plan immediately following their delivery. A comprehensive rubric for this task will be co-created as a class.

Double Entry Journal

This mark will be based on the student's ability to demonstrate in-depth understanding and make insightful connections to theory, research and classroom practice. Four double entry journal responses will be required throughout the semester.

Samples of Double Entry Journals and a rubric will be provided in class and is available in the course Moodle.

Long Range Plan Assignment

This assignment is meant to introduce you to the long-range planning process. Utilizing the BC Curriculum, students will be required to create a Physical Education long-range plan for a specific grade level. You are required to include land-based activities that include Yukon First Nations content.

Samples of Long-Range Plans and a rubric for this assignment is available on the course Moodle.

Mid-Term Paper

Scenario: You work in a Yukon elementary school. Your school growth planning process has identified 'literacy' as a goal for the next school year. To meet this goal, time allocated to Physical Education has been reduced to 60 min per week.

Utilizing a minimum of 5 current academic journals you are required to prepare a research paper arguing against this change. The second half of the paper should describe the characteristics of a 'really amazing' physical education program.

Flipped Classroom - Skill Delivery

This assignment provides an opportunity to focus on the "direct instruction/modelling phase" of lesson delivery. You will choose a specific skill to teach and research the most effective way to teach this skill. You will then create a Youtube video of you teaching your skill. Specific requirements are posted in the Moodle.

Lesson Delivery / Video Analysis

Within the later stages (the last week of classes) of this course you will have the opportunity to teach a 30 min physical education lesson in a grade school elementary physical education class. You are required to prepare a lesson plan for this

This assignment also requires you to video tape your lesson and complete an analysis of your teaching.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

Fundamental Movement Skills: Active Start and FUNdamentals Stages from PHE Canada

MEGA DOCUMENT: Maximum Engagement in Games and Activities (Available on Course Moodle)

Required Weekly Readings and Videos are in the Moodle

Yukon Physical Literacy Document

Supporting Materials

Bailey, G. (2004). *The Physical Educator's Big Book of Sport Lead-Up Games*. Camas, Wash: Educators Pr.

Graham, G., Holt/Hale, S. A., & Parker, M. (2012). *Children Moving: A Reflective Approach to Teaching Physical Education with Movement Analysis Wheel* (9 edition). McGraw-Hill Education.

Lumsden, K. (2001). *P.E. Games & Activities Kit for Grades 6-12*. Paramus, N.J: Parker Pub Co.

Robinson, Daniel B., and Lynn Randall, eds. *Social Justice in Physical Education*. Canadian Scholars' Press Inc., 2016.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.

TOPIC OUTLINE

Week	Topic	Required Preparation (before class on Monday)	Required Assessment
W1: January 10th	Welcome: Contextualizing the Course		Link in Moodle
W2: January 17th	Considering Quality Physical Education	<ul style="list-style-type: none"> • Readings: Physical Education Hall of Shame I, II, III. Available in Moodle. • Videos: TEDx Talk - Want Smarter, Healthier Kids; Evidence Based PE; Connecting Physical Literacy and Physical Education 	Double entry journal #1 on readings / video, due at the beginning of the week (before class).
W3: January 24rd	Curriculum, Lesson Planning and Long Range Planning in Physical Education	<ul style="list-style-type: none"> • Review Sample Long Range Plans. • Review BC Curriculum - Physical Education 	Review co-created criteria for "Quality PE Programming"
W4: January 31	Physical Literacy, Fundamental Movement Skills and	<ul style="list-style-type: none"> • Review Yukon Physical Literacy Document • Watch Video - Physical Literacy • Review MEGA Document <p>Special Guest: Sport Yukon Physical Literacy Coordinator</p>	Double entry journal #2 on readings due at the end of week.
W5: Feb 7th	Assessment of Movement		

W6: Feb 14th	Integrated Physical Education Programming	Special Guest: First Nations Programs and Partnerships	Long Range Plan Assignment Due
Feb 21st	Reading Break!		Mid Term Paper is Due
W7: Feb 28th	Experiential Opportunity	Observing a PE Specialist *NOTE: this week the class time will change. We will visit Jack Hulland school from 10:30am to 12:00pm.	Classroom Management and PE - Survey due at end of class.
W8: March 7th	Decolonization and Indigenization in Physical Education	<ul style="list-style-type: none"> • Watch "Games of the North" Special Guest: Aboriginal Sport Circle	
W9: March 14th	Risk Assessment and Classroom Management in Physical Education	<ul style="list-style-type: none"> • Read Field Trip Policy • Review Field Trip Checklist 	Submission of lesson plan and video analysis at the end of practicum.
Week 10: March 21st	Outdoor Adventure	Cross Country Skiing with Kwanlin Koyotes or WCCSC	Risk Assessment due, end of the week.
W11: March 28th	Teaching a PE Lesson to Real Kids!		
W12: April 4th	Social Justice and Physical Education	<ul style="list-style-type: none"> • Read assigned article and prepare oral summary / commentary on the article. 	Double Entry #5 is your article presentation.
W13: April 11th	Outdoor Adventure Part II	Group activity	Flipped Class Assignment Due