College of Charleston
EDEE 370 Spring 2015
Health and Physical Education for the Classroom Teacher

Instructor: Susan M. Flynn
Office: School of Education, Health and Human Performance, 86 Wentworth room #209
Class building/times: Silcox & Johnson
Office Phone: 843-953-0815
Website: www.fit2bsmart.com
email: flynns@cofc.edu
twitter: @fit2bsmart
Instagram: #cofcfit post healthy meals and your physical activity

Office Hours: Mondays – 11:30 a.m.-12:30p.m. @office; Tuesdays 12:00 to 1:30 p.m. @Silcox;
Wednesdays 2:00-3:00 p.m. @ Silcox; Thursdays 12:00 to 1:00 p.m. @North Campus;
Fridays 12-1 p.m. @ office or by appointment

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<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<td>12:00-1:30/Silcox</td>
<td>2:00-3:00/Silcox</td>
<td>Class 7:30:12:00</td>
<td>12:00-1:00/office</td>
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<td>11:30 -12:30/Office</td>
<td>Class 1:30-4:30</td>
<td>Class 3:00-6:00</td>
<td>north campus</td>
<td>Faculty/Committee meetings 1:00-3:00</td>
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<td>Class 4:00-7:00</td>
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<td>Silcox/MUSC</td>
<td>12:00-1:00/NC</td>
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<td>Clinical Internship</td>
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Course readings and content material are on OAKS.

Optional Texts
Course Description
This course is designed to introduce early childhood and elementary education majors to the
development of physical, health, and safety education as part of the life of a child and the curriculum
of the school. The relationship between organization, development, and instruction in health and
physical education and activities and safety practices are explored.

Objectives
At the completion of this course each prospective educator will be able to:
1. Develop a sound knowledge base in the context of the topics listed in the course description above.
2. Think critically, using thoughtful analysis, when designing and/or evaluating health and physical education
   plans. (lesson planning) SC7; EEDA PS5 & PS6; NAEYC 3C; ISTE 1 & 2; ACEI 3.1, 3.3 & 3.4; NASPE 3.1, 4.1,
   4.2, 4.3, 5.1 & 5.2
3. Provide a rationale for mandatory comprehensive school health education program preschool- 5th grade and
   explain the implications of the S.C. Comprehensive School Health Education Act. ACEI 2.6
4. Provide appropriate motor skill development and movement education activities. NAEYC 3b; ACEI 2.7;
   NASPE 1.2; 1.2; 1.3
5. Discuss how to integrate health and physical education concepts into the school’s curriculum.
   (Cross-curricular project) ACEI 2.8 & NASPE 6.6
6. Demonstrate proficiency in Standard First Aid, which includes First Aid and CPR, through current certification
   by an appropriate agency (American Heart Association).
7. Student’s will be able to design and implement a movement-based lessons integrating perceptual motor
   skills, sensory motor skills and academic concepts. EEDA PS5 & PS6; NAEYC 4b & 4d; NASPE 2.3, 3.1, 4.1,
   4.2, 4.3, 5.1, 5.2 & 6.9; SC7

SOE Mission
The Mission of the School of Education at the College of Charleston is the development of educators and health
professionals who will lead a diverse community of learners toward an understanding of and active participation
in a highly complex world. In pursuit of our mission, faculty and students will demonstrate the following
principles of action:
1. intellectual curiosity and rigor
2. reflective, research based practice
3. collaboration and consensus building
4. field oriented service and community outreach
5. cultural sensitivity and understanding
Appropriate Dress for Labs
Students are required to wear shoes and suitable clothing that allow for SAFE, maximum participation during labs. **Jeans** and **low-rise attire** should not be worn to lab classes. Professional dress is appropriate for **all** teaching experiences. (inappropriate dress will result in student being asked to leave the school and receive lose participation points).

Course Requirements
Brain Booster and Rockin’ Jam 75
Action-Based Cross-Curricular Lesson 75
Tests (2) 100
Twitter assignment 10
CPR Certification 10
Health Trifold, Infographic & presentation @ Health Fair 75

Total Points:

Evaluation Scale
A 94-100 (4.0) A- 90-93.99 (3.7)
B+ 86-89.99 (3.3) B 83-85.99 (3.0) B- 80-82.99 (2.7)
C+ 76-79.99 (2.3) C 73-75.99 (2.0) C- 70-72.99 (1.7)
D+ 66-69.99 (1.3) D 63-65.99 (1.0) D- 60-62.99 (0.7)
F 59.99

Description of Assignments
Presentations and lessons
All lesson plans will follow the format provided (in OAKS content), be computer generated and submitted electronically to the OAKS drop box. A hard copy of the lesson is required on the day of the teaching and a copy of the grading rubric. (-15%) if not provided
Rubrics and lesson plan must have names on them and be stapled together.

**Health Lesson (75):** This project has 5 parts: (a) a health topic trifold presentation; (b) a lesson plan for the health activity; (c) an infographic created with topic information researched using [http://infogr.am/](http://infogr.am/); [http://visual.ly/](http://visual.ly/); [http://piktochart.com/](http://piktochart.com/)
(d) reference page (minimum of 5 references, not all from the same site) and (e) reflection.

Students in a team of two, will develop a health center activity for the health fair and present it to children in the schools. Criteria for tri-fold presentation and health lesson activity are provided on OAKS. The health fair project information will be duplicated and developed into an infographic and placed in the OAKS dropbox with the final reflection due by the day after the health fair. A hard copy of the lesson and infographic are due on the day of the health fair. (55 pts board; up to 10 pts for in-depth reflection answering the two questions provided; up to 10 pts infographic and references and 25 pts for the lesson plan. Each team member must post the infographic, reference page, reflection, picture of the health fair board and lesson plan in the OAKS drop box. Emailing the documents is not acceptable.

**Brain Blast & Rockin’ Jam (75):** Working in groups of two to three, students will engage the class in a Brain Blast and Rockin’ Jam. Criteria for Brain Blast & “Rockin’ Jam” including rubric are provided on OAKS under Content.

- a. Each team member provides a slide with your favorite quote and why with a visual.
- b. Three or more slides presented with BB facts and information (students must share @ least one Brain fact slide and have their name on it with references)
- c. Activity related to the BB, materials provided—brain food, brain-teasers with guiding practice slides etc.
- d. Resources should be on each slide presented.
- e. A copy of the pp, rubric with student names must be provided on the day of presentation and stapled together. (-10% if missing)
- f. The BB pp MUST be in the teachers toolbox drop box @www.dropbox.com before the presentation (-5% if it is not)

**Rockin’ Jam:** Create and teach a 4 to 6 step movement sequence choreographed to music. Provide your own music and put it in teachers toolbox dropbox BEFORE you teach. Use lesson format on OAKS for the “Rockin’ Jam” Steps. Music and Rockin’ Jam Steps must be submitted in advance. Hard copy of dance steps must be provided on day on lesson. Failure to do so results in 10% deduction.

**Action-Based Cross Curricular Learning Lesson (75):**
Teams of two or three will develop and teach an Action-Based Learning lesson integrating perceptual motor development, sensory integration skills and academic content, linking the lesson to the South Carolina state standards for the National Physical Education and Academic State Standards. Criteria for lesson plan and rubric are provided on OAKS. All materials MUST be in the OAKS dropbox before you teach and a rubric provided.

**Tests (100)** Two tests. Test dates are posted on syllabus. Your study guides are the key elements listed on the lecture outline sheets.

**Twitter Challenge (10)** follow @fit2bsmart (details provided on OAKS in content)
CPR Certification (10) Each student must pass the Standard CPR course as outlined by the Red Cross, or American Heart Association. A class will be taught at a minimal cost at The College of Charleston. Date TBA/A copy of your certification card is required for points earned.

Course Policies

Attendance Policy
According to The College of Charleston policy: All students are expected to be present for every meeting of the classes in which they are enrolled. Only the instructor can excuse a student from classes or course responsibilities. In the event of an illness, accident, or emergency, when circumstances permit, the student should make direct contact with his/her instructor(s), preferably before a class or exam takes place. Email and/or call the instructor if there is an emergency. Students are expected to be in all class sessions and on time. Due to the emphasis that is put on class participation, each student is allowed one documented absence. After that, 2% will be taken from the student’s point total for each missed class.

All materials distributed, information discussed, and assignments due on the missed day are the responsibility of the absent student. Tardiness hinders your learning ability and the teacher’s ability to effectively teach. EDEE 370 is an interactive class, student presence is essential – tardiness not only affects individual learning, it also hinders the ability of the entire class to progress.

Late assignments: Any assignment turned in after the due date will result in a 10% point deduction. Missed teaching assignments cannot be made up.

Classroom Etiquette: Lap tops; IPADS; cell phones etc will ONLY be used in class lectures when indicated by the professor for specific assignments.

Class Emails: When sending emails to the instructor, please put EDEE 370 or 664/words that reflect the message in the email. Most emails will be addressed within 48 hours, unless I am out of town. If you do not hear from me please email again to make sure I did not miss the email. I will have limited access to email on the weekends.

Academic Honesty Policy
Refer to the College of Charleston Student Handbook (Academic Honor Code). Students are expected at all times to be in compliance with the Honor Code. Students who engage in academic dishonesty will be referred to the Dean of Students immediately for appropriate disciplinary action, and will receive at minimum no credit for the academic work related to the incident of scholastic dishonesty.
Provisions for students with special needs
Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with the professor in a timely manner so that his/her needs are addressed.
The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center of Disabilities Services located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations should notify their professors as quickly as possible.

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<tr>
<th>Course Tentative Outline</th>
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<tr>
<td><strong>Week One -1/13</strong></td>
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<tr>
<td>Lecture: Syllabus, Course Overview</td>
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<td>Lab: Physical Education Curriculum</td>
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<td>Elements of Movement, Locomotor Patterns,</td>
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<tr>
<td>Brain Blast &amp; Rockin’ Jam~FLYNN</td>
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<tr>
<td><strong>Week Two -1/20</strong></td>
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<td>Lecture: Health and Physical Education Curriculum</td>
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<td>Lab: Fundamental Movement Patterns</td>
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<td>Teaching Strategies, Incline Rope Model</td>
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<td><strong>Week Three -1/27</strong></td>
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<td>Lecture: Coordinated School Health Programs &amp; Wellness Mandates</td>
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<td>Lab: Manipulative Skills</td>
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<td>Plan Health Lesson</td>
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<td><strong>Week Four -2/3</strong></td>
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<td>Lecture: The Brain Research and Action-Based Learning with Dave Spurlock at Stall HS</td>
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<td><strong>Week Five -2/10</strong></td>
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<td>TEST ONE</td>
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<td>Lecture: A Nation at Risk—Obesity Epidemic</td>
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<td>National Standards/Let’s Move Active Schools</td>
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<td>Lab: Manipulative Skills</td>
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<td>Plan Health Lesson</td>
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<td><strong>Week Six -2/17</strong></td>
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<td>CPR training in class. A copy of your card is proof that you completed this assignment.</td>
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<td>There is a small fee for cofc students. Register at www.</td>
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<td>Meet with group to finalize health fair presentation.</td>
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<td><strong>Week Seven-2/24</strong></td>
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<td>Health Fair Presentations</td>
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<td>Lab: Dance</td>
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<td><strong>Week Eight-3/3</strong></td>
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<td>SPRING BREAK</td>
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<td><strong>Week Nine-3/10</strong></td>
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<td>Lecture: Teaching Health Lessons</td>
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<td>Nutrition Knowledge ~Go, Slow, Whoa foods</td>
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<td>Lab: Recess and classroom games</td>
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<td><strong>Week Ten -3/17</strong></td>
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<td>Lecture: Improving Students’ Nutrition ~<strong>Nutrition Lesson cooking a healthy meal</strong></td>
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<td><strong>Week Eleven 3/24</strong></td>
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<tr>
<td>Lecture: Perceptual Motor Development and Sensory Integration, The Brain</td>
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<tr>
<td>Lab: Move2Learn activities integrating math and ELA</td>
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| Week Twelve-3/31 | Lecture: Fitness  
**Lab:** Move2Learn activities integrating math and ELA |
|------------------|--------------------------------------------------|
| Week Thirteen-4/7 | Lecture: Psychosocial Health  
**Lab:** Move2Learn activities integrating math and ELA |
| Week Fourteen -4/14 | Lecture: Stress  
**Lab:** Team Building Activities |
| Week Fifteen 4/21 | Finals Week  TEST TWO |

### Brain Blast & Rockin’ Jams

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<th>Week</th>
<th>FLYNN</th>
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<td>Week -1/20</td>
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<td>Week -3/31</td>
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<td>Week -4/7</td>
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### Action-Based Learning Lesson Teams

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<th>ABL</th>
<th>Flynn</th>
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<td>Team One</td>
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<td>Team Two</td>
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<td>Team Six</td>
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<thead>
<tr>
<th>Topics</th>
<th>Health Lessons (2/group)</th>
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<tbody>
<tr>
<td>Nutrition-Nutrients &amp; my plate</td>
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<td>Nutrition-reading Labels</td>
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<td>Resiliency/Anti-bullying</td>
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<td>Dental Health</td>
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<td>Healthy Eating</td>
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