College of Charleston
EDEE 370 Fall 2017
Health and Physical Education for the Classroom Teacher
Tuesdays 01 12:15-2:55 p.m. room Silcox 117
Tuesdays 02 4:00-6:45 p.m. room Silcox 117

Instructor: Susan M. Flynn
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Instagram: fit2Bsmart

Office Hours: Mondays 12:00-1:00 p.m. and 2:15-3:00 p.m. @Silcox; Tuesdays 11:00 a.m.to 12:00 p.m. @Silcox; Wednesdays 2:15-3:00 p.m. @Silcox; Fridays 12:00-1:00 p.m. and 3:00-4:00 p.m. @School of Education or by appointment

Needed class materials:
Texts:
1. Move 2 Learn (order at the below link or on Amazon. GenMove will send the books to the college for me to deliver.
2. Content articles and assessment materials are on OAKS.

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.
Instructional Objectives
This course is designed to provide knowledge, tools and strategies to assist future early childhood and elementary educators with Health and Physical Education content and skills to use with their future students.

Student Learning Outcomes
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; NAECY 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 physical activity plan and the integration of the Safe Schools Climate Act. ACEI 2.6
4. Develop and teach age appropriate Health and Cross Curricular Movement Lessons. NAECY 3b; 4b & 4d; ACEI 2.7; EEDA PS5 & PS6; SHAPE America 1.2; 1.2; 1.3; 2.3, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2 & 6.9; SC7
(Health Fair at Local School and Move2Learn Lessons at ECDC and Memminger Elementary)
5. Discuss how to integrate health and physical education concepts into the school’s curriculum through the Let’s Move Active Schools Program and CSPAP Mandate. ACEI 2.8 & NASPE 6.6
6. Demonstrate proficiency in CPR, through current certification by an appropriate agency.

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

Comprehensive School Physical Activity Plan
- Key Health components (Nutrition, Psychosocial Health, Anti-Bullying, Stress, etc)
- Strategies to implement CSPAP & LMAS

Motor Skill Development
- Fundamental movement patterns
- Perceptual-Motor and Sensory- Motor Development Skills
- Fitness components and principles

Brain-Based Research
- Design & implement action-based learning lessons
- Research linking movement and academic improvement

Knowledge
- Nutrition
- PA = improved academics

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- Research linking movement and academic improvement
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
Move2Learn Cross Curricular Lesson (teaching children) 75  
Health Fair Projects 75  
Brain Booster and Rockin’ Jam 25  
Twitter assignment 15  
CPR Certification 10  
Quizzes 100  
Total Points: 300

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) and be 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. If not provided a hard copy of the lesson plan, you will lose 10% Rubrics and lesson plan must have names on them and be stapled together.

Move2Learn Cross Curricular Lesson (75):
Teams of two or three will teach a cross curricular lesson from the Move2Learn Book to children at a local school. 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. Hard copy of the lesson, the rubric and all lesson materials are due on the day you teach.
Videos on fundamental movement skills will help with what we are learning in lab. Use the description of skill cues in your Move2Learn lessons and objectives.

Health Lesson (75): This project has 3 parts: (a) a health topic trifold presentation; (b) a complete lesson plan for the health activity and (c) a reflection. The final reflection is due the day after the health fair. Write the reflection after the Health Fair – answering in detail, the questions provided posting the word document in the Health Fair drop box.

Students in teams of two or three, 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. A hard copy of the lesson is due on the day of the health fair. (50 pts tri-fold board & lesson activities, 20 pts for the lesson plan & references, up to 5 pts for in-depth reflection answering the two questions provided)

Each team member must post the 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 (25): Working in groups of two or 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. 10% reduction without hard copies

a. Each team member provides a slide with your favorite quote and why, with a visual.

b. BB & RJ requirements are on the Rubric.

c. An activity related to the BB—brain foods, brain-teasers; anti-bullying; stress; importance of sleep; cross-lateral movements; importance of water; psychosocial health topics; laughter; building relationships in the classroom, etc.

d. Resources should be on each slide presented.

e. A copy of the pp, dance steps and rubric with student names must be provided on the day of presentation and stapled together.

f. The BB pp MUST be in the OAKS dropbox before the presentation.

Rockin’ Jam: Create and teach a 24 to 32+ step movement sequence choreographed to music. Provide your own music and put it in 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.

Twitter Challenge (15) follow @fit2bsmart (details provided on OAKS in content)

A print out of all tweets will be turned in the second to last week of classes to receive credit.

CPR Certification (10) Each student must pass the Standard CPR course as outlined by the Red Cross, or American Heart Association. CPR Certification (10) Each student must pass the Standard CPR course as outlined by the Red Cross, or American Heart Association.

A copy of your certification card is required for points earned. Students are required to secure their own training.

Quizzes & assignments (100) Dates are posted on the syllabus. Your study guides are the key elements listed on the lecture outline sheets. Quizzes will be based from the readings and lecturers.
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. (the class is three hours - one absence is significant). Four missed classes result in dropping the 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 not be accepted. 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 in the subject section of the email. Most emails will be addressed within 72 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.

College of Charleston Honor Code and Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.
Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

**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.

Students can find the complete Honor Code and all related processes in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

**Academic Support Services—The Center for Student Learning**

The CSL, located on the first floor of the library, offers a wide variety of tutoring and other academic resources that support many courses offered at the College. Services include walk-in tutoring, by appointment tutoring, study strategies appointments, Peer Academic Coaching (PAC), and Supplemental Instruction (SI). All services are described and all lab schedules are posted on the CSL website [http://csl.cofc.edu/](http://csl.cofc.edu/), or call 843.953.5635 for information.

**Disability/Access Statement**

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.

This College abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services/SNAP, (843) 953-1431) or me so that such accommodation may be arranged.
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<tr>
<th>Week</th>
<th>EDEE 370 Fall 2017 Tentative Outline</th>
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| **Week One** | **Health Lecture:** Syllabus, Course Overview, Assignments  
**Physical Education Lecture:** Elements of Movement, Locomotor Patterns  
**Home Work:**  
1. Read syllabus  
2. Send a tweet to @fit2bsmart w/ something you gained from reviewing one of the following websites: SHAPE America/Let’s Move Active Schools/CDC websites #cofcfit due by Monday at 5:00 p.m.  
3. Watch the Physical Literacy Video  
https://www.youtube.com/watch?v=KPD7Cfasl_q  
summarizes a definition of #PL due week three |
| **Week Two** | **Twitter #physicsed**  
**Health Lecture:** Health and Physical Education Curriculum  
**Physical Education Lecture:** Fundamental Movement Patterns Teaching Strategies, Incline Rope Model  
**Home Work:** Read Shape of the Nation-SHAPE America document and State of Obesity (posted in Oaks readings)—locate obesity info on heaviest states and healthiest states for adults and children.  
https://goo.gl/JvQDEu  
Obesity Video—WATCH  
file:///Users/flynn/Desktop/EDEE%20370%20/Readings%20EDEE%20370/2016-Shape-of-the-Nation_Executive-Summary_web.pdf  
| **Week Three** | **Twitter #obesity**  
**Health Lecture:** A Nation at Risk—Obesity Epidemic National Standards/Brain Blast & Rockin’ Jam **Team One**  
**Physical Education Lecture:** Manipulative Skills  
**Home Work:** READ=== study for Quiz one |
| **Week Four** | **@ alumni center**  
**Twitter #nutrition**  
Need Move2Learn book in class today.  
**Quiz** (curriculum; elements of movement skills; incline rope theory; obesity epidemic; health initiatives)  
**Health Lecture:** Nutrition ~cooking a healthy meal Alumni Center Brain Blast & Rockin’ Jam **Team Two**  
**Physical Education Lecture:** Lesson Plans and Objectives/Planning Health Fair Lesson  
**Home Work:** Look through Move 2 Learn book; pick an activity you like and bring your book to class. Write two objectives for the lesson and write a creative hook for the lesson. |
| **Week Five** | **Twitter #nutrition**  
**Health Lecture:** Improving Students’ Nutrition JJC room----Brain Blast & Rockin’ Jam **Team Three**  
**Physical Education Lecture:** Move2Learn activities integrating math and ELA, review criteria and expectations for lessons.  
**Home Work:** posted on lecture outline notes |
| **Week Six** | **Twitter #fitness**  
**Health Lecture:** Fitness part one Brain Blast & Rockin’ Jam **Team Four**  
**Physical Education Lecture:** Move2Learn activities @Memminger Jumpin the Beanstalk:  
**Home Work:** Plan Health Fair Lesson |
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<th>Week</th>
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| Week Seven | Review pp on writing objectives  
Health Lecture: Fitness part two  
Brain Blast & Rockin’ Jam Team Five  
Physical Education Lecture: Move2Learn activities @Memminger  
Penguin Power:  
Roller Derby:  
Home Work: work with team partners to plan health fair  
Study for quiz two |
| Week Eight | Quiz: Nutrition and Fitness  
Health Lecture: The Brain Research & Kinesthetic Classroom  
Brain Blast & Rockin’ Jam Team Six  
Physical Education Lecture: Move2Learn activities @Memminger  
Bingo Bash Hockey:  
Hot Spots:  
Home Work: Home Work: Finalize Health Fair Projects |
| Week Nine  | Health Lecture: Health Fair Presentations Alumni Center 12:45-2:00  
October 4th  
Twitter #health  
Twitter #healthfair post a picture of something from your presentation and content to share about your lesson.  
Physical Education Lecture: Move2Learn activities |
| Week Ten   | Health Lecture: ABL/Perceptual Motor Development and Sensory Integration  
Brain Blast & Rockin’ Jam Team Seven  
Physical Education Lecture: Move2Learn activities @Memminger  
Alligator Alley:  
Blast Away:  
| Week Eleven| Health Lecture: Academics and Movement Connection  
| Week Twelve| Quiz: Kinesthetic Classroom/Brain Research/ABL  
Health Lecture: Stress/Live, Laugh, Love  
Home Work: |
| Week Thirteen| Health Lecture: Psychosocial Health  
Brain Blast & Rockin’ Jam Team Eight  
Physical Education Lecture: Move2Learn activities  
Card Shark Shuffle:  
Money Hungry Piggy Bank:  
Home Work: Copy of all tweets stapled together with your handle name |
| Week Fourteen| Health Lecture: Comprehensive School Physical Activity Program and Wellness Mandates and Safe Schools Climate Act  
Brain Blast & Rockin’ Jam |
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<td>Labels &amp; focusing on the effects</td>
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