College of Charleston
EDEE 370 Spring 2016
Section 01 Tuesdays 1:40-4:15 p.m. room 117

Health and Physical Education for the Classroom Teacher

Instructor: Susan M. Flynn
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Class building/times: Silcox 117
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Email: flynns@cofc.edu
Twitter: @fit2bsmart
Instagram: #cofcfit post healthy meals and your physical activity

Office Hours: Mondays – 11:15 a.m.-12:15 p.m. @office; Tuesdays 12:30 p.m.to 1:30 p.m. @Silcox; Wednesdays 2:00-3:00 p.m. @Silcox  Fridays 12:00-1:00 p.m. and 3:00-4:00 p.m. or by appointment

Needed class materials:

Text: Move 2 Learn order at the below link GenMove will send the books to the college for me to deliver. Color Copy: http://store.genmoveusa.com/move-2-learn-activity-book-color/


Course readings and content material are on OAKS.

Fitness Tracker: Tupelolife MyMo $56.99 per person + tax and shipping (includes $5 University Discount)

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 PSS & 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 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. NAEYC 3b; 4b & 4d; ACEI 2.7; EEDA PSS & 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)
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

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. (in-appropriate dress will result in student being asked to leave the school and receive lose participation points).
Course Requirements

Tests (2) 100
Move2Learn Cross Curricular Lesson (teaching children) 75
Move2Learn Teaching Mini lesson (teaching peers) 10
Health Fair Projects 75
Brain Booster and Rockin’ Jam 50
Let’s Move Active School Action Plan & Assessment (Extra Credit) 10
Twitter assignment 10
CPR Certification 10
Quizzes/assignments 15
Wellness assessment & journal Log 15
Total Points: 360

Evaluation Scale

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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.

Rubrics and lesson plan must have names on them and be stapled together.

Move2Learn Cross Curricular Lesson (75):

Teams of two will teach a Cross Curricular lesson from the Move2Learn Book 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. Hard copy of the lesson, the rubric and all lesson materials are due on the day you teach. Develop a different assessment to present with the lesson.

**Move2Learn Mini Teaching (10):** Groups of two will be assigned a Move2Learn lesson and teach the class. Two objectives and at least one assessment is required.

**Health Lesson (75):** This project has 4 parts: (a) a health topic trifold presentation; (b) a complete lesson plan for the health activity; (c) reference page (minimum of 5 references, not all from the same site) and (d) reflection. The final reflection is due by the day after the health fair. Write the reflection after the Health Fair and post the word document in the Health Fair drop box.

Students in teams 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. A hard copy of the lesson is due on the day of the health fair. (50 pts tri-fold board, 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 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 (50):** Working in groups of 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 provide 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 food, brain-teasers with guiding practice slides etc. ~materials must be provided.
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 teachers toolbox drop box @www.dropbox.com 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 teacher’s 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.

**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)
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.  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.

Quizzes & assignments (15) Quizzes will be announced or unannounced. Homework assignments related to the readings will be posted on the lecture outlines.

Let’s Move Active School Action Plan & Assessment (10)  Work with your field school to sign up the school for the Let’s Move Active School program.  Complete the assessment in at least three of the categories, one must be physical education. Look at the available resources and use the information to make recommendations in the Action Plan.  Print the Assessments and the Action Plan notes.  Extra credit

Behavior Change Wellness Project (15)
Participate in a Behavior Change Wellness Project that will directly correlate to our field of study.  Perform fitness and nutrition assessment (in booklet on Oaks).  Write down two semester wellness goals.  Using the Lose it or My Fitness Pal websites or app, track your fitness and nutrition for 6 weeks.  Reflect each week on your progress and challenges.  For complete credit, turn in (a) assessment (b) journal entries (c) copies of your weekly print outs from the Lose it or My Fitness Pal websites (d) track your steps daily using the mymomo and record your steps each day.

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. 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 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 in the subject section of 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.
# Tuesday’s Tentative Outline

| Week One - 1/12 | Syllabus, Course Overview, Assignments  
\textbf{Physical Education Curriculum}  
\textbf{Elements of Movement, Locomotor Patterns,}  
\textbf{Brain Blast & Rockin’ Jam~FLYNN} |
|---|---|
| Week Two - 1/19 | Health and Physical Education Curriculum  
\textbf{Twitter #physed}  
\textbf{Fundamental Movement Patterns}  
\textbf{Teaching Strategies, Incline Rope Model}  
Videos on fundamental movement skills will help with what we are learning in lab  
\textbf{http://www.phcanada.ca/resources/fms-videos}  
use the description of skill cues in your Move2Learn lessons and objectives. |
| Week Three - 1/26 | A Nation at Risk—Obesity Epidemic  
\textbf{Twitter #obesity or #LMAS}  
National Standards/Let’s Move Active Schools  
Safe Schools Climate Act  
\textbf{Manipulative Skills} |
| Week Four - 2/2 | Nutrition ~cooking a healthy meal  
\textbf{Twitter #nutrition}  
\textbf{Quiz Manipulative Skills}  
Sample lesson Move2Learn |
| Week Five - 2/9 | Improving Students’ Nutrition  
\textbf{Twitter #nutrition}  
\textbf{Move2Learn mini-teaching}  
Planning Health Fair Lesson |
| Week Six - 2/16 | Lecture: Fitness  
\textbf{Twitter #fitness}  
\textbf{Health Fair Presentations}  
Twitter #healthfair post a picture of something from your presentation and text to share about your lesson |
| Week Seven - 2/23 | \textbf{TEST ONE: curriculum; SHAPE America standards; fundamental movement patterns; obesity epidemic; fitness and nutrition.}  
\textbf{Move2Learn activities integrating math and ELA}  
\textbf{Penguin Power and Bingo Bash Hockey} |
| Week Eight - 3/1 | Comprehensive School Physical Activity Program  
Watch video on CSPAP, Write a summary on the key elements presented.  
Print the summaries and bring them to class. (due 3/1)  
\textbf{https://www.youtube.com/watch?v=MuHrl-rhS9c}  
Move2Learn activities integrating math and ELA  
\textbf{Alligator Alley & Jump the Beanstalk} |
| 3/8 | \textbf{SPRING Break} |
| Week Nine - 3/15 | ABL/Perceptual Motor Development and Sensory Integration  
The magic that makes the brain learn: Kim Bevill at TEDxCrestmoorParkED  
\textbf{https://www.youtube.com/watch?v=e1aNERoMndU&app=desktop}  
watch this before class, be prepared to discuss. |
| Week Ten - 3/22 | Move2Learn activities integrating math and ELA  
Money Hungry Piggy Bank & Hot Spots  
The Brain Research & Action-Based Learning with Dave Spurlock  
Watch No Excuses Video. Write a summary for the video on the key elements presented and finish your summary with why classroom teachers need to infuse physical activity in the classroom.  
| Quiz |
|---|---|
| Week Eleven - 3/29 | Wellness Mandates and Safe Schools Climate Act  
look at the definitions on the Whole School, Whole Child, Whole Community document at this link http://www.cdc.gov/healthyschools/wscc/components.htm  
Move2Learn activities integrating math and ELA  
Penguin Power and Bingo Bash Hockey |
| Week Twelve 4/5 | CPR training in class. A copy of your card is proof that you completed this assignment. There is a fee for certification. |
| Week Thirteen - 4/12 | Lecture: Psychosocial Health & Mindfullness  
Twitter #PSH  
Move2Learn activities integrating math and ELA  
Verbs with Friends and Roller Derby |
| Week Fourteen - 4/19 | Lecture: Stress  
Twitter #stress  
Wellness Journal/Log due  
Move2Learn activities integrating math and ELA  
Blast Away & Card Shark Shuffle |
| Week Fifteen | Finals Week  
TEST TWO  
April 26th 4-7 pm |

<p>| Brain Blast &amp; Rockin' Jams |
|---|---|
| Week one | FLYNN |
| Week two | |
| Week three | |
| Week four | |
| Week -five | |
| Week -nine | |
| Week -eleven | |
| Week -twelve | |
| Week -thirteen | |</p>
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