

Western Education

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EDUC 5220

Curriculum & Pedagogy for Intermediate Senior Health & Physical Education

Instructors:

Jeff Green

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Office Hours: by appointment

Schedule:

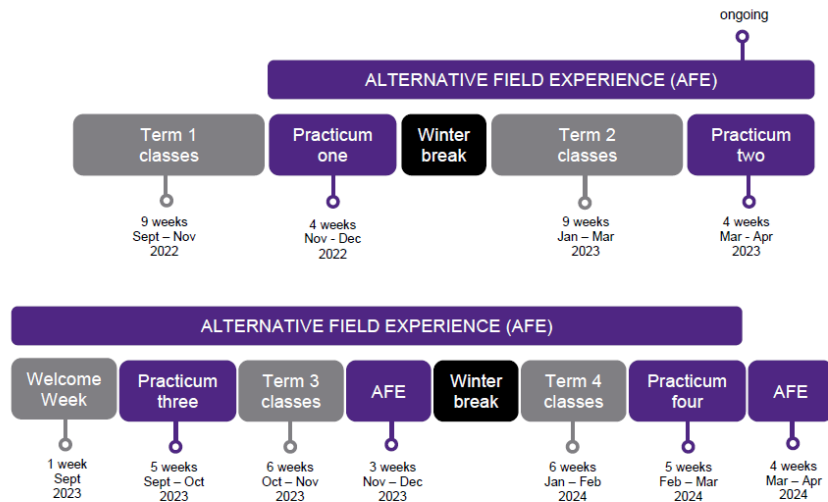
Section 001: Mondays & Wednesdays, 8:30-10:30am (Gym)

Program Context:

This is a **Curriculum Course** taken by Teacher Candidates in **Intermediate/Senior** during **Year 1, Full Year** of the Bachelor of Education.

Bachelor of Education

Program Overview – Class of 2024



Course Description: An examination and application of instructional theories, teaching strategies and evaluation techniques for secondary school physical education. Approaches to curriculum development, and the evaluation of resource materials. Motivation, student diversity and classroom management are also addressed. 4 hours per week, full year, 1.0 credit

An examination and application of instructional theories, teaching strategies and evaluation techniques for secondary school physical and health education. Approaches to curriculum development and the evaluation of resource materials will be examined. Additional topics include; teaching for all, classroom management, the foundations of healthy schools, food and nutrition, and professional development.

Number of Credits: 1

Number of Weeks: 18

Week 1: Teaching Philosophy

Teaching Philosophy Develop a strong understanding of the course outline and expectations

Identify why teaching health and physical education is important to you

Create a teaching philosophy specific to health and physical education

Professional networks: introduction and engagement with peers.

Define Physical Literacy

Learning Activities

Type	Name	Description
Reading	Chism, N. V. N. (1998). Developing a philosophy of teaching statement. Essays on Teaching Excellence, 9(3), 1-2.	https://www.cbc.ca/parents/learning/view/what-is-physical-literacy-and-why-does-it-matter?_vfz=medium%3Dsharebar

For this assignment, you will state your teaching philosophy and share it with the class. TCs will have class-time to develop their philosophy, and culminate with sharing it in small-groups to familiarize themselves with their peers.

Assessment Activities

Type	Name	Description
Formative Assessment	Week 1 Assessment Activities	Your teaching philosophy should include the following information: Who you are/ why you want to become a health and physical education teacher Your personal teaching beliefs. (specific to health and physical education) What you believe your responsibilities are as an educator

Week 2: Curriculum Document

Review the Ontario Ministry of Education Curriculum Documents for grades 9-12 Physical Health and Education through a holistic health lens

Understand learning goals and expectations present in the document

Identify strengths and weaknesses of the document

Learning Activities

Type	Name	Description
Reading	Read the Preface and Introduction of the Ontario Health and Physical Education Curriculum (p. 3-12). Additionally, pick one course and read / skim as well (~10pages).	http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf

Assessment Activities

Type	Name	Description
Formative Assessment	Curriculum Investigation	Teacher candidates will complete a Curriculum Document Read and Respond activity. In class assignment: in small groups.
Formative Assessment	Week 2 Group Project	Class-time allotted for group study. Course Design: Using the Ontario Health and Physical Education Curriculum Document as guidance, you will create your own course:

Week 3: Assessment & Evaluation

Discuss effective assessment and evaluation methods
 Understand the goals of varied types of assessment and evaluation strategies
 Develop your own assessment and evaluation tools
 Introduce Co-curricular record, pedagogical documentation, performance tasks

Learning Activities

Type	Name	Description
Reading		Reference to KUTCA (p.50-53) Reference to Achievement Charts and Assessment/ Evaluation (p.47-53) http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf Lorente-Catalán, E., & Kirk, D. (2016). Student teachers' understanding and application of assessment for learning during a physical education teacher education course. <i>European Physical Education Review</i> , 22(1), 81;65;-81. doi:10.1177/1356336X15590352 Chng, L. S., & Lund, J. (2018). Assessment for learning in physical education: The what, why and how. <i>Journal of Physical Education, Recreation & Dance</i> , 89(8), 29-34. doi:10.1080/07303084.2018.1503119

Assessment Activities

Type	Name	Description
Formative Assessment	Activity #1	Physical Education Daily Student Evaluation: (Partners) Apply learning skills on report card to developing a daily student evaluation. (Self-Regulation, Imitative, Collaboration, Independent Work, Organization, Responsibility) Develop a Daily Evaluation for Students (Practical use)
Formative Assessment	Activity #2	Create an assessment and evaluation tool that you can use in your to evaluate Student's learning. (Partners) Select a topic, unit or skill using the curriculum document Develop an example of a checklist, rubric, self-evaluation, exit ticket, journal, daily log, fitness assessment, etc.

Week 4: Games of Low Organization

Teacher Candidates will learn about, and participate in, games of low organization
 Successfully define and identify GLO's
 Understand GLO strategy and benefits
 Discuss and share GLO resources

Learning Activities

Type	Name	Description
Reading	Promotion of prolonged activity http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf PHE Canada: https://phecana.ca/sites/default/files/content/docs/Conference2019/PowerPoints/Low%20Org%20Game About GLOs: http://kumu.brocku.ca/gamesofloworganization/Main_Page	
Unit Scenario	Promotion of continuous activity within a Unit Scenario Student groups will present their scenario (up to 5 mins each, including discussion) Goal of presentation: With the information given on (facility, equipment, unit, number of students, safety) your group will develop a way to promote 30-35 mins of continuous exercise. The activity should be fun, promote continuous activity, instruction should be minimal, promote maximum participation, and be delivered in a safe way.	

Week 5: Inclusion and Intersectionality: Teaching for All

Define what an inclusive physical education class is to you

Present ways for ability, race, gender, nationality, class to intersect

Provide space to explore how racism or racial bias has informed the subject area

Include exposure and integration of local Indigenous communities, histories, and treaties, as well as their health, physical activity, and sporting practices.

Understand the challenges of creating an inclusive space

Develop strategies for creating an inclusive physical education class

Learning Activities

Type	Name	Description
Activity #1	Critical Personal Reflection and Case Study Assignment	Reflect on your time as a health and physical education student. Describe an issue of inclusion that you experienced or witnessed. What accommodations/ modifications could have been made? 2) Read the Educating Grayson: Are inclusive classrooms failing students? https://s.on.ca/educating-grayson-are-inclusive-classrooms-failing-students/ 2019/01 /05) and answer the following questions: • Did you agree with how the situation was handled? Why or why not? Would you make the same decision? Why or why not?
Activity #2	Creating initiatives for Inclusion: (Phys Ed curriculum page 70-73)	What initiatives could you create for inclusion within the classroom, curriculum, school culture, team sport/ intramurals and in the surrounding community? Briefly explain your initiative for each of the following. What do you hope to accomplish through the initiative? A short paragraph will be developed for each of the following. Classroom Environment: Health Units: Physical Education (Activity Units) Helping create school culture Varsity Teams/ Intramurals Community
Reading	Ladda, S. (2016). Creating respectful and inclusive	https://docs.google.com/document/d/1BRIF2_zhNe86SGgHa6-VIBOQgirITwCTugSfKie5Fs/preview?pru=AAABcnswb8w*QMLb2mTd

environments: The role of physical educators and coaches. 4zgNQhcXg1ru-w

Week 6: Teaching Games for Understanding (TGFU)

Teacher Candidates will learn how to incorporate teaching games for understanding in their physical education classes
Successfully define and identify TGFU's
Understand TGFU strategy and benefits, discuss and share TGFU resources

Learning Activities

Type	Name	Description
Activity #1	Journal Activity	As you approach your first placement what are some of your concerns? Introduction - State the concern (one sentence) Identify the concern (describe the concern with two statements) What is your prior opinion of the concern or what do you think should occur? (one sentence) What specific knowledge do you want to know? (one question, be specific) OPHEA: https://www.ophea.net/blog/teaching-games-understanding-tgfu101#.YQwxSohKhPa
Reading		Overview of TGFU: https://www.youtube.com/watch?v=bk_NIVX7sOQ

Week 7: Lesson and Unit Planning

Understand the elements of a lesson plan
Successfully create a lesson plan
Develop an understanding of key elements of a unit plan
Understand the backwards design process
Clustering curriculum expectations

Learning Activities

Type	Name	Description
Activity	Develop a lesson plan using template provided, use curriculum to help provide information for lesson template components.	http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf
Reading	Curriculum Design Part 1: https://www.youtube.com/watch?v=wm9G1ofQA84 Curriculum Design Part 2: https://www.youtube.com/watch?v=HmT1Rkb57rs Backwards Design: https://www.youtube.com/watch?v=mLKHaNo98Ts Curriculum: http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf	

Week 8: Classroom Management

Learn a variety of classroom management strategies
Showcase the classroom management strategies that are most beneficial to your teaching practice
Strong attention to group process, including the explicit teaching of communication, decision-making, trust building, conflict management and cross-cultural skills
Reflect pro-active strategies that ensure full participation that does not reinforce stereotypes

Learning Activities

Type	Name	Description
Reading	Readi Grube, D., Ryan, S., Lowell, S., & Stringer, A. (2018). Effective classroom management in physical education: Strategies for beginning teachers.	

Journal of Physical Education, Recreation & Dance, 89(8), 47-52.
 doi:10.1080/07303084.2018.1503117
 Trauma and Violence Informed Physical Activity for Women:
<https://carleton.ca/healthequity/wpcontent/uploads/Trauma-and-Violence-Informed-Physical-Activity.pdf> citation/links

Activity	Behavior Management Scenarios	In your group decide on the best way to handle the situation. Write brief notes on for each scenario. Share your solutions with another group. Each group will give you possible solutions or alternative approaches to the scenario.
Activity	A suggested Prompt	What does a Trauma and Violence Informed Classroom Approach mean to you?

Week 9: Net/ Wall Games

Teacher Candidates will learn about, and participate in, net/wall games.
 Successfully define and identify net/wall games
 Understand net/wall games strategy and benefits
 Discuss and share net/wall games resources

Learning Activities

Type	Name	Description
		http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf
Reading	Bracket and Tournament Makers: https://brackethq.com/maker/ https://challonge.com/tournament/bracket_generator	Define what is involved in a net/wall game? List possible net/wall games?
Group Activity	Net/Wall Games (Active Living Strand p.26) Characteristics of Net/Wall Games (p.38) Jig-saw Activity http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf	Characteristics of Net/Wall Games (p. 38) What are the main skills trying to be developed through net/wall games? Phases of Movement (preparation, execution and follow through) What strategies will be discussed and encouraged through the playing of net/wall games?

Week 10: Welcome Back and Professional Development

Discuss and reflect on key learnings from your placement
 Develop an understanding of educational leadership
 Discuss and critically analyze ethical dilemmas in teaching
 Discuss and prepare for interviews

Learning Activities

Type	Name	Description
Activity #1	Think, Pair, Share	In-class: Respond to 2 Interview Questions: 1. Please give us a brief description of your relevant teaching experience highlighting your work in Senior Physical Education. 2. One of our school goals is to get to know our “in-Risk” learners. How will you go about doing this and what will you do with the information? 3. One is the expectations in Grade 9 Physical Education is for students to “demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being”. What intriguing strategies would you use to elicit student engagement with this expectation? 4. Applied and Open level courses can sometimes contain reluctant learners. What strategies

would you use to identify these students and create learning opportunities for them?

Watch ethics videos before class and be prepared for class activity.

One is not a video: Coaching Dilemma Case

Reading You have just been hired on an LTO teaching contract and have decided to coach the soccer team. This is your dream job as the school has state-of-the art sports facilities. The team you are now Head Coach of has risen to second in the league, but over the last three weeks you have noticed that there seems to be a lack of team spirit. The team captain comes to you with a problem that they want to talk about in confidence. It turns out that some of the team have been engaged in racist activity, against a new team member from China. In particular, one student is repeatedly bullying the Chinese student. He is the principal of the school's son. When you explore further the situation further, it appears that the bullying is based around the Chinese student being sick during the past week, as he has developed a cough. Through what you have witnessed during your time as a teacher/ coach at the school, you think that this racism might be linked with the panic over Coronavirus.

Social Media Dilemma: <https://www.youtube.com/watch?v=fGQbLSEPN5w> Sex

Education Dilemma: https://www.youtube.com/watch?v=OCih_FV4jck&t=165s Ride Dilemma: <https://www.youtube.com/watch?v=B0UEFSmxkbg>

Assessment Activities

Type	Name	Description
Formative Assessment	Activity #2	Complete the attached document outlining the experience you had at your first placement! You have the option to write out your responses, or record a video or audio response.

Week 11: Healthy Schools and Teaching Nutrition

- Understand the elements that create a healthy school environment
- Develop strategies to promote a healthy school environment
- Discuss teaching topics related to nutrition
- Discuss and consider the impacts of teaching nutrition

Learning Activities

Type	Name	Description
Reading	Wechsler, H., Devereaux, R. S., Davis, M., & Collins, J. (2000). Using the school environment to promote physical activity and healthy eating. <i>Preventive medicine</i> , 31(2), S121-S137.	
	School Based Nutrition: https://www.cambridge.org/core/services/aop-cambridgecore/content/view/68561923C959BF64F6ABC/B9CD4DEF358/S1368980001000209a.pdf/schoolbased-nutrition-education-lessons-learned-and-new-perspectives.pdf	
	The Ministry of Education's Foundations for a Healthy School (www.edu.gov.on.ca/eng/healthyschools/foundations.html)	
	http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf (p.10-11)	

Assessment Activities

Type	Name	Description
Formative Assessment	Group Activity and Formative Assessment	Activity: One submission for the whole group Nutrition Topics: Group Assignment Grade Level and Course Code: Nutrition Topic: Overall and Specific Expectations Number of class hours needed to complete the delivery of topic:

Brief description of the lesson
 What might be the possible impacts of teaching this topic in a nutrition unit?
 Names of all students involved in the breakout room
<http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

Week 12: 21st Century Teaching, Learning and Organizing

Discuss how to incorporate 21st century teaching and learning in the physical education space Understand the drawbacks and challenges that go along with technology in the classroom
 Understand the benefits and positive potential impact of technology in the classroom
 Provide technology resources and strategies for physical education
 Invite learners to understand the processes involved in my planning, organizing and choices.

Learning Activities

Type	Name	Description
Reading	Jose Manuel Palao, Peter Andrew Hastie, Prudencia Guerrero Cruz & Enrique Ortega (2015) The impact of video technology on student performance in physical education, Technology, Pedagogy and Education, 24:1, 51-63, DOI: 10.1080/1475939X.2013.813404	
Activity #1		Teacher candidates will research and share Technology Resource for the Health and Physical Education classroom.

Week 13: Target Games

Teacher Candidates will learn about, and participate in, target games.
 Successfully define and identify Target Games
 Understand target games strategy and benefits
 Discuss and share target games resources

Week 14: Mental Health and Personal Fitness

Discuss teaching topics related to mental health
 Understand where to find resources to share with students
 Discuss and consider the impacts of teaching and supporting students' mental health

Learning Activities

Type	Name	Description
Reading	Curriculum Health 9 to 12: http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf https://www.helpguide.org/articles/mental-health/building-better-mental-health.htm	

Week 15: Territory Games

Teacher Candidates will learn about, and participate in, territory games.
 Introduce and participate in Lacrosse.
 Explain its history and significance in Indigenous communities in Canada, and how this territory game can be used to create awareness Indigenous connections in the HPE curriculum.
 Successfully define and identify territory games
 Understand territory games strategy and benefits
 Discuss and share territory games resources

Learning Activities

Type	Name	Description
Reading	Indigenous Origins of Lacrosse:	

Week 16: Sexual Education and Gender Perspectives

Discuss topics related to sexual development
Discuss topics related to sexual health
Know where to find resources and how to provide them to students
Consider teaching strategies for sexual education
Include opportunities for students to analyse current curriculum materials in use from a gender-sensitive perspective
Make room for students to pursue gender-sensitive activities, research or lesson planning
Include readings, examples and references that achieve gender and sexuality balance

Learning Activities

Type	Name	Description
Activity	Sexual Education Gender Perspectives Activity	Create an entire unit for Sexual Education Gender Perspectives. Groups of 5 or 6 (each group will have a different grade 9 through 12). Consider and decide on the topics that need to be covered and create the individual lessons Each group member will be responsible for one lesson, the group will create a complete and cohesive unit on Sexual Education Gender Perspectives for their age level.
	School Health: Sexual Health	https://www.healthunit.com/healthy-schools-sexualhealth Sexual Health
Reading	Resources	https://www.healthunit.com/sexual-health-clinics
	New Sex Ed	https://globalnews.ca/news/5792416/ontario-new-sex-ed-curriculum

Week 17: Striking and Fielding Games

Teacher Candidates will learn about, and participate in, striking and fielding games.
Successfully define and identify striking and fielding games
Understand striking and fielding games strategy and benefits
Discuss and share striking and fielding games resources

Week 18: Reflection

Discuss our biggest takeaways from the course
Identify gaps in our learning
Showcase our understanding

Assessment Activities

Type	Name	Description
Activity	Lesson Plan	For this task, you will submit a lesson plan that is focused around teaching a sport. The lesson plan should include the following components: Expectations (curriculum specific) Learning Goals (written in student-friendly language) Assessment and Evaluation Strategies Guided practice (description, modelling, check for understanding, provide feedback) Consolidation of Learning This task will be used as a tool to receive feedback from me on your lesson plan. Due before Practicum block

Course-Level Learning Outcomes

- Review the Ontario Ministry of Education Curriculum Documents for grades 9-12 Physical Health and Education through a holistic health lens
- Discuss effective assessment and evaluation methods
- Teacher Candidates will learn about, and participate in, games of low organization
- Present ways for ability, race, gender, nationality, class to intersect
- Develop an understanding of key elements of a unit plan
- Learn a variety of classroom management strategies
- Discuss and consider the impacts of teaching nutrition
- Understand the benefits and positive potential impact of technology in the classroom
- Discuss and consider the impacts of teaching and supporting students' mental health and sexual
- Teacher Candidates will learn about, and participate in all types of games.

How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: edu.uwo.ca/CSW/my-program/BEd/policies.html

Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.

- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

Participation

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or on-site) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

Ontario Curriculum & Supplementary Resources:



Curriculum & Resources

dcp.edu.gov.on.ca/en

Campus Services & Resources:



Health and Wellness

uwo.ca/health



Peer Support

westernusc.ca



Learning Skills

uwo.ca/sdc/learning



Indigenous Services

Indigenous.uwo.ca



Student Accessibility Services

sdc/uwo.ca/ssd



Writing Support

writing.uwo.ca



Financial Assistance

registrar.uwo.ca



Not sure who to ask?

Contact the Teacher Education Office at eduwo@uwo.ca