

Western Education

Transforming Education. Transforming Lives.

EDUC 5172

Curriculum and Pedagogy in Health and Physical Education

Instructors:

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(Section 001-004)
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Office Hours: by appointment

Schedule:

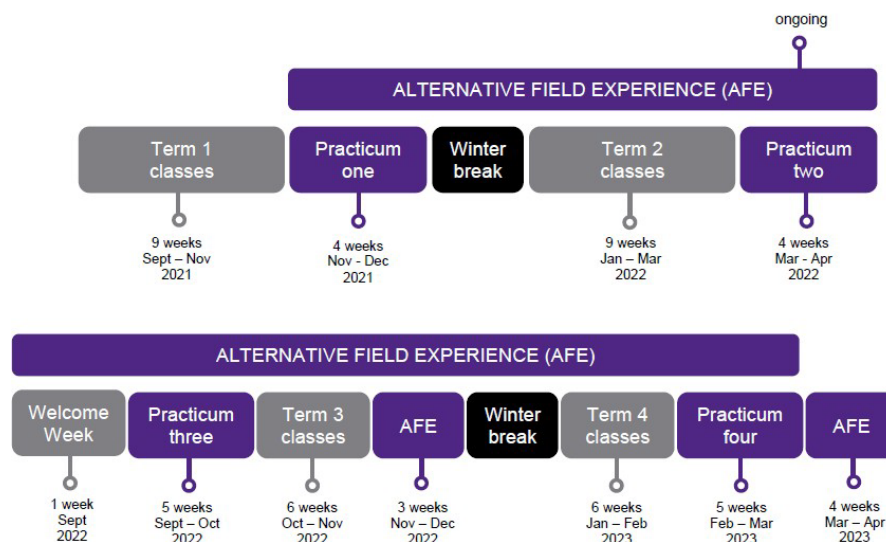
Section 1: Monday (J/I only), 5:00-6:30
Section 2: Tuesday (JP/J only), 5:00-6:30
Section 3: Wednesday (JP/J only), 5:00-6:30
Section 4: Thursday (JP/J only), 5:00-6:30

Program Context:

This is a **required** course taken by Teacher Candidates in during Term 3 and 4, **2022-2023** of the Bachelor of Education.

Bachelor of Education

Program Overview – Class of 2023



Elementary Health & Physical Education (EDUC 5172Q)

Course Description:

A focus on the content and teaching of the four strands of the Health and Physical Education Curriculum: Active Living, Movement Competence, and Healthy Living. Links to other subjects and the application of skills to life experiences are emphasized. Teacher candidates are expected to be involved actively in each class. 1.5 hours per week, full year, .25 credit.

This course will be completed mostly onsite with an online component. The first section of the course will be strongly linked to Movement Competence Strand of the H&PE document and kinesthetic learning in the gymnasium. The second half of the course will take place mainly in the auditorium. Should there be a need for a shift to online learning, I have planned an informative approach to teaching Health and PE.

A focus on the current Ontario Grades 1-8 Physical and Health Education Curriculum, 2019 which includes the four strands imbedded within: Social Emotional Learning (SEL); Healthy Living: Understanding Health Concepts, Making Choices and Making Connections for Healthy Living; Movement Competence Skills, Concepts and Strategies; and Active Living: Participation, Fitness and Safety.

It is the intent of this course that you will increase your understanding of pedagogical knowledge and selected areas of theoretical knowledge, and that you will improve your skills associated with the teaching and learning process in elementary physical education. You are encouraged to create a positive teaching/learning environment when working with your peers this year.

This course provides an opportunity to affect the life long healthy living habits of children.

Learning Outcomes:

During the twelve weeks of the course, students will:

- * Gain a working knowledge of the Ontario Grades 1-8 Health and Physical Education Curriculum, 2019 document and apply it to the primary, junior or intermediate grades.
- * Demonstrate an understanding of the importance of, and engage in, reflection of practice.
- * Engage in the design of effective assessment and evaluation "for, as, and of" learning in physical and health education.
- * Demonstrate an understanding of the structure, format, and planning of a physical education year long plan and single lesson plan.

By the completion of the course, students will:

- * Demonstrate an understanding of physical and health education in the 21st century classroom as it relates to inquiry-based learning.
- * Demonstrate an understanding of the application and importance of a safe, equitable and inclusive physical and health education environment.
- * Demonstrate an understanding and implement strategies that will enhance engagement, enjoyment, and motivation of a physical education program.
- * Demonstrate an understanding of PPM 138 as it relates to daily physical activity in the elementary classroom.
- * Demonstrate an understanding of the development of skill progressions appropriate to the students'™ needs, grade level and abilities.
- * Demonstrate an understanding of physical literacy and how it applies to the elementary physical education platform.
- * Understand the importance of modelling and promoting regular, healthy physical activity in all children.
- * Demonstrate an understanding of the importance of delivering current information as it pertains to mental health, sexual health, healthy relationships, and emotional health in the elementary classroom.

Throughout the course: Inquiry Based Learning, Kindergarten program, Inclusivity

- *Characteristics of a quality physical education program.
- *Primary/Junior/Intermediate physical and health education in Ontario.
- *Inquiry based learning in physical and health education
- *Assessment and Evaluation and how it pertains to the elementary physical education program in Ontario.
- *Year long planning and daily lesson planning of a physical education program.
- *Motivation, engagement, and enjoyment in a physical education program.
- *Inclusivity in a physical or health education program
- *Practice teaching through presentation and Reflective practice

Course Credits:

0.25

Number of Weeks: 12

Week 1:

Course introduction (Auditorium)

Syllabus review

OPHEA website and Scavenger Hunt

Building a Portfolio

Curriculum document (intro~everything starts here!)

Learning Activities

Type	Name	Description
Class Meeting	In-Class Assignment	

Week 2:

Co-operative Games Sending & Receiving (Gym)

Cooperative games

Sending & Receiving activities

Supplementary Reading Article:

Fletcher, T. (2012). Experiences and identities: Pre-service elementary classroom teachers being and becoming teachers of physical education. *European Physical Education Review*, 18(3), 380-395.

Learning Activities

Type	Name	Description
Class Meeting	OPHEA assignment due	
Reading	Week 2 Article	Experiences and identities: Pre-service elementary classroom teachers being and becoming teachers of physical education (Fletcher, 2012)

Week 3:

Target Games Net and Wall activities FNMI/ Culturally Responsive Pedagogy (Gym)

Target Games

Net/Wall activities

FNMI (indigenous ways of knowing)

culturally responsive perspectives in pedagogy (CRP)

Supplementary Reading Article: Sternod, B., & Young, S. (2011). Practicing Culturally Responsive Pedagogy in Physical Education. *Journal of Modern Education*, 1(1), 1-9.

Learning Activities

Type	Name	Description
Reading	Week 3 Article	Practicing Culturally Responsive Pedagogy in Physical Education (Young and Sternod, 2011)

Week 4:

Striking and Fielding, Throwing and Catching activities Territory/Invasion games (Gym)

Striking and Fielding activities

Throwing and Catching activities

Territory/Invasion games

Supplementary Reading Article: Christopher D. Pfladderer. (2019). Teaching Elementary Physical Education for the First Time: A Practical Checklist for Before, During, and After the First Week of School. *Journal of Physical Education, Recreation & Dance*, 90(4), 54-57.

Learning Activities

Type	Name	Description
Reading	Week 4 Article	Teaching Elementary Physical Education for the First Time: A Practical Checklist for Before, During, and After the First Week of School (Pfladderer, 2019)

Week 5:

Daily Physical Activity (DPA) Video analysis (Auditorium)

Video analysis and discussion

DPA

Supplementary Reading Article1 : Robertson-Wilson, J., Gayman, A., Tracey, J., Elcome, T., Fortier, M., & Manske, S. (2018). Perceptions and Experiences of Pre-Service Teachers with Physical Education (PE) and Daily Physical Activity (DPA). PHENex Journal, 10(1).

Learning Activities

Type	Name	Description
Reading	Week 5 Articles	Perceptions and Experiences of Pre-Service Teachers with Physical Education (PE) and Daily Physical Activity (DPA) (Robert-Wilson et al, 2018) Elementary School Classroom physical activity breaks: student, teacher, and facilitator perspectives (Mullins et al., 2019)

Week 6:

Lesson Planning Long Range Planning Curriculum revisited (Auditorium)

Long Range Planning

Lesson Planning

Curriculum document

Learning Activities

Type	Name	Description
Class Meeting	In-Class Assignment	

Week 7:

Application of Learning *sharing of DPA activity or PE game (Gym)

Application of Learning

*DPA or PE lesson (group sharing)

Learning Activities

Type	Name	Description
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Class Meeting

In-Class Assignment

Week 8:

Inclusion Sainsbury Model STEP (space, time, equipment, people) (Auditorium first then Gym)

Inclusion

(Sainsbury Inclusive Teaching Model, STEP model)

Supplementary Reading Article : Tripp, A., Rizzo, T., & Webbert, L. (2007). Inclusion in Physical Education: Changing the Culture. Journal of Physical Education, Recreation & Dance (JOPERD), 78(2), 32-36.

Learning Activities

Type	Name	Description
Class Meeting	Lesson Plan for Group Sharing Due	
Reading	Week 8 Articles	Engaging Students in Physical Education: Key Challenges and Opportunities for Physical Educators in Urban Settings (Silwa et al., 2017) Inclusion in Physical Education: Changing the Culture (Tripp, Rizzo & Webbert, 2007)

Week 9:

Mentally Healthy Classrooms Sexual Health (Auditorium)

Creating and Sustaining Mentally Healthy Classrooms (School Mental Health Ontario)

(Supporting Minds, Personal Resiliency, Open Minds/Healthy Minds, First Nations Mental Wellness Continuum)

Sexual Health

Week 10:

Concussion training (Asynchronous)

Rowan's Law - Concussion training (NCCP)

Week 11:
Assessment and Evaluation (Auditorium)

Assessment & Evaluation

(Quality Assessment to Support Health and Physical Education, Growing Success)

Learning Activities

Type	Name	Description
Class Meeting	Paper Portfolio due	

Week 12:
FDK Fitness/Yoga/ Balance & Stability **The Influence You Have As An Educator**
(Gym then Auditorium)

FDK resource (just in case!!)

Fitness/Yoga/balance/stability

"The influence you have as an educator" ~Asmat's story!~

Learning Activities

Type	Name	Description
Class Meeting	ePortfolio Due	

Assessment Activities

Type	Name	Description
		Pass/Fail
Assignment	Due Wk 05: Video Analysis	During week 5 of the course, you will be required to view and complete a video analysis. The video will be a Junior class. You will watch the class from entry to exit of the gymnasium (40 minute lesson). You will observe pedagogy

that includes classroom procedures, materials used, attendance procedures, lesson planning, expectations, learning goals, etc. A detailed list of observable behaviours, as a graphic organizer, is uploaded for you in OWL in our weekly lesson content page for week 5. You will submit your observations for assessment and in turn, I will provide you with my "Coles notes"™ for your comparison.

NCCP Certificate of Completion REQUIRED to pass course.

Assignment Due week of January 31-February 4:
Rowan's Law Concussion Awareness and Training

Rowan Stringer, a grade 12 student, passed away due to repeated concussion. As a student at The Faculty of Education, you are required to complete MANDATORY Concussion Awareness and Training. Detailed instructions on how to complete this training are provided in OWL. I will be providing in class time (at your home, or choosing) to complete this requirement for your course. I suggest you complete the training in a timely manner so that you are able to ask questions. The program suggests that it should take 60-90 minutes. When completed, you MUST print off/download confirmation of successful participation. This certificate will serve as proof of completed successful training and will be uploaded in OWL (assignments tab). Rowan's™ Law is MANDATORY training for all teacher candidates (P/J, J/I and I/S) at Western University as directed by the Associate Dean. I will track your completion and forward the information.

All completed certificates of training MUST be received, in OWL, on or before your scheduled class during the week of January 31-February 4, 2022.

Paper portfolio due January 1-February 4

ePortfolio due week of February 7-11

Pass/Fail
*see rubric for requirements

Assignment Due Wk 11-12: ePortfolio

Throughout the 12 week course, we will develop and build a Health and Physical Education (H & PE) portfolio for you to take forward into your future teaching assignments. Items in the portfolio will include: Lessons from all 4 strands of the H&PE curriculum (Social-Emotional Learning, Active Living, Movement Competence, and Healthy Living), complete lesson plans from activities and games learned in class, assessment and evaluation, First Nations Metis Inuit (FNMI)/Culturally relevant, Daily Physical Activity (DPA), Adaptations (inclusion), teaching and learning strategies, long range planning, and Kindergarten.

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