

COURSE OUTLINE

PHED 2017 – Teaching & Learning in Physical Education <http://www.nipissingu.ca/education/barbo/>

A. Academic Calendar Description

This introductory course examines teaching and learning approaches in physical education. Challenging traditional methods of curriculum delivery, this course assists students in developing skills to facilitate, manage and structure an active learning environment to better meet the needs of today's learner. (3 cr.)

B. Introduction

This course is designed to introduce students to the field of teaching physical education in elementary schools. Through a variety of instructional methods, students will be exposed to ways in which the gymnasium can be an active, inclusive, and positive learning environment. Students will be challenged to apply theoretical and pedagogical concepts as they teach their peers. Additionally, students will reflect on their experiences as a means to enhance their teaching skills.

Required Textbook:

Pangrazi, R.P. & Gibbons, S.L. (2009). *Dynamic Physical Education for Elementary School Children*. (2nd Canadian Ed). Toronto: Pearson Education Canada. ISBN 0131363018 (discounted package available in Campus book Store, \$91.95).

C. Learning Expectations

Overall

- Identify and justify the importance of Physical Education in Ontario elementary schools
- Demonstrate an awareness of the goals, content, scope and sequence of the Ontario curriculum
- Participate vigorously in all aspects of the program
- Demonstrate an understanding of a variety of teaching and learning styles in physical education

Program Planning & Organisation

- Demonstrate and describe specific strategies to assist children with special needs to be successful participants in physical education
- Engage successfully in the lesson planning process
- Understand the importance of curriculum development and making connections within and across the curriculum

Instructional Process

- Outline procedures and routines in a safe gymnasium environment
- Demonstrate and describe effective teaching strategies in a variety of situations
- Recognize the importance of reflection as a critical component in the teaching process
- Apply appropriate management strategies in a variety of gymnasium situations
- Apply assessment and evaluation techniques to various learning situations

D. Class Schedule

CLASS MEETINGS: Monday and Wednesday, 3:30-5:00
ROOM: A118 or Education Centre Gym

DATE	TOPIC	PREPARATION
Monday, September 14	Me, a PE Teacher?	Course Outline
Wednesday, September 16	PE in Ontario Schools	Chapter 1, Ontario Curriculum Document
Monday, September 21	The Learner	Chapter 2
Wednesday, September 25	Planning	Chapter 3
Monday, September 28	Instruction	Chapter 4
Wednesday, September 30	Management	Chapter 5
Monday, October 5	Risk Management Facilities & Equipment	Chapter 9 Chapter 10
Wednesday, October 7	Legal Liability	OCT Documents
STUDY WEEK		
Monday, October 19	Movement Concepts	Ed Centre Gym
Wednesday, October 21	Physical Literacy	PHE Canada website
Monday, October 26	Special Needs	Chapter 7
Wednesday, October 28	Curricular Models	Chapters 8 & 11
Monday, November 2	Curriculum Development	Chapters 8 & 11
Wednesday, November 4	Assessment & Evaluation	Chapter 6
Monday, November 9	Assessment & Evaluation	Chapter 6
Wednesday, November 11	Sport Skills	Chapters 23-29
Monday, November 16	Fundamental Movement	Ed Centre Gym
Wednesday, November 18	Fundamental Movement	Ed Centre Gym
Monday, November 23	Teaching Styles	Ed Centre Gym
Wednesday, November 25	Teaching Styles	Ed Centre Gym
Monday, November 30	Mini-Lessons/Assessment	Ed Centre Gym
Wednesday, December 2	Mini-Lessons/Assessment	Ed Centre Gym
Monday, December 7	Debrief Teaching	
Wednesday, December 9	Review	
FINAL EXAMS		

E. Assignments and Due Dates

ASSIGNMENT	VALUE	DUE DATE
Participation	15%	Each Class
Assignments	20%	t.b.a.
GYM Presentations	15%	t.b.a.
Lesson Plan	20%	November 25 th (in class)
FINAL EXAMINATION	30%	December Exam Schedule

Late Assignments – deduction of 10% per day.

G. Attendance & Professionalism

Punctual and regular attendance is essential for the successful completion of this course. When absenteeism exceeds 20%, you may not be eligible to write the final examination unless medical documentation or other authorized documentation is received by the Faculty of Education. **If you know in advance that your absence is unavoidable, please contact the instructor! Take responsibility for your attendance!**

The Bachelor of Physical & Health Education program is a professional preparation program. Upon graduation you will possess the skills, attitudes and knowledge to become a leader in the field, assisting others to live healthy active lives. It is expected that you will behave in a professional manner in all that you do while at Nipissing University. You are ambassadors and positive role models on and off campus. Make every effort to represent Nipissing University, the BPHE program, and most importantly, yourselves, in a way that demonstrates your readiness to become a professional.

Professionalism means:

- Communicating with peers, professors and staff in positive, respectful manner
- Taking responsibility for your actions and your academic work (please refer to the course calendar for Nipissing's policy on academic dishonesty at www.nipissingu.ca/calendar/studentpolicies_academicdishonesty.asp)
- Refraining from the use of electronic communication devices during class (unrelated to course content)
- Respecting and considering the views and opinions of others
- Actively participating in all scheduled classes

H. Resources

Ontario Ministry of Education Documents:

The Ontario Curriculum K-8 Health and Physical Education **LB1588.C2 O57**

The Ontario Curriculum, Physical Education Exemplars, Grades 1, 3, 5, 7 (**GV443.056**)

The Ontario Curriculum, Health Exemplars, Grades 2, 4, 6, 8 (**GV 225.06**)

(All curriculum documents available at www.edu.gov.on.ca)

Recommended Books:

- Anderson, A. T. (2001). *Learning strategies: The missing “think” in physical education and coaching: A practical guide to the development of strategic learners*. Toronto: Sport Books. **GV363.A52**
- Bailey, R. (2001). *Teaching physical education: A handbook for primary and secondary school teachers*. Sterling, VA: Kogan Page. **GV443.B267**
- Griffin, L.L., Mitchell, S.A., & Oslin, J.L. (1997) *Teaching Sports Concepts and Skills: A Tactical Approach*. Champaign, IL: Human Kinetics Books. **GV361 .G64**
- Grineski, Steve. (1996). *Cooperative learning in physical education*. Champaign, IL: Human Kinetics Publishing. **GV223.G75**
- Hanrahan, S.J. & Carlson, T.B. (2000). *Game skills a fun approach to learning sport skills*. Windsor: Human Kinetics. **GV363.H28**
- Hellison, D. (2003). *Teaching responsibility through physical activity*. (2nd Ed.). Champaign, IL: Human Kinetics. **GV342.H45**
- Kirchner, G. & Fishburne, G.J. (1995). *Physical education for elementary school children*. (9th Ed.). Madison, WI: Brown and Benchmark. **GV443 .K47**
- Mosston, M. & Ashworth, S. (1994). *Teaching of physical education* (4th Ed.). Don Mills: Maxwell Macmillan Canada Inc. **GV361.M75**
- Siedentop, D. (1991). *Developing Teaching Skills in Physical Education* (3rd Ed.). Mountainview, CA: Mayfield Publishing Company. **GV363.S5**

Periodicals at Nipissing University Library (periodical shelves):

CAHPERD's Physical and Health Education Journal (Current year plus 5 years)
AAHPERD's Journal of Physical Education, Recreation and Dance (2000-current)
Teaching Elementary Physical Education (2002-2006)

Professional Organizations:

www.ophea.net – Ontario Physical and Health Education Association, providing many teaching resource, workshops, newsletters, conferences, links. This site offers resources galore, especially the grade specific Curriculum Support Document. Step by step lesson plans.

<http://www.cahperd.ca/eng/> - PHE Canada – Advocacy, activity ideas, quality school health, conferences, many more resources.