

Relevant Elementary Physical Education

Course Description:

Class participants are expected to become active learners who can demonstrate what they know and are able to apply their knowledge and skills into teaching effective lessons in physical education class that integrate classroom concepts into movement challenges for better learning. Many of our children are kinesthetic learners. It is important that teachers expand learning environments beyond sitting in desks and listening to lectures for memorizing of information. The physical education class is the perfect lab for learning any subject matter. Teachers can learn how to provide more relevance into physical education by adding activities that are cross-curricular. The body plays an integral role in our intellectual processes. Energized and active students learn to remember more and are willing to participate.

It is no more a PE teacher's fault that this nation has an obesity epidemic than it is the classroom teacher's fault that some children struggle in reading or other subject areas. It is time that all teachers look at the "whole child" and discover ways to help each child learn to the best of his/her ability! It is our responsibility to start working together so we can set our students up for successful learning. When teachers collaborate in subject areas, they validate the importance of learning those subjects. When students see that two or more teachers discuss similar information, students learn through repetition, and students see the subject as being important.

This course will help you understand the research behind movement and learning and how you can put more relevance into organized, well-managed relevant lessons. You will learn strategies to help anchor learning with a variety of movement-based activities that can be used daily in physical education. In addition, you will read or see activities that teach children how to learn and move at the same time. Exercise can help the brain decrease the amount of mental stress that can cause lapses in learning. You will learn to develop an action plan to creatively implement activities that will easily supplement what you already teach without changing your whole curriculum.

Textbooks

Ratey, J. J. (2008), *Spark: The Revolutionary New Science of Exercise and the Brain*. New York, NY: Little, Brown and Company Hachette Book Group USA.

Summerford, C. (2009), *Action-packed classrooms K-5: Using movement to educate and invigorate learners*. (2nd ed.) Thousand Oaks, CA: Corwin Press.

DVDs included in this course:

Stack Fast: Speed Stacks Stacker Training DVD

DVD One

Module 1: The Benefits of Movement, Physical Activity and Exercise

Module 2: How Movement Facilitates Cognition

Module 3: How Exercise Affects Our Emotional Well-being

Module 4: Rigor and Relevance in Education

Module 5: Understanding What is Being Taught in the Classroom

"Active Learning: Cross-Curriculum Integration Ideas"

"Equipment Used to Teach Classroom Concepts in Physical Education"

DVD Two

Module 6: (Part 1) Activities That Use Multiple Brains and Two Sides of the Brain

"Cooperation and Integration Activities"

DVD Three

Module 6: (Part 2) "Sport Stacking on the Move"

Module 7: (Part 1) Setting up a Four-part Lesson Plan and Management Strategies

DVD Four

Module 7: (Part 2) "Creating a Climate for Success," Rick Schupbach

Module 8: Becoming the Expert in Your School District

"Price Lab Teacher Panel"

Module 9: Developing an Action Plan for Integration

Goals and Objectives:

The goal of this course is for you to develop a better understanding of movement and learning so you can easily implement integrated classroom concepts into your existing curriculum to enhance the learning of your students.

As a result of completing this course, you will:

- understand what happens to the body and brain when we exercise
- understand the difference between movement, physical activity and exercise
- examine what effects exercise has on learning
- understand the importance of physical education in our schools
- develop an understanding of the New PE
- understand how exercise affects our emotional well-being
- read books or articles that relate to teaching relevant activities in PE
- gain an understanding of what is being taught in the classroom
- view management techniques used by elementary PE teachers
- evaluate a lesson and create your own lesson feedback form in PE
- create lessons and units that are relevant and rigorous in PE
- reflect on your own teaching philosophy
- express your own beliefs and experiences through written assignments
- design an action plan for implementing integrated lesson plans

Replay Questions are the first series of questions in each module, and they are based on the readings and the video presentations. In the course outline you will find listed the readings and video presentations upon which these questions will be based.

Reflective Questions are the second series of questions in each module and are based on applying ideas to your specific teaching circumstances.

You are encouraged to follow this sequence in using course materials:

1. Read the instructions for each module in this Study Guide, noting the learning objectives and the related questions at the end of each module.
2. View the corresponding videos and read the assigned text readings, taking detailed notes on each presentation.
3. Complete the corresponding assignments on the colored pages within each module.

Evaluation Criteria: Your work will be graded based on your ability to accurately reflect on the presentations of “Relevant Elementary Physical Education,” and to apply those concepts to your specific needs and resources. Points are awarded based on your ability to:

- Respond with insight, clarity and precision
- Respond in relevant illustrative detail
- Write competently at the graduate level

The nine modules for “Relevant Elementary Physical Education” are worth a total of 300 points, based on your responses to the replay and reflection questions for each of the modules.

Your final letter grade corresponds with the following percentages of total points earned:

A	90-100%
B	80-90%
C	70-79%
D	60-70%
F	59% and lower

Completion Procedures: The colored pages, (cover page, answer sheets for assignment questions and evaluation sheets) are the only portions of your course work that you need to return to Drake University for evaluation. **You may keep the textbooks, the Speed Stack DVD, and Speed Stack cups/materials.**

We encourage you to word process your work. The answer sheets for assignment questions and the evaluation sheets are saved on DVD 1 as an MS Word file. The file name is: **CourseManual.doc** and is in the folder entitled "Course Manual."