



School of Health, Education and Human Services
EPE 310
Physical Education in the Elementary School
Term: Fall 2022
Number of Credits: 3

Course Outline

INSTRUCTOR: Janna Tait

CLASSROOM: A2101 and Gymnasium

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TIME: Monday 5:30pm to 8:30pm

OFFICE HOURS: By Appointment

DATES: September 12 to December 12, 2022

COURSE DESCRIPTION

This course is designed specifically for student teachers preparing to teach physical education to Elementary students. The course focuses on an overview of curriculum content, teaching methods, assessment and evaluation and learning resource materials and their application in teaching physical education in the context of schools and society today.

COURSE REQUIREMENTS

Prerequisite(s): None

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

- Identify and utilize effective teaching strategies in elementary Physical Education. These instructional skills include planning, organizing, managing, and evaluating the Physical Education environment.

- Experience Physical Education in a way that emphasizes life-long development of physical literacy with the overall goal being individuals who are active for life.
- Employ effective strategies needed to establish an inclusive Physical Education environment, welcoming movers to feel like they belong in the space as they are.
- Understand that learning in Physical Education occurs in all three learning domains and demonstrate this knowledge in planning.
- Foster an understanding of the philosophical underpinnings of the BC/ Yukon Physical Education curriculum and the implications for elementary programming.
- Develop Physical Education activities in a variety of environments, which apply the tenets of physical literacy, long term development and the development of the whole individual.
- Enhance their understanding and commitment to personal well-being and demonstrate the ability to critically reflect and plan for their continued professional growth.

COURSE FORMAT

Classes will consist of lectures, hands-on activities, class discussions and cooperative work. During each week roughly one hour will be dedicated to classroom work. The remaining two hours will be spent in a Physical Education environment - in the gym or outside. All readings and course materials can be found in the EPE 310 Microsoft TEAMS platform.

Asynchronous content and requirements (all assignments) are accessible through the class TEAMS site via logging into Microsoft 365 with Yukon University credentials. Assignment descriptions/criteria, rubrics and submission requirements are all located on the EPE 310 TEAMS site.

Each YNTEP student is responsible for:

1. Contacting your instructor prior to a class to report your absence. In an urgent situation you can contact the YNTEP reception at 668.8781.
2. Catching up on missed material and any incomplete assignments.
3. Obtain proper documentation (ex. doctor's note) if a serious health concern

affects attendance (1 or more classes).

4. Familiarizing oneself with the YNTEP Handbook and the regulations relating to attendance and punctuality.

EVALUATION

Double Entry Journals (5) 1. Gender Equity Success Stories (Due Sept 18) 2. Maximum Engagement in Games and Activities (Due Sept 25) 3. Angela Hanscom TedX Talk (Due Oct 23) 4. Inclusive Physical Activity Podcast (Due Oct 30) 5. Move, Think, Learn Pilot Project Video (Due Nov 27)	25 %
PE Long Range Plan (Due Oct 9)	10 %
Mid-term Paper (Due Oct 16)	25 %
Lesson Plan and Delivery (Due on Nov 7, 14 or 21)	20 %
Cross-curricular Assignment (Due Dec 11)	15%
Games Resource (Due Dec 11)	5%
Total	100%

Double Entry Journals

This mark will be based on the student's ability to demonstrate in-depth understanding and make insightful connections to theory, research and classroom practice. Five double entry journal responses will be required throughout the semester. Samples of Double Entry Journals and a rubric will be provided in class and is available on TEAMS.

Long Range Plan Assignment

This assignment is meant to introduce you to the long-range planning process. Utilizing the BC Curriculum, and a models-based approach, students will be required to create half of a Physical Education long-range plan for a specific grade level. Samples of Long-Range Plans and a rubric for this assignment will be available on TEAMS.

Mid-Term Paper

Scenario: You work in a Yukon elementary school. Your school growth planning process has identified 'literacy' as a goal for the next school year. To meet this goal, time allocated to Physical Education has been reduced to 60 min per week.

Utilizing a minimum of 5 current academic journals you are required to prepare a research paper arguing against this change. The second half of the paper should describe the characteristics of a 'really amazing' physical education program.

Lesson Plan and Delivery Assignment

All students will be required to plan a 30-minute PE lesson and deliver the lesson to the class.

The lesson will need to follow a progression that focuses on an aspect of physical literacy and should include a warm up / activation activity (that is connected to the focus of the lesson), some direct instruction with an emphasis on clear expectations and outcomes, time to practice and give feedback, an engaging activity to apply the skill and an element of assessment (formative) within the lesson. Students are required to submit a lesson plan immediately following their delivery.

Flipped Classroom - Cross-curricular Lesson

This assignment provides an opportunity to creatively explore how to incorporate movement into other curricular concepts being taught or how to incorporate other curricular concepts into a physical education setting. The cross-curricular lesson will be instructed using a flipped classroom set-up with a video recording to be handed in.

Games Resource

This assignment is meant to encourage students to develop a system for managing a personal database of games and resources in Physical Education. The requirement will be to submit a Games Resource with at least 50% of the games and activities students participated in throughout the term.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

All required learning materials will be posted on the EPE 310 TEAMS site.

Please come to classes prepared to be active with appropriate footwear, comfortable clothing and water.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACADEMIC ACCOMMODATION

Reasonable accommodation is available for students requiring academic accommodation to fully participate in this class. This accommodation is available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.

TOPIC OUTLINE

Week	Topic	Required Preparation (before class on Monday)	Required Assessment due at end of that week
W1: Sept 12	Introductions and Information	<ul style="list-style-type: none"> ● Please come prepared to be active in class with appropriate footwear and clothing 	Double Entry Journal #1 (Due Sept 18)
W2: Sept 19	Physical Literacy	<ul style="list-style-type: none"> ● Watch IPLA's "Active for Life" Video ● Review "Physical Literacy for Life Model" document from PHE Canada 	Double Entry Journal #2 (Due Sept 25)
W3: Sept 26	BC PHE Curriculum and Long-Range Planning in Physical Education	<ul style="list-style-type: none"> ☐ Review BC K-9 PHE Curriculum 	
W4: Oct 3	Lesson Plans, Transitions and Progressions	<ul style="list-style-type: none"> ● Review sample lesson plans ● Read pages 20 - 25 of Sport for Life's "Long Term Development for Sport and Physical Activity" document ● Read pages 6 - 15 of Sport for Life's "Indigenous Long Term Participant Development" document 	
Oct 10 Break	Thanksgiving Break		Mid Term Paper (Due October 16)
W5:	PE in Natural	<ul style="list-style-type: none"> ● Read "School Grounds Nature 	Double Entry Journal #3

Oct 17	Spaces/On the Land	Elements and FMS Development” paper	(Due Oct 23)
W6: Oct 24	Exploring Assessment in Physical Education	<ul style="list-style-type: none"> Review PHE Canada’s series of assessment documents 	Double Entry Journal #4 (Due Oct 30)
W7: Oct 31	Adapting for varying needs in Physical Education	<ul style="list-style-type: none"> Review “Adapting Activities” infographic from Recreation Integration Victoria 	
W8: Nov 7	Cross-Curricular Connections	<ul style="list-style-type: none"> Explore the “NS Active Smarter Kids (ASK)” website and watch the video on “Physically Active Learning (P.A.L.) Review School Physical Activity and Physical Literacy’s (PAPL) document on “PL in the Classroom” 	First set of Lessons taught (1-3) and Lesson Plans due after teaching
W9: Nov 14	Looking at the ‘H’ in PHE	<ul style="list-style-type: none"> Review “Supporting Student Health Elementary” document 	Second set of Lessons taught (4-6) and Lesson Plans due after teaching
Week 10: Nov 21	Integrating PHE Across a School Day and into the Community	<ul style="list-style-type: none"> Read School PAPL’s document “Lasting Impacts - Embedding PL - PA in your School” 	Final lessons taught (7 - 10) and Lesson Plans due after teaching Double Entry Journal #5 (Due Oct 28)
W11: Nov 28	Guest Presentation		
W12: Dec 5	Guest Presentation		Cross Curricular Assignment (Due Dec 11) Games Resource (Due Dec 11)
W13: Dec 12	Active Adventure and Course Wrap Up		

6.2 Code of Professional Ethics

These are the ethical ideals for Saskatchewan teachers, expressed as commitments made by assuming the duties of a professional teacher within Saskatchewan's publicly funded public education system:

Commitments to the Profession

6.2.1 To act at all times in a way that maintains the honour and dignity of the individual teacher and the teaching profession.

6.2.2 To strive to make the teaching profession attractive and respected in ideals and practices.

6.2.3 To act in a manner that respects the collective interests of the profession.

6.2.4 To perform teaching duties competently in accordance with the profession's standards of practice and taking into consideration the given context and circumstances for teaching. Commitments to Teaching and Learning.

6.2.5 To provide professional service to the best of one's ability.

6.2.6 To treat each student justly, considerately and appropriately in accordance with the beliefs of the profession.

6.2.7 To respect the right of students to form their own judgments based upon knowledge.

6.2.8 To support each student in reaching their highest levels of individual growth across intellectual, social-emotional, spiritual and physical domains.

6.2.9 To respond generously and appropriately to colleagues seeking professional assistance.

6.2.10 To evaluate the work of another teacher only at the request of the other teacher or when required by role as a supervisor.

6.2.11 To protect the educational program from exploitation. Commitments to the Community

6.2.12 To model the fulfilment of social and political responsibilities associated with membership in the community.

6.2.13 To respect the various roles and responsibilities of individuals involved in the educational community.

6.2.14 To keep the trust under which confidential information is exchanged.

6.2.15 To keep parents and the school community informed of and appropriately involved in decisions about educational programs.

6.2.16 To inform an associate before making valid criticism and to inform the associate of the nature of the criticism before referring the criticism to appropriate officials.

6.2.17 To strive for the appropriate implementation and enforcement of legislation, regulations, bylaws and policies enacted by the Ministry responsible for PreK-12 education, school divisions and schools.

6.2.18 To maintain awareness of the need for changes in the public education system and advocate appropriately for such changes through individual or collective action.

Source: STF Bylaw 6 (Professional Ethics and Practice) Approved by Council, April 2017

6.3 Standards of Practice

These are the core principles of competent teaching practice for Saskatchewan teachers, expressed as commitments to standards of practice, each of which teachers may demonstrate in various ways throughout their careers:

Commitments to Standards of Practice

6.3.1 To create and maintain a learning environment that encourages and supports the growth of the whole student.

6.3.2 To strive to meet the diverse needs of students by designing the most appropriate learning experiences for them.

6.3.3 To demonstrate and support a repertoire of instructional strategies and methods that are applied in teaching activities.

6.3.4 To develop teaching practices that recognize and accommodate diversity within the classroom, the school and the community.

6.3.5 To carry out professional responsibilities for student assessment and evaluation.

6.3.6 To demonstrate a professional level of knowledge about the curriculum and the skills and judgment required to apply this knowledge effectively.

6.3.7 To implement the provincial curriculum conscientiously and diligently, considering the context for teaching and learning provided by students, the school and the community.

6.3.8 To reflect upon the goals and experience of professional practice and adapt one's teaching accordingly.

6.3.9 To work with colleagues in mutually supportive ways and develop effective professional relationships with members of the educational community.

6.3.10 To conduct all professional relationships in ways that are consistent with principles of equity, fairness and respect for others in accordance with the beliefs of the profession.

Source: STF Bylaw 6 (Professional Ethics and Practice) Approved by Council, April 2017