



**MORAVIAN COLLEGE**  
DEPARTMENT OF EDUCATION

EDUC 218.2 (2) Wellness, Movement & Health for Young Children - Fall 2012

**Faculty:**

Dawn Ketterman-Benner, MS, Johnston Hall, 610 861 1530, [Ketterman-bennerd@moravian.edu](mailto:Ketterman-bennerd@moravian.edu)

Alma Anne Miles, PhD, Hamilton Hall, 610 625 7862, [milesa@moravian.edu](mailto:milesa@moravian.edu)

**Office Hours:** See BlackBoard

<p><i>EDUC 218.2</i> in a half unit course. This course is designed to inform future early childhood teachers, as movement educators, about the discipline of physical education and the role they can play in producing physically active and healthy, safe children. Specific attention will be given to motor skill and movement concepts and strategies, techniques, and approaches that teachers can use to lay the foundation for all healthy practices in children.</p>	<p>Students in EDUC 218.2 must have a minimum grade point average of 2.7</p>
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**Expected Student Learning Outcomes:**

1. Students will be able to articulate priorities for high quality, meaningful physical activity and its relationship to learning, self-confidence and enjoyment. (PECT 0014: 1-7)
2. Students will be able to develop an understanding of the priorities for physical education related to PA learning standards. (PECT 0014: 1-7)
3. Students will develop principles of health, safety and nutrition related to the learning environment. (PECT 0014:5, 7)
4. Students will develop an awareness of the concepts of making healthy choices and preventing hazardous practices and environments. (PECT 0014: 1-7)
5. Students will develop strategies to foster parent and community partnerships. IV.D. (PECT 0002: 8; 0004:3)

**LEARNING ACCOMMODATIONS:**

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

**OTHER INFORMATION:**

**Absence Notification:** Attendance in class is very important. Should a personal emergency arise it is important that you notify the professor of this as soon as possible. This will assist the professor in the design of small group team projects. Missing any class without a phone call or e-mail prior to class time will significantly lower your overall grade. If you are ill, you must give a doctor's excuse for an excused absence. If you do not have an acceptable reason, your final grade will reflect it. Attendance is of critical importance in order for you to participate actively and gain knowledge for the assigned class.

**Class Courtesy:**

**Food:** Water/covered drinks are allowed.

**Cell Phones:** Turn them off. If an emergency exists, you can arrange with the professor before class. If your cell goes off or if you participate in texting during a class, this will be reflected in zero percent for the professionalism grade that day.

**Expected Work Load** – For this course, it is expected that you will work between 4-8+ hours outside of class as preparation and completion of assignments for each class/course.

**References and formatting** = Use the Publication of the American Psychological Association, (Current edition) for references and appropriate college level formatting. The font of your papers must be in Arial or Times Roman 12 font. You will be expected to provide accurate documentation and proper citations **for all** your written work.

**Plagiarism:** Review and understand the statement in the *Student Handbook and on Amos* [https://amos.moravian.edu/ICS/icsfs/Academic\\_Honesty\\_Policy.pdf?target=ebeb34f5-5765-4eb1-b699-ab980efb8622](https://amos.moravian.edu/ICS/icsfs/Academic_Honesty_Policy.pdf?target=ebeb34f5-5765-4eb1-b699-ab980efb8622). Always cite your sources if the ideas are not original and/or reflect others research or publication. If you do plagiarize, you will be reported to the Dean and will receive a failing grade.

**Grading:**

C= 74-76% (C- = 70-73%) (C+ = 77-79%) You meet all requirements adequately.

B= 84-86% (B- = 80-83%) (B+ = 87-89%) You go beyond the requirements enhancing your work by adding additional resources, related areas or topics, etc.

A= 94-100% (A- = 90-93%) Your work is definitely outstanding. It goes beyond requirements and shows perception and insightfulness.

Check BlackBoard for each assignment information and/or rubric for more specific information. It is within the instructor's purview to apply qualitative judgment in determining grades for all of your assignments and your final grade for this course.

**Late work:**

Notify faculty via email prior to the due date of work, that it will be late. Also provide an email explanation regarding the cause of the lateness. The faculty will determine an appropriate new due date. the "Work" will be evaluated and lowered by only a half grade if handed in before the negotiated due date; if additional time is needed this must be negotiated, however, this will result in one grade lower than an on-time grade.

**Written work requirements:**

*Written* work requires that is computer generated and submitted via email to the professor. College level papers will reflect the use of spell checker, appropriate grammar, appropriate documentation and coherent flow of information (organization and logic) for a grade.

**Class Arrangements:**

Class meets every week for a semester with the first half of the semester concentrating on safety, health, and wellness and the second half on physical fitness, movement, safety, & wellness. The class structure will vary according to the content of the class. There will be interactive small group assignments both in and outside of class. Students are expected to actively participate in class discussions and presentations (*note participation grade*). Some classes will require members to physically participate in demo lessons and/or other physical activities.

**BlackBoard (BB) Technical Support:**

The course syllabus, assignment information/rubrics and announcements will be provided via BlackBoard. The Grade center will be utilized. Students should consult BB frequently for additions or changes.

**Professionalism:**

Since this is a course to prepare students to think and act like professional educators, it is expected that students' attitudes and behaviors reflect those responsibilities. Attendance, punctuality, and coming prepared to learn, and collaborating with others are all professional behaviors. These behaviors are important to acquire and are needed for this course. Each person will need to be actively involved with class discussions, prepared to present given tasks to the whole class and remain engaged while others are presenting. Assignments and readings must be done to develop a community of learners. Attendance and participation will be calculated and averaged. It is worth 10% of your total grade.

Professionalism Scoring Rubric

<b>Attendance</b>	Arrives and leaves on time  50%	Late or leaves early 1 time  40%	Missed class, but called/emailed and had legal excuse; also submitted written work 30%	Misses more than one class and does not call/emailed or frequently arrives or leaves early  10%
<b>Participation</b>	Encourages others, strong participant, stays on topic, shares ideas, facilitates activities, mentors others, comes "over" prepared  50%	Collaborates well with others, stays focused, is adequately prepared, actively participates, shares in group work  40%	Participates when called on, supports group projects, comes to class not quite prepared on more than 2 times  20%	Talks while others are talking, often not engaged in class discussion or group activities, comes to class not prepared on more than 3 times  10%

Student and professor will tally this weekly.

**Texts:** See BlackBoard for week's 1-7 for assignments. A packet will be provided for week's 8-14 as well as, weekly BB assignments.

**Reference Material:**

Allen, K.E., & Marotz, L.R. (2000). *By the Ages: Behavior & Development of Children Pre-Birth through Eight*. Delmar Thomson Learning.

Black, M., Puckett, B., Wittmer, D. & Petersen, S. (2009). *The Young Child: Development from Prebirth Through Age Eight, 5/E*: NJ: Merrill

Web Databases:

- ERIC
- CINAHL
- HealthSource Nursing/Academic Edition
- PubMed Free Search
- familydoctor.org
- MedlinePlus:Medical encyclopedia
- Household Products Database – Health and Safety Information on Household Products

Reserved Material in Reeves Library:

Sorte, J., Daeschel, I. & Amador, C. (2011). *Nutrition, Health, and Safety for Young Children*. Boston: Pearson

**Evaluation** for the course grade will be determined as follows:

1. Students will write a lesson plan(s) that can be used in providing positive, developmentally appropriate, and safe movement experiences for young children including diverse populations = 20%
2. Students will develop an integrated unit on nutrition or create a health education lesson for young children = 20%
3. Professionalism = 10% (Assessment rubric above & weekly tally)
4. Weekly written work weeks 1-14 = 28%
5. Exams and quizzes = 22%

**Weekly Schedule:**

Week	Assignments	Topics	Assessment
<p>Week 1 Health and Fitness Concerns of Infants, Toddlers, and Young Children</p> <p>August 29</p>	<p><b>Read</b> syllabus on BB <b>Familiarization</b> with Healthy People 2012 (HP), National Health Educational Standards, CDC, &amp; other Web sites on topics covered in EDUC 218.2</p>	<p><b>Intro</b> to course and expectations <b>Small group</b> –Discuss why the standards <b>Web</b> –using computers table teams will search for HP 2012 objectives, DAP immunizations &amp; complete worksheet. <b>Group</b> sharing</p>	<p>Professional rubric Written assignment – in class worksheet completion</p>
<p>Week 2 Developmentally appropriate growth foundations for early childhood.</p> <p>September 5</p>	<p><b>Review:</b> Typical stages of cognitive and social development from EDUC 210/211 <b>BB assignment</b> for week <b>Submit</b> written assignment for the week. <b>Selected topics:</b> Dental health, sleep/noise pollution, visional concerns</p>	<p><b>KWL</b> on develop- mentally appropriate practices and relationship to health. <b>What</b> is appropriate wellness &amp; health for early childhood? Current issues in early childhood health. <b>Table Talk</b> on written assignment</p>	<p>Professional rubric Written assignment</p>
<p>Week 3 Nutritional health for early childhood</p> <p>September 12</p>	<p><b>Find and research</b> a scholarly/govt. publication on nutritional requirements. <b>Complete</b> assignment given on BB for week 3 <b>Submit</b> written assignment</p>	<p><b>KWL</b> -what is optimal DAP of nutrition, school based nutrition, obesity prevention? <b>Small group work</b> on guidelines for nutritional planning and programs to support child &amp; parents <b>Food Allergies</b> <b>Pairs</b> start draft of integrated unit on nutrition for early childhood</p>	<p>Professional rubric Written assignment</p>

<p>Week 4 Safety and Hygiene Health Practices of Early Childhood</p> <p>September 19</p>	<p><b>Research</b> emergency procedures for different development levels <b>Submit</b> 4 different safety issues and solutions that could be found in a classroom or child center <b>Find and research</b> a scholarly/govt. publication on the area of safety <b>BB</b> assignment on communicable disease control</p>	<p><b>Quiz on Weeks 1-3 Emergency procedures</b> – what are they for your building – Can they be improved? <b>Table talk</b> – share your list of safety issues and research material</p>	<p>Professional rubric Written assignment Quiz review</p>
<p>Week 5 Emotional and Mental Health of Early Childhood</p> <p>September 26</p>	<p><b>Identify</b> DAP emotional &amp; mental health characteristics. <b>Health</b> prevention &amp; health promoting strategies for emotional &amp; mental health. <b>Common</b> concerns of emotional and mental health. <b>Writing</b> assignment</p>	<p><b>KWL</b> on expected emotional &amp; mental health of early childhood <b>Exchange</b> DAP material, applying prevention &amp; health promoting teaching strategies. Follow with table talk</p>	<p>Professional rubric Written assignment</p>
<p>Week 6 Developing Healthy Lifestyles Reflecting Cultural Influence and Societal Practices</p> <p>October 3</p>	<p><b>Review</b> cultural influences for the children you expect to teach <b>Identify</b> barriers and hindrances associated with culture/societal norms and healthy life style for early childhood <b>Research</b> a scholarly/ govt. publication (print or Web) on assigned topics <b>BB</b> assignment</p>	<p><b>KWL</b> on cultural, societal norms, &amp; healthy life styles <b>Pairs: Develop</b> a teaching plan for a conflicting cultural/societal norm for a health practice.</p>	<p>Professional rubric Written assignment</p>

<p>Week 7 Parent and Community Partnerships for Health and Safety</p> <p>October 10</p>	<p><b>Integrated</b> nutrition/health unit due. <b>BB</b> assignment using an <i>Educational Triad Mode</i> or <i>Public Health Model</i> to plan a partnership..</p>	<p><b>Quiz on Weeks 4-6</b> <b>Discussion:</b> Importance of educational partnerships with families, then expand to partnerships with communities <b>Small group</b> – Share plans</p>	<p>Professional rubric Written assignment Quiz review</p>
<p>Week 8 Introduction to important physical activity concepts: skill related vs movement themes</p> <p>October 17</p>	<p><b>Research</b> Rudolph Laban’s Theory of Movement (read hand-out info). <b>Select</b> two physical/movement education websites and share two lesson plans on blackboard</p>	<p><b>Essential</b> components of curriculum development (for physical activity) and physical education standards. <b>Group</b> discussion on pre-K to 4 physical education/recess then and now</p>	<p>Professional rubric Written assignment: Develop a problem to solve with movement</p>
<p>Week 9 *Students will attend the <b>October 23<sup>rd</sup> event</b> with Karen Davidson and there will be class discussion of event</p> <p>October 24</p>	<p><b>Class will decide</b> what age levels they will “student teach” in class and begin to formulate their movement lesson plans</p>	<p><b>Table talk:</b> characteristics of the pre K-4<sup>th</sup> grade child and importance to their lesson plans</p>	<p>Professional rubric Written assignment: How did Karen Davidson’s presentation help you as a future “movement educator”</p>
<p>Week 10 Focus will be on providing meaningful physical activity for pre-K-kindergarten child</p> <p>October 31</p>	<p><b>Hand-out material</b> will be given on integrating movement into the classroom—<b>read</b> and be prepared to discuss in class</p>	<p>“Student-teachers” with classroom teacher will <b>present</b> their lesson plans for pre-K-Kindergarten</p>	<p>Professional rubric Written assignment: Professional critique of student lesson plans</p>

<p>Week 11 *Tentative Field Trip to the Bethlehem YMCA to observe pre-school activities</p> <p>November 7</p>	<p><b>“Student-teachers”</b> will prepare their lesson plans for Grades 1 and 2. <b>Review</b> reading material and website information</p>	<p><b>Table Talk:</b> Characteristics of a quality lesson plan</p>	<p>Professional rubric Written assignment: reaction paper on field trip experience</p>
<p>Week 12 Focus will be on providing meaningful physical activity and movement integration for grades 1 and 2</p> <p>November 14</p>	<p><b>“Student-teachers”</b> will prepare their lesson plans for grades 3 and 4. <b>Review</b> reading material and website information</p>	<p><b>“Student-teachers”</b> with classroom teacher will present their lesson plans for grades 1 and 2</p>	<p>Professional rubric Written assignment: Professional critique of student lesson plans</p>
<p>Week 13 Focus will be on providing meaningful physical activity and movement integration for grades 3 and 4</p> <p>November 28</p>	<p><b>Create</b> a developmentally appropriate fitness routine for grade level of your choice and share on blackboard</p>	<p><b>“Student-teachers”</b> with classroom teacher will present their lesson plans for grades 3 and 4</p>	<p>Professional rubric Written assignment: Professional critique of student lesson plans</p>
<p>Week 14 Review of components of a quality physical education/movement program</p> <p>December 5</p>	<p>Students will be given <b>take-home test</b> to be completed by Dec. 11, 2012</p>	<p><b>Group discussion</b> on the Crisis of Inactivity Among America's Children (Stanford University report)</p>	<p>Professional rubric Course evaluation</p>

See BlackBoard for detailed weekly information