



MORAVIAN COLLEGE
DEPARTMENT OF EDUCATION

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

Faculty:

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<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 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. Weeks 8-14 weekly assignments will be available on BB. The BB site will also provide some assignment reference materials. Students should consult BB frequently for additions and helpful information.

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

Attendance	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%
Participation	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.

Textbook:

A packet will be provided for week's 1-7 as well as, material available in the class room.

For weeks 8-14 - Sorte, Joanne, Daeschel, Inge, & Amador, Carolina. (2011). *Nutrition, Health, and Safety for Young Children: Promoting Wellness*. Boston: Pearson

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

BlackBoard for the Edu 218.2 course

Web Databases:

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

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 Introduction to important physical activity concepts: skill related vs movement themes</p> <p>January 17</p>	<p>Research Rudolph Laban’s Theory of Movement (read hand-out info). Select a physical/movement education website and share an article (from the website) on the importance of physical activity for the young child</p>	<p>Essential components of curriculum development (for physical activity) and physical education standards. Group 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 2 Further discussion of important early childhood physical education/movement concepts</p> <p>January 24</p>	<p>Hand-out material will be given on integrating movement into the classroom—read assigned material and be prepared to discuss in class. From website hand-out sheet, select 2 websites and bring in one movement lesson for K-child from each site</p>	<p>Table talk: characteristics of the pre K-4th grade child and importance to their lesson plans</p>	<p>Professional rubric Written assignment: Critique the article from the physical education website you shared with the class</p>

<p>Week 3</p> <p>Focus will be on providing meaningful physical activity for pre-K-kindergarten child</p> <p>January 31</p>	<p>Class will decide what age levels they will “student teach” later in class and begin to research and formulate their movement lesson plans. *Groups will meet prior to Feb. 7th to prepare their Moravian Academy lesson plan</p>	<p>Class will break into two groups and select a lesson plan on Australia to teach to Moravian Academy kindergarten class</p>	<p>Professional rubric Written assignment: Summary of movement theme(s), basic content/structure, assessment of lesson plan to be presented</p>
<p>Week 4</p> <p>Field Trip to Moravian Academy</p> <p>February 7</p>	<p>Class will teach a theme-based (Australia) movement lesson plan to the two kindergarten classes</p>		<p>After the lessons are presented, class will do an oral critique of their lesson plans</p>
<p>Week 5</p> <p>Focus will be on providing meaningful physical activity and movement integration for grades 1 and 2</p> <p>February 14</p>	<p>“Student-teachers” will prepare their lesson plans for grades 3 and 4. Review reading material and website information</p>	<p>“Student-teachers” 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 6</p> <p>Focus will be on providing meaningful physical activity and movement integration for grades 3 and 4</p> <p>February 21</p>	<p>Create a developmentally appropriate fitness routine for grade level of your choice and share on blackboard. Review reading material and website information</p>	<p>“Student-teachers” with classroom teacher will present their lesson plans for grades 3 and 4</p>	<p>Professional rubric</p> <p>Written assignment: Professional critique of student lesson plans</p>
<p>Week 7</p> <p>Review of components of a quality physical education/movement program</p> <p>February 28</p>	<p>Students will be given take-home mid-term exam to be completed by March 11, 2013</p>	<p>Group discussion on the Crisis of Inactivity Among America's Children (Stanford University report) and how students will incorporate movement/physical activity into their classroom</p>	<p>Professional rubric</p>
<p>Week 8</p> <p>Health and wellness concepts and concerns of infants, toddlers, and young children</p> <p>March 14</p>	<p>Read Sorte: Pages 1-27 and 286-305 Submit electronically your answers to review questions 1,2,5 on p. 27 before midnight Wednesday before class on Thursday Familiarization with Healthy People 2020 (HP), National Health Educational Standards, CDC, & other Web sites on topics covered in EDUC 218.2</p>	<p>Small group – Discussion on health & wellness concepts Use of Web for health information – table teams will search for HP 2020 objectives, DAP immunizations & complete worksheet. Group sharing on “why the standards” are useful</p>	<p>Professional rubric</p> <p>Written assignment and in class completion of worksheet</p>

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<p>Week 9 Teaching health, wellness, & safety concepts for different developmental levels for early childhood.</p> <p>March 21</p>	<p>Sorte: Pages 28-57 Review & be able to articulate: Typical stages of cognitive and social development from EDUC 210/211. Which theorist do you prefer when planning developmental activities? Bring a book to class that could be use for students on one of this week's topics - : Dental health, sleep/noise pollution, visional concerns Submit electronically BB assignment for week 9</p>	<p>KWL on developmentally appropriate practices and relationship to health. What is appropriate wellness & health for early childhood? Current issues in early childhood health. Table Talk : On the books students brought to class</p>	<p>Professional rubric Written assignment</p>
<p>Week 10 Nutritional health for early childhood</p> <p>March 28</p>	<p>Sorte: pages 63-132, select the developmental level you plan to teach and read that portion of chapter 5/6. Find and research a scholarly/govt. source on nutritional requirements and be prepared to discuss Review the interrelationship of physical activity and nutrition. Submit electronically the assignment given on BB for week 10 Select topic/subject/developmental level of the Teaching Plan due week 13</p>	<p>Quiz on weeks 8-9 KWL -what is optimal DAP of nutrition, school based nutrition, obesity prevention? Small group work on guidelines for nutritional planning and programs to support child & parents</p>	<p>Professional rubric Written assignment</p>

<p>Week 11 Implementation of nutritional health & food safety that is culturally appropriate for early childhood</p> <p>April 4</p>	<p>Sorte: pages 200-262 Submit electronically your response to question #1 under discussion starters on p. 243 of Sorte book.</p>	<p>KWL - Food allergies & cultural concerns Pairs start draft of integrated unit on nutrition for early childhood</p> <p>Pairs start draft of integrated unit on nutrition for early childhood</p>	<p>Professional rubric Written assignment</p>
<p>Week 12 Environmental safety practices and responding to emergencies for early childhood</p> <p>April 11</p>	<p>Sorte: Pages 340-371 & 484 – 583 Written assignment: 1. Research/identify emergency procedures for different development levels 2. Submit 4 different safety issues and solutions that could be found in a classroom or child center</p>	<p>Quiz on Weeks 10 - 11 Identify emergency procedures from your reading that would be your responsibility Table talk – 1. Share your list of safety issues and research material 2. How to support children after an emergency for the different developmental levels</p>	<p>Professional rubric Written assignment</p>
<p>Week 13 Emotional and Mental Health of Early Childhood</p> <p>April 18</p>	<p>Sorte: p Identify DAP emotional & mental health characteristics. Health prevention & health promoting strategies for emotional & mental health. Common concerns of emotional and mental health. Writing assignment on BB</p>	<p>Quiz on week 12-13 KWL on expected emotional & mental health of early childhood Exchange DAP material, applying prevention & health promoting teaching strategies. Follow with table talk</p>	<p>Professional rubric Written assignment</p> <p>Integrated unit on nutrition or health unit due. April 18 electronically</p>

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<p>Week14 Parent and Community Partnerships for Health and Safety</p> <p>April 25</p>	<p>Each student will present their unit in a professional manner to the entire class.</p> <p>Material on partnership on BB - Educational Triad Mode or Public Health Model.</p>	<p>Discussion: Importance of educational partnerships with families, then expand to partnerships with communities</p> <p>Share & present health or nutritional unit plans with peers</p>	<p>Professional rubric Weekly assignment Course evaluation</p>
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See BlackBoard for detailed weekly information