



EDUC 218.2 (2) Wellness, Movement & Health for Young Children – Spring 2014

Meets: Thursdays, 1:10 – 2:20 PM Johnston Hall 138

Faculty:

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Office Hours: See BlackBoard or Instructor announcement

<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. Prerequisite: EDU 100 or EDU 160.</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 2- 4+ 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=eb34f5-5765-4eb1-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:

A= 94-100% (A- = 90-93%) Your work is definitely outstanding. It goes beyond requirements and shows perception and insightfulness
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.
C= 74-76% (C- = 70-73%) (C+ = 77-79%) You meet all requirements adequately.

Check BlackBoard or instructor 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 physical fitness, movement, safety, & wellness and the second half on safety, health, and 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. Weekly assignments and new materials 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/Self Reflection Evaluation Form Provided

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.

Required Textbook:

Sorte, Joanne, Daeschel, Inge, & Amador, Carolina. (2014). 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.

American Psychological Association (2010) Publication manual of the American Psychological Association. (6th ed.). Washington, DC: American Psychological Association.

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

Learning Assessment for the course grade will be determined as follows:

1. 20% 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
2. 20% Students will develop, implement in the classroom/video recording, and evaluate a unit on nutrition **OR** create a health education lesson for young children

3. 10% Professionalism (Assessment rubric above & weekly tally)
4. 28% Weekly written work sheets & written assignments
5. 22% Exams and quizzes

Weekly Schedule: NOTE: Subject to change with notice per faculty BB announcement

<p><u>Week1 – Dawn Ketterman-Benner</u> Class meets in Johnston Hall 138</p> <p>Discussion of important early childhood physical activity concepts: skill related vs movement themes</p> <p>Jan 16</p>	<p>Hand-out material will be given on <i>Rudolph Laban's Theory of Movement</i>--read assigned material and be prepared to discuss in class. From website hand-out sheet, select website (s) and bring in one movement lesson for pre K and one for Kindergarten. Class will physically do lessons.</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 one of the lessons from the physical education website you shared with the class</p>
<p><u>Week2</u> Focus will be on providing meaningful physical activity for pre-K-kindergarten child</p> <p>Jan 23</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. Each student will receive a book for grade level they choose.</p>	<p>Group discussion on pre-K-4 physical education/ recess...then and now</p>	<p>Professional rubric Written assignment: basic content, structure and assessment of lesson plan to be presented</p>
<p><u>Week 3</u> Essential components of curriculum development (for physical activity) and physical education standards</p> <p>Jan 30</p>	<p>Student (and classroom teacher) lesson plans on Pre-K and Kindergarten and grades 1 and 2 will be presented. Read assigned material from hand-out packet.</p>	<p>Discussion on subject material and movement lesson plan to be presented to Moravian Academy</p>	<p>Professional rubric Written assignment: After the lessons are presented, class will do an oral critique of their lesson plans</p>
<p><u>Week 4</u> Focus will be on providing meaningful physical activity and movement integration for grades 1 and 2</p> <p>Feb 6</p>	<p>“Student-teachers” will prepare their lesson plans for grades 3 and 4. Review reading material and website information and research info for field trip</p>	<p>“Student-teachers” with classroom teacher will present their lesson plans for grades 1 and 2</p>	<p>Professional rubric Written assignment: After the lessons are presented, class will do an oral critique of their lesson plans</p>
<p><u>Week 5</u> Focus will be on providing meaningful physical activity and movement integration for grades 3 and 4</p>	<p>Meet as a group to work-on your lesson plan(s) for Moravian Academy</p>	<p>“Student-teachers” with classroom teacher will</p>	<p>Professional rubric Written assignment: oral critique of student lesson</p>

Feb 13		present their lesson plans for grades 3 and 4	plans
<u>Week 6</u> Field trip to Moravian Academy Feb 20	Over break: Read hand-out report on the <i>Crisis of Inactivity Among America's Children</i> (Stanford University report) and be ready to discuss how you will incorporate movement/physical activity into your classroom	After presenting integrated movement experience, class will meet after to discuss how lesson(s) went	Professional rubric Written Assignment: Email professor with your personal reflection on the field trip experience
<u>Week 7</u> Feb 27	Students will be given a take home exam on this section of the course.		Professional rubric Section 1 course evaluation
<u>Final Exam</u>	Due to Professor Ketterman-Benner by Date TBA		
<u>Spring Break Mar 1-9</u>	No classes		
Topic/Date <u>Week 8 Sipple Meet PPHAC 302</u> Introductions & Syllabus Overview Major Concepts: <ul style="list-style-type: none"> • Health & Wellness • Safety • Movement Early Childhood Mar 13	Assignment Familiarize yourself with the textbook /course blackboard. See out of class assignment below due Sept 4/electronic submission	Learning Topics & Activities Who are you? Who am I? Expectations ? Small group – Discussion on health & wellness & safety concepts	Assessment Professional rubric
<u>Week 9</u> Teaching health, wellness, & safety concepts for different developmental levels for early childhood.	Read Sorte: Pages 1-60 and 286-305 Submit electronically your answers to review questions	Use of Web for health information – table teams will search for HP 2020 objectives, immunizations &	Professional rubric Written assignment

<p>Guest Speaker: “A Teacher’s Perspective on Health & Learning” Ashley Schellhaas, MA 4th Grade – William Penn Elementary School</p> <p>Mar 20</p>	<p>1,23, 4 on p. 39 before midnight Wednesday (Mar 19) before class on Thursday</p> <p>Familiarization with Healthy People 2020 (HP), National Health Educational Standards, CDC, & other Web sites on topics covered in EDUC 218.2</p> <p>Review & be able to articulate: Typical stages of cognitive and social development. Which theorist do you prefer when planning developmental activities?</p> <p>Bring a scholarly article to class that could be used for students on one of this week’s topics - : Dental health, sleep/noise pollution, visional concerns</p>	<p>complete worksheet.</p> <p>Group sharing on “why the standards” are useful on develop-mentally appropriate practices and relationship to health.</p> <p>What is appropriate wellness & health for early childhood? Current issues in early childhood health.</p>	
<p>Week 10 Nutritional health for early childhood</p> <p>Mar 27</p>	<p>Sorte: pages 63- 113, select the developmental level you plan to teach and read that portion of chapter 5/6.</p> <p>Find and research a scholarly/govt. source on nutritional requirements and be prepared to discuss in class</p> <p>Review the interrelationship of physical activity and nutrition.</p> <p>Submit electronically the assignment given on BB for week 11</p> <p>Select topic/subject/ developmental level of the Teaching Plan due week 6</p>	<p>Quiz on week 9</p> <p>What is optimal nutrition, school based nutrition, obesity prevention?</p> <p>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>Apr 3</p>	<p>Sorte: pages 200-233</p> <p>Submit electronically your response to question #1 under discussion starters on p. 268 of Sorte book.</p>	<p>Food allergies & cultural concerns</p> <p>Pairs start draft of integrated unit on nutrition for early childhood</p>	<p>Professional rubric Witten assignment</p>

<p><u>Week 12</u> Emotional and Mental Health of Early Childhood</p> <p>Parent and Community Partnerships for Health and Safety</p> <p>Apr 10</p>	<p>Sorte: p 386-417. Identify emotional & mental health characteristics. Health prevention & health promoting strategies for emotional & mental health. Common concerns of emotional and mental health. Material on partnership on BB - Educational Triad Mode or Public Health Model.</p> <p>Writing assignment on BB</p>	<p>Quiz on weeks 9,10,11 What are expected emotional & mental health achievements of early childhood</p>	<p>Professional rubric Written assignment</p> <p>Integrated unit on nutrition or health unit due to Sipple by October 2 electronically</p> <p>Sharing teaching unit with class mates.</p>
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<p><u>Week 13</u></p> <p>Apr 17</p>	<p>Instruction in public school on nutrition/health with 3rd or 4th grade.</p> <p>MC student pairs assigned to various school locations in the city.</p> <p>Students responsible for own transportation, teaching materials, etc. A MC faculty member will be present to evaluate your presentation.</p>	<p>Performance experience in teaching in the classroom for early childhood aged students.</p> <p>Bethlehem Area School District.</p>	<p>Professional rubric</p> <p>Implementation of teaching unit in 3rd/4th grade. 10:30-11:30 AM Travel to & from area schools. Anticipate this & make arrangements accordingly.</p> <p>Submit self-evaluation of teaching by Wed. Apr 23</p>
<p><u>Week 14</u> Conclusion and reflection on wellness, movement & Health for Young Children Sipple & Ketterman-Benner</p> <p><u>Apr 24</u></p> <p><u>FINAL EXAM /TBA</u></p>	<p>Take home exam distributed Due by date announced.</p>	<p>Appointments for grade review with professor/TBA</p>	<p>Section II of course Evaluation.</p>