



Course Outline

UNIVERSITY STUDIES

PEDS 294A

A Conceptual Approach to Physical Activity

**3 CREDITS
3 HOURS PER WEEK**

**INSTRUCTOR: Clayton Nielsen
Winter, 2013**

PEDS 294- Conceptual Approach to Physical Activity

INSTRUCTOR: Clayton Nielsen
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OFFICE NUMBER: S211F
OFFICE HOURS:

Monday	2:00-2:20pm
Tuesday	9:00-9:50am
Wednesday	9:00-10:50am
Friday	11:00-11:50am

HOURS OF INSTRUCTION:

Monday	11:00-11:50am
Tuesday	2:00-2:50pm
Thursday	1:00-1:50pm

COURSE DESCRIPTION:

This course is an exploration of the principles and concepts that underlie movement of individuals and groups in a variety of settings. The focus of the course is on the development of a conceptual understanding of movement, therefore a wide range of activities and their contexts will be examined and experienced

COURSE OUTCOMES:

The students will be able to:

1. study the common concepts of movement with emphasis on practical application in a variety of physical education activities;
2. provide students with practical opportunities for movement analysis through peer teaching and tests;
3. develop a conceptual approach to understanding movement and enhance skill development demonstrated during class activities and assignments;
4. create a safe learning environment to teach students the importance of student focused learning and environment control.

TEXT(S)/MATERIALS REQUIRED:

Complete Guide to Sport Education (2nd Ed. 2011). Human Kinetics. R.A. Schmidt and C.A. Wrisberg.

Resources:

<http://www.acicr.ualberta.ca/>

<http://www.phecana.ca/eng/>

<http://www.canadiansportforlife.ca/>

<http://www.activehealthykids.ca/>

<http://www.tgfu.org/>

EVALUATION:

Presentations 20%

As individuals or pairs teaching a skill in weeks 11-14. Using information/skills learned in the early part of semester to then create lesson plan, teaching points and modify games if necessary.

Practical/ Assignments 20%

Mid- term 20%

Based on skills and readings

Final 40%

On full year lectures and readings

GRADING SYSTEM:

Letter Grade	Description	Grade Points
A+		4
A	Excellent	4
A-		3.7
B+		3.3
B	Good	3
B-		2.7
C+		2.3
C	Satisfactory	2
C-		1.7
D+		1.3
D	Minimal Pass	1
F	Failure	0

Students intending to transfer to other institutions require a 'C-' as a minimum grade. Transfer information on each course is available at the [Alberta Council on Admission and Transfers](#).

Students who do not complete all the required work should not expect to pass the course.
Students should consult:

http://www.keyano.ca/current_students/examinations/index.htm

IMPORTANT DATES:

January 18, 2013	Courses dropped after this date will be designated “W”. (A withdrawal (W) is not reflected in your GPA)
March 8, 2013	Courses dropped after this date will be designated “WF”. (A withdrawal failure (WF) counts as a 0 in your GPA)
April 19, 2013	Last day of classes
April 22-30, 2012	Final Exams

MOODLE 7

Go to <http://ilearn.keyano.ca>

This course is supported through Moodle 7. Assignments, readings and handouts will be posted on Moodle 7. Login information will be provided by your instructor. For further instructions please see the Moodle 7 handout.

Equality, Equity and Respect

The Keyano College is committed to providing an environment of equality, equity and respect for all people within the College community. All members of this community are considered partners in developing teaching and learning contexts that are welcoming to all. Faculty, staff, and students are encouraged to use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and valued in relation to their gender, ethnic and cultural background, and sexual orientation.

Students should consult:

http://www.keyano.ca/Committees/IRA/Individual_Rights_Policy.asp

Plagiarism and Cheating

Every student expects to be treated and evaluated fairly in a course. Plagiarism and cheating robs everyone of this right.

No student may submit words, ideas or data of another student or person as his or her own in any writing, project, assignment, quiz, electronic presentation, exam etc. Any work used that is not the student's own must be clearly cited as belonging to someone else. There are penalties for using other's work and not citing it. The Student's Rights & Responsibilities document clearly outlines these penalties and the appeal process.

- No learner can obtain information from another student during an exam.
- No learner can bring unauthorized information (paper or electronic) into an exam or quiz.
- No student can submit work done in another course for grading in this course without the written prior approval of the course instructor.
- No student can submit copyright protected or commercially produced materials as part or all of an assignment without proper citation & permission.

TOPICS TO BE COVERED:

Please Note:

This course outline may be modified to facilitate unforeseen time constraints. Date and time allotted to each topic is subject to change.

Class Schedule

Week	Chapter (Required readings)	Content
1	Day 1 Course outlines ICE BREAKERS / Cooperative Games	Continue Cooperative games LECTURE: What is Physical Education QDPE, DPA, Can Report Card,
2	LECTURE: LTAD & Benefits of PA, <u>Fitness circuits</u> <i>Skill related vs functional fitness</i>	Continue LTAD Warm-ups: success tips, purpose <u>Stretching</u>
3	**Sign-up Skills Assignment Structure of PE lesson Guidelines for teaching PA Demo of Instruction in PE DDADA <i>The Process of Content Development</i>	Takraw <i>The Process of Content Development</i>

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4	<u>Badminton</u> Block vs Random	Stages of motor learning PP and Cup Stacking Dance Teaching Styles: command Whole vs Part learning
5	Combative Games: Con App.- BofS, CofG Con App. Force, Levers Skill progressions Principles of skill specificity/ transfer/ skill improvement/ FB	Gymnastics: Safety Con App. BofS, CofG Teaching Styles: Task/stations Checklists Con App. Force
6	Pickle Ball Modified games Net game concepts	Volleyball Modified games Net game concepts Teaching assignment Package Due
7	Reading week	Reading week
8	B-Ball/ Handball Dynamic Game Concepts Creating modified games (homework assignment)	Modified games Presentation focused on Dynamic games concepts.
9	Assessment in PE Handball & Softball Skill analysis “A model for conceptualizing observing as a teaching skill”	Flex Class: Midterm Prep. Skill analysis Prepare for Peer teaching <i>Task Presentation</i>
10	Mid Term: Everything Up to Skill Analysis 30%	Skills Teaching Basketball
11	Skills Teaching Badminton	Skills Teaching Volleyball
12	Skills Teaching Lacrosse & Handball	Skills Teaching Track & Field/ Fitness
13	Skills Teaching Rugby & Ultimate Frisbee	Skills Teaching Soccer & Softball
14	Skills Teaching Student choice: (Dance, gymnastics, orienteering, pickleball)	

