



MASKWACIS CULTURAL COLLEGE
University Studies
PEDS 2522
2nd Year
Spring 2017

Instructor information: Jennifer Douglas (BPE/B.Ed/PBDE)
Ph: 780-312-6498
Jennifer_douglas@miyo.ca

Course Dates: Monday & Wednesday: May 3,8,10,15,17, June, 5, 7 12, Exam June 14th

Hours: 5-8pm

Room Number: Ermineskin Junior Senior High School, Gym & Room 176

Academic Calendar description and credit hour breakdown:

University Transfer Course (MCC) 13-3-1.5

Introduction to Movement Activities of Children. A variety of movement activities are studied, including: play, games, gymnastics, and dance.

Required Text(s):

1. Bell, Dr. R., Gibbons, Dr. S., Temple, Dr. V. (2008). *Fundamental Movement Skills: Active Start and FUNdamentals Stages*. Canada: PHE Canada.

2. Lodewyk, Dr. Ken. (2009). *Fundamental Movement Skills: Learning to train stage (Grades 4-8)*. Canada: PHE Canada.

Additional Resources

1. Eberle, S.G. (2014). American Journal of Play, 6 (2), p. 214-233. Retrieved from

<http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1023799>

2. **Double Ball (We Pitisowewepahikan). (2015, April 30th). Retrieved from:**

<http://www.spsd.sk.ca/Schools/brightwater/teacher/midteachers/resources/Documents/First%20Nations%20Double%20Ball%20Game%20Instructions.pdf>

3. Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2009). Physical Literacy for Educators, Physical & Health Education Journal, 75 (3), p. 27-30. Retrieved from

http://r.search.yahoo.com/ ylt=A0LEV7t7 5BURgoAqfoPxQt.; ylu=X3oDMTBybnV2 cXQwBHNIYwNzcgRwb3MDMgRjb2xvA2JmMQR2dGlkAw-- /RV=2?RE=1418817532/RO=10/RU=http%3a%2f%2fwww.phecanada.ca%2fsites %2fdefault%2ffiles%2fpl_position_paper.pdf/RK=0/RS=3zG9FzkLuYzYHLCNB8I3E d1.EgY-

4. Brady, F. (2004). Children's Organized Sport: A developmental perspective. *Journal of Physical Education, Recreation, and Dance*, 75(2), 35-41. Retrieved from

<http://www.highbeam.com/doc/1G1-113603144.html>

5. Cote, J., Horton, S., MacDonald, D., & Wilkes, S. (2009). The Benefits of Sampling Sports During Childhood, *Physical and Health Education Journal*, 74 (4), 6-9. Retrieved from

<http://www.google.ca/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCQQ FjAA&url=http%3A%2F%2Fsirc.ca%2Fsites%2Fdefault%2Fcontent%2Fdocs%2Fn ewsletters%2Farchive%2Fseptember09%2Fdocuments%2Fs- 1086363.pdf&ei=fwGRVMCRHpefyAT 7YGLAw&usg=AFQjCNFRCQpUjSWOXx3sWN M4Kjdg3T7yGg&sig2=0uOX6u9B4xJQEvKoPSaBhA&bvm=bv.82001339,d.aWw>

6. Langton, T.W. (2007). Applying Laban's Movement Framework in Elementary Physical Education. *Journal of Physical Recreation and Dance*, 78, 17-24, 39, 53. Retrieved from

<http://eric.ed.gov/?id=EJ794510>

7. Murray, N. R. & Lathrop, A. H. (2004). Seeing with Understanding: Observing Movement for Effective Pedagogy. *The Health and Health Education Journal*, 71 (1), 12-19. Retrieved from

<http://r.search.yahoo.com/ ylt=A0LEVvWnBJFUQyMAaCoPxQt.; ylu=X3oDMTByOD ItaWUzBHNIYwNzcgRwb3MDMwRjb2xvA2JmMQR2dGlkSAw-- /RV=2/RE=1418818856/RO=10/RU=http%3a%2f%2fwww.phecanada.ca%2fsites %2fdefault%2ffiles%2fspring.05.proof4 .pdf/RK=0/RS=yzJzyL6LS0.nlp.wopDU UU P34c->

8. Safety Guidelines for Physical Activity in Alberta Schools (2013). ACICR. Available at

<http://injurypreventioncentre.ca/resources#>

9. Canadian Heritage: Sport Canada's Policy on Aboriginal Peoples' Participation in Sport (May 2005). Retrieved from

<http://publications.gc.ca/collections/Collection/CH24-10-2005E.pdf>

10. Lavallée, L. (2008) *Journal of Aboriginal Health Balancing the Medicine Wheel through Physical Activity*. p.64-71. Retrieved from

http://www.naho.ca/jah/english/jah04_01/09MedicineWheel_64-71.pdf

11. Physical Education: A closer look at Motivating the Masses! Available at

www.schoolscomealive.org

12. Physical Education: A closer look at No Gym No Problem! Available at

www.schoolscomealive.org

13. Physical Education: A closer look at Cooperation. Available at

www.schoolscomealive.org

14. Russel, K., Schembri, G., Kinsman, T., (2009). *Up Down All Around Gymnastics*. Canada. Rushkin Publishing and Consulting.

Prerequisites and Co-requisites: N/A

Course description:

This course is designed to equip the learner with the skills and knowledge to teach young learners developmentally appropriate skills through activities in a variety of settings. The course consists of a lecture section accompanied by a lab section. In the lectures a variety of topics will be covered. Each lecture will last approximately 1 – 1.5 hours. The lectures will consist of discussions on reading materials assigned the week prior to class as well as conceptually relevant material. The lab sections will be approximately 1.5 hours. The students will be assigned activities as individuals to present to the class. For these activities, the individuals will be required to identify the equipment needed for the activity and prepare the equipment for the activity. They will also be required to modify the activity as needed based on equipment available and learner readiness. There will be both a mid-term and final examination that will cover all material discussed in class, assigned as reading material, and taught in the lab.

Course Objectives/Learning Outcomes

- a) Students will be able to outline the developmental stages of children, especially those that pertain to movement and physical development
- b) Students will be able to clearly outline the Long-Term Athlete Development Model
- c) Students will be able to demonstrate the Fundamental Movement Skills (FMS) for children
- d) Students will be able to incorporate FMS into a variety of group and individual movement activities
- e) Students will be able to outline the Developmental Approach to Acquiring Motor Skills
- f) Students will be able to identify children having difficulties acquiring FMS and be able to identify how to overcome those difficulties
- g) Students will identify barriers of physical activity for First Nations Youth and will be able to problem solve ways to overcome those barriers
- h) Students will be able to clearly outline the link between the benefits of physical activity and the cultural teaching of the Medicine Wheel
- i) Students will be able to manage groups of participants in a wide variety of settings/locations
- j) Students will be able to identify safety concerns and implement strategies to minimize/eliminate those safety concerns
- k) Students will be able to evaluate and assess movement skill acquisition of FMS

Grading System

Lab activities	45%
-Each student will lead 4 labs– one must be cultural (examples: dance, archery, traditional game, etc). Lab mark also includes participation marks. You must attend other students labs as well.	
Essay (Due June 7th)	25%
Final Exam (Due June 14th)	30%

Lab activities will be assessed on the following rating scale:

Rating /4	Expectation
	The Leader is enthusiastic and has worked hard to understand the activity/movement involved
	The leader is an expert when it comes to demonstrating the activities/skills to the rest of the group
	The leader is familiar with all characteristics of the skill
	The leader is well planned and has all necessary equipment ready for the activity
	There is little "stand around" time. Activities flow well from one to the next leaving optimum time for the activity
	The participants are enjoying the activities
	The leader makes adaptations for the number of participants as well as their developmental level
	The leader uses cue words for the skill so that it is easily understood by the participants
	The leader has definite knowledge of teaching tips and they are incorporated into the activity. Explanations are clear and concise
	The leader is aware of safety concerns and plans/instructs the participants accordingly.

Grading System Rating

Letter Grade	Grade Point	Percentage	
A +	4.0	95-100	Excellent
A	3.7	90-94	
A -	3.3	85-89	(Honours) Advanced Diploma
B +	3.0	79-84	(Honours) Diploma
B	2.7	72-78	
B -	2.5	66-71	
C +	2.0	62-65	
C -	1.7	59-61	
D	1.3	55-58	
F	0	< 54	

Schedule of Lectures and Labs

Date	Lecture/Lab Topic	Assigned Reading/Other
May 3rd Lecture	<ul style="list-style-type: none"> - Intro to the course, outline, objectives - dev. Stages - dev. Approach to motor skill dev. -managing groups - safety, equipment, planning -FMS checklists 	Physical Literacy for Educators *Assign FMS activities from Active Start and FUNdamentals for next lab
May 8th Lecture	- jigsaw discussion on reading assignment	Children's Organized Sport
Lab	- FMS activities Lab 1	* Assign FMS activities from Active Start and FUNdamentals for next lab
May 10th Lecture	- jigsaw discussion on reading assignment	*Introduction of Essay/Topic The benefits of sampling sports during childhood
Lab	- FMS activities Lab 1	*Assign FMS activities from Learning to Train Stage
May 15th Lecture	<ul style="list-style-type: none"> - jigsaw discussion on reading assignment - barriers to opportunities for physical activity for FN children 	Applying Laban's Movement Framework in Elementary Physical Education
Lab	- FMS activities Lab 2	*Assign FMS activities form Learning to Train Stage
May 17th Lecture	<ul style="list-style-type: none"> - jigsaw discussion on reading assignment - benefits of physical activity as they relate to our Sacred Circle, the Medicine Wheel and Cree teachings 	Seeing with Understanding Balancing the Medicine Wheel through Physical Activity
Lab	-Double ball	Double ball *Assign Activities from "Motivating the Masses"
May 24th Lecture	- discussion on reading assignment Cultural Labs (Lab 3)	Motivating the Masses A closer looks at No Gym No Problem!
Lab	- activities from "Motivating the Masses"	* assign activities from "Cooperation"

		A closer look at Cooperation
May 29th Lecture	- discussion on reading assignment - fist nations communities – current programming and opportunities – community and program development	Sport Canada’s policy on Aboriginal People’s Participation in Sport
May 31st Lab	- activities from “Cooperation” Lab 4	*assign activities from “No Gym, No Problem!”
June 5 th Lab	- activities from “Up Down All Around Gymnastics” Part A & B Landings & Rotations	Up Down All Around Gymnastics Part A & B – Landings & Rotations
Lecture	- reflecting on activities - Essay Prep	
June 7 th Lab	- activities from “Up Down All Around Gymnastics” Part A – Supports & Balances	
June 12th Lecture	Final Exam Review	Dance Basics
Lab	Dance & rhythmic movement	
June 14th	FINAL EXAMINATION	5-8pm @ MCC

Additional Information

Attendance

Students are expected to be on time and present for the duration of every class in which they are registered. It is the responsibility of the student to know when and where every class is held even when changes to the schedule occur. When missing a class, students are expected to inform their instructors directly either by email, phone, or at the next scheduled class. A student should only contact the front office about an absence if they are unable to get a hold of their instructor and the student will miss a mid-term, major assignment deadline or final exam due to the absence. If you will miss a midterm or final exam, a make-up date needs to be scheduled prior to the scheduled exam date.

Lab Expectations

Students are expected to attend all of the labs. Furthermore, students are expected to be present on the day that they are scheduled to present an activity during lab time. Each lab you present is worth 5% of the final mark $4 \times 5 = 20\%$. Participation in labs is worth 10%. If you are absent you will lose the marks for that class.

Academic approval by

A handwritten signature in black ink, appearing to read 'CL Louis', is written over a horizontal line.

President: Dr. Claudine Louis

Cultural Approval by

A handwritten signature in blue ink, appearing to read 'Jerry Saddleback', is written over a horizontal line.

Elder: Jerry Saddleback