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Faculty of Education
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Introduction to the Movement Activities of Children Aged 5-12
PESS 293 A & B
Fall 2017

Course Description: Free play and organized physical activities of children 5-12 in recreational, educational, and sports environments. Involves practical physical activity and the observation of children.

Prerequisites: 2nd year standing required

Co-requisites: None.

Hours: (0.0 - 3.0L - 0.0): 39.0 Instruction hours.

Credit Value: 3

Instructor(s):

Brent Bradford, PhD

Office: CE311

Phone: 780 479 9274

Email: brent.bradford@concordia.ab.ca

Office Hours: An appointment can be made in the following ways:

- Personally at a time before or after class
- A note in the faculty/staff mailbox in the Education Office (CE311)
- Via email

Lecture/Seminar/Lab Times:

Section A – Class Times: Mondays, Wednesdays, Fridays (13:00-13:50)

Section B – Class Times: Mondays, Wednesdays, Fridays (14:00-14:50)

Classroom (A & B): CE303 & Gymnasium (see Tentative Schedule of Topics)

Required Resources:

1. Moodle (CCMS) access. Students should check their course Moodle sites on a daily basis.

Online Resources (Required Reading):

There is no required textbook for this course. The following is the list of online (open access) resources that will represent the required reading for this course. You will have access to these online resources when you log into Moodle.

* Although specific online (open access) resources are assigned to the various topics (see Tentative Schedule of Topics), additional resources will be included to support your learning (e.g., websites).

1. ParticipACTION. (2016a). Are Canadian kids too tired to move? The 2016 ParticipACTION Report Card on Physical Activity for Children and Youth. Toronto, ON. Retrieved from <https://www.participaction.com/sites/default/files/downloads/2016%20ParticipACTION%20Report%20Card%20-%20Full%20Report.pdf>
2. ParticipACTION. (2016b). Are Canadian kids too tired to move? The 2016 ParticipACTION Report Card on Physical Activity for Children and Youth (Highlight Sheets). Toronto, ON. Retrieved from <https://www.participaction.com/sites/default/files/downloads/2016%20ParticipACTION%20Report%20Card%20-%20Highlight%20Report.pdf>
3. Canadian Sport for Life. (2014). Long-Term Athlete Development 2.0. Canadian Sport Institute – Pacific 2014. Retrieved from http://canadiansportforlife.ca/sites/default/files/user_files/files/CS4L%202_0%20EN_Jan17_web%20FINAL.pdf
4. PHE Canada (2016a). Physical Literacy. Fundamental Movement Skills. Ottawa, ON. Retrieved from <http://www.phecanada.ca/programs/physical-literacy/what-physical-literacy/fundamental-movement-skills>
5. PHE Canada. (2016b). What is the Relationship between Physical Education and Physical Literacy? Ottawa, ON. Retrieved from http://www.phecanada.ca/sites/default/files/PL_and_PE.pdf

6. PHE Canada. (2016c). Physical Literacy. Physical Literacy Educational Strategies. Ottawa, ON. Retrieved from <http://www.phecanada.ca/programs/physical-literacy/physical-literacy-educational-strategies>
7. PHE Canada. (2016d). Educating for Physical Literacy Checklist. Ottawa, ON. Retrieved from <http://www.phecanada.ca/programs/physical-literacy/physical-literacy-checklist>
8. Langton, T.W. (2007). Applying Laban's Movement Framework in Elementary Physical Education. JOHPERD. 78(1), p. 17-24, 39. Retrieved from <http://users.rowan.edu/~conet/elempe/labanjoperd07.pdf>
9. Batchelor, C. & Montoni, D. (n.d.) Inclusive Physical Education – Is It Possible? Living School: Building Healthier Communities. Retrieved from <http://lin.ca/sites/default/files/attachments/inclusive%20physical%20education.pdf>
10. Griggs, G. & Medcalf, R. (2015). Inclusive Pedagogy in Physical Education. In Loreman's Inclusive Pedagogy Across the Curriculum: International Perspectives on Inclusive Education. 7, p. 119-137. DOI: 10.1108/S1479-363620150000007013 Retrieved from <https://concordia.on.worldcat.org/oclc/933516020?databaseList=638>
11. Alberta Centre for Injury Control & Research. (2013). Safety Guidelines for Physical Activity in Alberta Schools 2013. University of Alberta: Edmonton, AB, Canada. Retrieved from http://injurypreventioncentre.ca/documents/policies/SG_PA_Final_2014.pdf
12. Bradford, B., Kell, S., & Forsberg, N. (2016). Mentorship in Practice Program (MiPP): An Effective School-Based Strategy. Strategies. 29(1), 36-42, DOI: 10.1080/08924562.2015.1111783
13. Bradford, B. & Hickson, C. (2016). Effective Teaching of Elementary School Physical Education: The Importance of Linking Effectiveness with Active Living. Runner - Journal of the Health and Physical Education Council of the Alberta Teachers' Association (HPEC). 47(2), 14-17.
14. Hall, N., Bradford, B., & Hickson, C. (2014). Orienteering: A Fun Way to get Physically Active in an Outdoor Environment. Runner - Journal of the Health and Physical Education Council of the Alberta Teachers' Association (HPEC), 47(1), 9-12.
15. Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2009). Position Paper. Physical Literacy for Educators. PHE Canada. Ottawa ON. Retrieved from https://www.phecanada.ca/sites/default/files/pl_position_paper.pdf
16. Alberta Education. (2016). Physical Education. Retrieved from <https://education.alberta.ca/physical-education/program-supports/everyone/support-documents/>
17. Heart & Stroke Foundation. (2016). Schools and Physical Activity. Retrieved from http://www.heartandstroke.com/site/c.ikiQLcMWJtE/b.3799209/k.B435/Position_Statements__Schools_and_Physical_Activity_Position_Statement.htm

Course Objectives:

Students will acquire:

1. knowledge of developmentally appropriate movement activities for children 5-12 years of age;
2. an understanding of the physical, cognitive, spiritual, social, and affective characteristics and needs of children, with an emphasis on the physical domain;
3. knowledge and understanding of movement skills and concepts with emphasis on their application to a variety of movement activities; and
4. observation skills for assessment and planning for children's movement.

Tentative Schedule of Topics (every 2nd class will be held in the gymnasium beginning **Sept. 8**):

Week	Topic	Resource
1 Sept. 6, 8	Course Introduction Physical Activity & Physical Literacy - <i>Are Canadian kids too tired to move?</i> - <i>Educational Perspectives</i>	17 1, 2 3, 5, 15
2 Sept. 11, 13, 15	Physical Literacy Long-Term Athlete Development Model (LTAD) - <i>Introduction to the LTAD</i> - <i>Fundamental Movement Skills (FMS)</i> Locomotor Skills	15 3, 5 3, 4, 16 3, 4
3 Sept. 18, 20, 22	Long-Term Athlete Development Model (LTAD) - <i>Developmental Age / Sensitive Periods</i> - <i>Mental, Cognitive, and Emotional Development</i> Locomotor Skills	3, 5 3, 5 3, 4
4 Sept. 25, 27, 29	LTAD: Active Start LTAD: FUNdamentals Balance & Stability Skills	3, 5 3, 5 3, 4
5 Oct. 2, 4, 6	LTAD: Learn to Train LTAD: Train to Train Balance & Stability Skills	3, 5 3, 5 3, 4
6 Oct. 9, 11, 13	Physical Activity & Physical Literacy - <i>Educational Strategies / Checklist for Educators</i> MID-TERM EXAM (October 13)	6, 15, 7
7 Oct. 16, 18, 20	Exploration of Resources Laban's Movement Concepts Manipulative Skills	8 3, 4
8 Oct. 23, 25, 27	Laban's Movement Concepts Manipulative Skills	8 3, 4
9 Oct. 30, Nov. 1, 3	Inclusive Learning (Adapted Physical Activity) Safety Physical Activity / Games	9, 10 11
10 Nov. 6, 8, 10	Inclusive Learning (Adapted Physical Activity) Alternative Environment Activities	9, 10 14, 16
READING WEEK (November 13-17)		
11 Nov. 20, 22, 24	Planning and Assessment Strategies Physical Activity / Games ASSIGNMENT DUE (November 24)	12, 13 1, 2
12 Nov. 27, 29, Dec. 1	Planning and Assessment Strategies Fitness / Active Living / Wellness	12, 13 1, 2
13 Dec. 4, 6, 8	Physical Activity / Games Summary	17
FINAL EXAM		
* The Tentative Schedule of Topics is subject to change.		

Course Assessment:

Item/Criteria	Weighting (%)	Date	Notes
Attendance	5%	Throughout the course	Due to the physical performance aspect of Physical Education and Sport Studies Courses, it is essential that students attend classes so that they benefit from the practical application of the theory.
Engagement	5%	Throughout the course	Students need to take part actively in their learning; therefore, a portion of their mark will be based on their engagement in classes.
Mid-Term Examination	30%	Friday, October 13	
Assignment 1: Observation Report	30%	Friday, November 24	
Final Exam	30%	TBA: Set by Registrar	

Format of Exams:

- i. The two exams will comprise of essay style and short answer questions and will feature both compulsory questions and free choice questions. The two exams will cover required textbook readings, course content covered during class time, and any additional readings or handouts. The exams will consist of three sections. Students will answer:
 - Section A: The one compulsory question (essay style; can use point form)
 - Section B: One question from a choice of three questions (essay style; can use point form)
 - Section C: All the questions (short answer-type questions)

Intellectual Property and Academic Practice with Assignments:

- i. Assignments that are copied from professional resources without substantial revision or adaptation WILL NOT be accepted. If you are unsure of the extent to which you may make use of existing materials, you are strongly advised to check with your instructor. Appropriate APA citation rules and procedures are expected.

Assignment Format:

- i. All assignments must be written in American Psychological Association (APA) style format, with 1.5 or double line spacing.

Due Dates for Assignments and Examinations:

- i. Due dates for all assignments and exams are listed in the Course Assessment section. The weighting and timing of assignments and exams cannot be changed unless under exceptional circumstances.

See Concordia's [Extended Description of Grade Levels](#) (Section 9.3.2 of the Calendar) for further information on grading.

Course Policies:

i. Classroom

- Educational Decorum – Because the primary purpose of Concordia University of Edmonton is education, it must be the responsibility of both students and instructors to facilitate the educational process.

Students have a responsibility to ensure that their behaviour in a laboratory or classroom situation is conducive to an effective learning environment. It is therefore essential that students refrain from any behaviour that might endanger themselves or disturb others in the class.

Instructors have a responsibility, in addition to teaching, to establish an orderly classroom or laboratory setting. Included in this responsibility is the establishment and maintenance of specific standards of behaviour. Consequently, the instructor will need to assess the nature of any behaviour deemed disruptive and to use such remedial measures as are considered necessary to restore a healthy learning environment, up to and including the expulsion of a student or students from the classroom. All students are expected to familiarize themselves with this policy, which is outlined in detail in Section 9.2.8 of the Calendar.

- Attendance – Attendance is mandatory. If a planned absence is unavoidable, the instructor must be informed beforehand. In the event of illness, students are asked to notify the instructor by phone or e-mail. Course concepts will be explored and developed through class activities and discussions. Full and enthusiastic participation is required. Absent students are responsible for obtaining notes and handouts through their classmates. All students are expected to familiarize themselves with Excused Absences, Section 9.2.2 of the Calendar.
- Personal Digital Devices – Personal digital devices (i.e., smart phones, laptops, tablets) may be used during lectures and classes to enable in-class student responding. Students are to maintain appropriate educational uses of technology and refrain from personal use during classroom and lecture activities.
- Concordia provides learning accommodation services for students with disabilities. Please refer to Section 8.4.1 of the Calendar for more details.
- Recording of classes is permitted only if recording is part of an approved accommodation plan or with prior written consent of the instructor. Please refer to Section 9.2.3 of the Calendar for more details.
- Please refer to Section 9.2.8 of the Calendar for details regarding Educational Decorum. It is the responsibility of both students and instructors to facilitate the educational process.
- At Concordia, Faculty Advising allows students to build a relationship with faculty members so they can plan their university education and access appropriate resources and services. To make use of faculty advising, please talk to your instructor or program coordinator for input or referral.

- Medical Concerns – Inform the instructor of any medical concerns and/or injuries that could impede your active participation in class.
- Dress Requirements – Appropriate dress is required for practical sessions. Shorts and shirt or track pants etc., as well as running shoes are necessary for safety, hygiene, and comfort. Be sure to bring a notebook to class.

ii. Exam Procedures

- Students are required to leave bags at the front of the room. Phone and electronic devices must be turned off.

iii. Missed Work and Missed Exams

- Students with a medical excuse might be asked to provide a validated note from a physician. Students with personal reasons should be directed to Student Life and Learning for proper documentation.
- *Deferred Final Examination:* Deferred final examinations may be granted to students who are unable to write final examinations because of illness, severe family difficulty, religious observance, or circumstances beyond their control. Students are directed to Section 9.2.5 of the Calendar for further information. Of note is that the application for a deferred exam must normally be started within 48 hours of the missed examination.
- *Academic Honesty:* Academic honesty is fundamental to the academic enterprise. Students are urged to familiarize themselves with Section 9.2.9 of the Calendar and to take note that cases of academic dishonesty (e.g., cheating, plagiarism, collusion, unauthorized submission for credit of previously graded work, and misrepresentation) are serious offenses. Penalties for academic dishonesty range from a grade of zero on the work in question to expulsion.
- *Appeals:* refer to section 9.2.9 of the Calendar (Section G)

Additional contacts and services:

- a. Academic Administration
 - i. Dean of Faculty of Education
 - Name: Dr. Edgar Schmidt
 - Office: CE311
 - Email: Edgar.Schmidt@concordia.ab.ca
 - Telephone: +1 780 479 9277
 - ii. Registrar's Office (HA120, registrar@concordia.ab.ca, 780 479 9250)
- b. Academic Support
 - i. Vice President of Student Life and Learning (Dr. Barbara van Ingen, barbara.vaningen@concordia.ab.ca, 780 479 9289, HA217)
 - ii. Student Life and Learning (studentlife@concordia.ab.ca, 780 479 9241, HA114)
- c. Writing Centre
 - i. The Writing Centre (located in the Concordia library, L266) is a free service that provides support for teaching and learning through writing for students, staff, and faculty
 - Throughout the academic year, one-on-one consultations are offered (book online at: <http://studyspaces.concordia.ab.ca>).

Concordia Calendar Table 9.3.2: Extended Description of Grade Levels

Grade Description		Letter Grade	Grade Point Value
Outstanding	Outstanding performance, demonstrating complete and comprehensive understanding of the subject matter; full mastery of concepts and skills; exceptional interpretive and analytical ability; originality in the use of concepts and skills; achievement of all major and minor objectives of the course.	A+	4.0
Excellent	Excellent performance, indicating superior grasp of subject matter and concepts; development of relevant skills to a high level; a high level of interpretive and analytical ability; originality or intellectual initiative; achievement of all major and minor objectives of the course.	A	4.0
		A-	3.7
Very Good	Very good to good performance, indicating thorough understanding of subject matter and concepts; development of relevant skills to a fairly high level; good interpretive and analytical ability; evidence of intellectual initiative; achievement of major and minor objectives of the course.	B+	3.3
Good		B	3.0
		B-	2.7
Satisfactory	Intellectually adequate performance, of fair but not good quality, demonstrating an acceptable understanding of the subject matter and concepts; development of skills to a satisfactory level; adequate interpretive and analytical ability; achievement of major objectives of the course; some minor objectives may not be achieved. The bottom of this range (C-) is the minimum satisfactory standard of achievement in a course. In courses graded CR or NC, CR denotes that the student has attained at least the C-level.	C+	2.3
		C	2.0
		C-	1.7
Poor	Minimally acceptable performance, demonstrating some understanding of basic subject matter and concepts and partial development of relevant skills, with some evidence of interpretive or analytical ability; achievement of most but not all major objectives of the course; failure to achieve several minor objectives.	D+	1.3
Minimal Pass	The bottom of this range (D) indicates that the student has achieved a marginal level of performance which may not be sufficient background for success at the next level in the discipline.	D	1.0
Failure	Unsatisfactory performance, demonstrating an inadequate understanding of the basic subject matter; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve major and minor objectives of the course.	F	0