

HDPE 251
TEACHING FITNESS & PHYSICAL ACTIVITY CONCEPTS
Monday and Wednesdays
1:10 PM to 2:40 PM
Various Meeting Places
Spring Semester, 2008

Instructor: Jim Carter

Office: 114A - Herrick Hall

Office Hours: Mondays and Wednesdays - 10 to 11 AM

Tuesdays - 9 to 10 AM

Additional office hours available upon request

Phone: 994-1993

email: james.carter@montana.edu

COURSE DESCRIPTION

This course introduces teaching practices for physical activity and fitness concepts appropriate for children and adolescents in school and recreational programs. Course content includes pedagogical methods, strategies, styles and techniques that encourage individuals to participate in and adhere to physical activity programs. The enrolled student will take an active role in the application of these pedagogical teaching strategies of delivering content.

COURSE OBJECTIVES

By the completion of this course, the students will

1. Enhance their ability to plan and teach physical activity lessons emphasizing fitness components, principles, and benefits.
2. Experiment with innovative approaches to teaching fitness that enhance the enjoyment, relevant and meaningful fitness oriented activities for students.
3. Examine innovative approaches to personal fitness testing to assist students to make appropriate decisions relevant to their personal needs and interests.
4. Analyze the health and life needs of students and assist them to design and implement an individualized fitness program consistent with their needs and interests.
5. Improve their ability to assist students to analyze consumer products and practices and make choices that are consistent with effective scientifically proven practices.
6. Examine ways to plan and teach fitness lessons consistent with the state and national standards and benchmarks on exercise physiology and physical activity.
7. Research the current national fitness tests, understand the components of these tests and be able to administer these tests in a K-12 setting.
8. QUICK FIRST AID PACK – these can be created by you or purchased from the American Red Cross. The pack should include band-aids, neosporine, plastic gloves, athletic tape, bandana, CPR protective mouth covering, disinfectant wipes, gauze pads, pencil or pen, note pad. This is required equipment and you must have one in your possession on your presentation day.

Tentative course sequence of content to be introduced

Jan. 16	Overview of Course	Readings/Outsource Specialist
Jan. 21	NO CLASS – MLK Day	
Jan. 23	Fitness Principles	Chapter 1,2 and 3
Jan. 28	Aerobic Fitness Principles	Chapter 5
Jan. 30	Group Assignment Sign-ups Taking HR, HR target zones	Chapter 5 Karvonen formula
Feb. 4	Exercise ball / bosu balance trainer	Kelly Crosby
Feb. 6	Step Aerobics & Exertubes	Lisa Prugh
Feb. 11	Resource Day, presentation preparation	
Feb. 13	Muscular Strength & Endurance Lecture	Chapter 6
Feb. 18	NO CLASS – Presidents Day	
Feb. 20	Water Exercise	Katherine McLaughlin
Feb. 25	Strength & Conditioning	Doug Samuelson
Feb. 27	Snow Shoeing and Nordic Skiing Insta Activity	Group 1 Group 10
Mar. 3	Pedometers, etc. Insta Activity	Group 2 Group 1
Mar. 5	EXAM 1	
	NO CLASS – Spring Break Mar. 10 - 14	
Mar. 17	Flexibility Principles	Chapter 7
Mar. 19	Pilates	Linda Brawner
Mar. 24	Ladder Exercises, etc. Insta Activity	Group 3 Group 2
Mar. 26	Climbing Wall Insta Activity	Group 4 Group 3
Mar. 31	Fitness Testing Insta Activity	Group 5 Group 4
Apr. 2	Personal Fitness/Club Environment	
Apr. 7	Yoga	Nancy Ruby
Apr. 9	Exercise Physiology, Body Composition, etc	Dawn Tarrabochia
Apr. 14	Modifications for older adults, special needs Insta Activity	Group 6 Group 5
Apr. 16	Physio Balls, etc. Insta Activity	Group 7 Group 6
Apr. 21	Adventure Racing Insta Activity	Group 8 Group 7
Apr. 23	Active Recreation, etc. Insta Activity	Group 9 Group 8
Apr. 28	In-Line Skating, etc. Insta Activity	Group 10 Group 9
Apr. 30	Review and Wrap Up	
May 6	Final Exam- 4 to 5:50 PM	

GROUP PRESENTATION CHOICES

1) Snowshoeing & Nordic Skiing – Group 1

- a) Information on sizing of equipment, storage, costs, the specific techniques to learning how to do these activities, the various activities one could use in a school setting, and
- b) Resources:
 - a. MSU Outdoor recreation – Mike Cavaness
 - b. Sacajewea Middle School Health Enhancement specialist Rick Phillips or Karen Johnson
 - c. Emily Dickinson Elementary School Health Enhancement specialist Chris Fisher
- c) Log on & obtain lesson plans from www.winterfeelsgood.com
- d) Compose a benchmark skills check off sheet the student should acquire
- e) Compose a quiz that covers major take away information the student comprehend (identify the appropriate grade level)

2) Pedometers, Health Fitness Quackery and How to Chose a Club/Trainer – Group 2

- a) Use text “Pedometer Power “by Pangrazi
- b) Resources:
 - i. Emily Dickinson Elementary School Health Enhancement specialist Chris Fisher
 - ii. Hawthorne Elementary School Health Enhancement specialist Lynda Stuber
 - iii. How pedometers work, how to use them correctly and the emphasis of your presentation should be actual activities (many) that use pedometers.
- c) Health & Fitness Quackery
- d) How to choose a fitness club or fitness instructor or personal trainer
- e) Compose a benchmark skills check off sheet the student should acquire
- f) Compose a quiz that covers major take away information the student comprehend (identify the appropriate grade level)

3) Ladder Exercises, Core Stability Training exercises, Balance exercises & PNF Exercises & Big Sky Fit Kids Program – Group 3

- a. Resources:
 - i. Doug Samuelson MSU strength & condition coach
 - ii. noon intramural fitness instructors
 - iii. See instructor for additional resources
- b. Compose a benchmark skills check off sheet the student should acquire
- c. Compose a quiz that covers major take away information the student comprehend (identify the appropriate grade level)

4) Climbing Wall & Assessing Child's Posture – Group 4

- a. Resources:
 - i. Health Enhancement Specialist Chris Dover at Morning Star Elementary School
 - ii. Health Enhancement Specials Rick Phillips at Sacajewea Middle School
 - iii. Matt Parks at MSU Intramurals
 - iv. Meg at the Spire Climbing Center
 - v. Gary Lusin, PT
- b. Compose a benchmark skills check off sheet the student should acquire
- c. Compose a quiz that covers major take away information the student comprehend (identify the appropriate grade level)

5) Fitness Testing – Group 5

- preparing students to take the test, test protocol, test administration ideas, results, software for entering data, awards, testing special needs students – Fitness Gram and Presidential Challenge
- a. Resources:
 - i. contact health enhancement teachers at all three levels
 - ii. Health Enhancement Specialist Carol Cooke at Whittier Elementary
 - iii. Health Enhancement Specialist Rick Phillips at Sacajewa Middle School
 - iv. Health Enhancement Specialist Jo Wilcox at Bozeman High School
- b. Compose a quiz that covers major take away information the student comprehend (identify the appropriate grade level)

6) Modifications for Older Adults and Special Need Students– Group 6

- a. Resources:
 - i. Kay van Norman
 - ii. School adapted health enhancement specialist
- b. Compose a benchmark skills check off sheet the student should acquire
- c. Compose a quiz that covers major take away information the student comprehend (identify the appropriate grade level)

7) Physio Balls, Medicine Balls, Exertubes, Carpet Squares and Safe & unsafe stretching/flexibility exercises – Group 7

- a. Resources
 - i. Health Enhancement Specialist Lynda Stuber at Hawthorne Elementary School
 - ii. noon instructors for intramural fitness classes
- b. Compose a benchmark skills check off sheet the student should acquire
- c. Compose a quiz that covers major take away information the student comprehend (identify the appropriate grade level)

8) Adventure Racing and Triathlon training in the schools, 5k/10k training in the schools, GPS Orienteering – Group 8

- a. Resources:
 - i. Tony at Fleet Feet
 - ii. George with BSF
- b. Compose a benchmark skills check off sheet the student should acquire
- c. Compose a quiz that covers major take away information the student comprehend (identify the appropriate grade level)

9) Active Recreation - Hiking (day hikes) - Group 9

- How to find out about City/County Trails, Backpacking (overnight) Biking & Mountain Biking – Parental Permission slips, equipment & clothing
- a. Resources:
 - i. Health Enhancement Specialist Tom Kostraba at Sacajewea Middle School
 - ii. MMA – Erin Taylor
- b. Compose a benchmark skills check off sheet the student should acquire
- c. Compose a quiz that covers major take away information the student comprehend (identify the appropriate grade level)

10) In Line Skating and Roller Skating and Roller Skis – Group 10

- a. Resources
 - i. Health Enhancement Specialist Jo Wilcox at Bozeman High School
 - ii. BSF
- b. Compose a benchmark skills check off sheet the student should acquire

- c. Compose a quiz that covers major take away information the student comprehend (identify the appropriate grade level)

GROUP PRESENTATION LOGISTICS

1. You are to work collectively in your group and will assume the “in class experts” role. We are looking to you as a resource for your group’s assigned topic.
2. You will be evaluated by your presentation peers, class peers and the instructor on your presentation
 - If you met outside of class during the pre-arranged times
 - If you contributed significantly to this project
 - Your cooperation in completing this assignment
 - The workload was EQUALLY divided among the members
 - The quality of the resource provided
3. Group presentation to your course peers via a lecture/PowerPoint but most importantly, a “hands on” entire class participatory experience. As part of the presentation, your group will present the actual equipment needed to deliver the “unit”, where to purchase/order it (approximate cost) and how it should be stored/maintained. REMEMBER, each member needs to present material, each of you will be evaluated on verbally delivering information. All of you are the experts on this subject matter that your course can go to for answers to questions. PLEASE do a dry run prior to class time, to ascertain smooth delivery, transition and time frame. This is a group project.

In the course syllabus a contact name for your area of content is listed. This person MUST be contacted. Do not expect to call them the night before the presentation – these teachers are often hard to track down so start early. If this person is not contacted – you choose someone else – this must be APPROVED by the instructor 2 weeks in advance of your presentation.

Each person in the group is responsible for ALL of the content that has been assigned that day. IT IS NOT okay to divide into 2 or 3 topics and only master one of them. You are all receiving a group grade – therefore you must ALL participate in ALL content areas.

Please refer to Evaluation Form to see how comprehensively you will be assessed.

4. Project components/ Assessment:
 - A. Overview of activity
 - B. Equipment description/ costs – Storage of equipment, available grants/funding sources
 - C. Safety Issues for that particular activity

For A, B & C - WILL BE INCLUDED IN THE COURSE PACKET THAT YOU WILL HAND OUT TO THE CLASS – therefore when your group presents this information just provide an overview then refer your classmate to materials you handed out. This provides you the maximum amount of time to focus on the “hands on” component of your presentation/activities.

D. Techniques for teaching this activity area

E. Actual lesson/sequence of information presented of the “hands on” material – just as we will have from the outsource professionals instructing us – this is your turn to be the “content expert” and teach us. Your role is to bring us up to speed so we can teach it to our students. **ALL OF YOU MUST TEACH A PART OF THIS ACTIVITY** (use learning centers) – **DO NOT DIVIDE THIS UP INTO AREAS AND ONLY INSTRUCT A PART OF THE TOTAL PRESENTATION.**

F. Packet of the information you have gathered for the presentation to be shared with your classmates. Your group must provide copies for each classmate and the instructor. **DO NOT** photo copy pages from sources to be used in the packet unless they are diagrams. Source must be cited – text title, page number & author. **CREATE A TABLE OF CONTENTS WITH PAGE NUMBERS** for this handout.

The packet must include the activities that you will use in the teaching part of this presentation.

G. Four sources must be used – you will be assessed on the quality of the source. **ONLY ONE** source may be an Internet source & **ONE MUST BE** an expert person that you have met with and interviewed prior to the presentation. There needs to be a contact person for each content area covered.

H. **WHEN CONTACTING A PUBLIC SCHOOL TEACHER DO NOT LEAVE AN OUT OF BOZEMAN PHONE NUMBER FOR THEM TO RETURN A CALL.** Teachers cannot call long distance numbers from their school phones. Contacting them via email might be a better option.

I. An outline of the topics that your group will present, along with the name of the group member responsible for **EACH** topic & **SUB TOPICS** must be turned in to the instructor – 1 **WEEK** prior to the presentation. Failure to do so will result in a deduction of 30 plus points per group member. It is **NOT** okay to list **JUST Biking – Jimmy Jo** – sub topics must also be listed such as – helmet fitting, bike repair & maintenance etc. Late outlines = deduction in the overall point total for the presentation. This outline should be thorough as to who is teaching what and the exact topics each is responsible for.

J. Organization/preparation & **CREATIVITY** of this presentation. Included in this might be creative means of pairing or grouping members of our class for the activities or unique presentation of the topic/s.

- K. This presentation will be a major part of your grade for this class. It is NOT okay to begin work on this the night/day before the presentation. The earlier you begin to gather info, the better this will be.

PLEASE NOTE: What might be acceptable in other class presentations, is not in this particular class – please follow the above “words of wisdom”. Do not hesitate to contact the instructor with questions/queries and need of clarification.

COURSE EVALUATION/GRADING

1. Group Warm Up/Instant Activity
2. Midterm Exam
3. Group Presentation
4. Final Exam
5. Resource Handbook

NOTEBOOK ASSIGNMENT

1. Overall Table of contents – listing each page content & corresponding page number –overall table listing all sections – each individual tables for each section starting at page #1 for each individual table – this will allow you to add materials in the years to come. These individual tables should be placed at the front of each new section.
2. Pages numbered
3. Tabs for each topic that are labeled not numbered –tabs MUST MIRROR THE COURSE OUTLINE TOPICS – one for each fitness topic covered in class. THESE MUST BE PURCHASED NOT HAND MADE.
4. Name on notebook
5. Contents to include all handouts provided in class during class presentations

THANK YOU NOTES will be composed by groups TBD. Your group will purchase a card, write the thank you, then have all of the class members sign it, address it and mail it.

HDPE 251 – Teaching Fitness and Physical Activity Concepts
Spring 2008

Acknowledgement of Academic and Behavioral Expectations

DUE: Monday FEBRUARY 4, 2008

By signing this Document, I, _____ :

(Print your name)

You currently are an apprentice in teaching and must accept the following behavioral expectations:

1. Attendance in each class – unexcused absences will result in drop of one letter grade from your achieved total for each occurrence
2. Presentable and active oriented clothing – on participation days (most classes) you are required to have gym shoes and clothing appropriate for the movement theme that will be presented - Instructor reserves to right to dismiss you if you are wearing inappropriate clothing, i.e. low riding pants, high rising shirts
3. Being tardy or leaving class early will result in half letter grade from your achieved total for each occurrence
4. NO TALKING TO CLASS PEERS DURING THE LECTURE OR WHILE PEERS ARE PRESENTING. THIS IS DISRESPECTFUL BEHAVIOR.
5. Any form of engagement in electronic behavior during class (i.e. ringing cell phones, answering cell phones, text messaging friends and family, working on a laptop, listening to Ipods/MP3 etc.) is not acceptable during the class period. You will be asked to leave the classroom and not return during that session. Half letter grade will be deducted from your achieved total
 - a) Mobile communication devices MUST BE TURNED OFF and stowed away during class sessions
 - b) ELECTRONIC devices are NOT permitted during examinations
6. In reference to Carnegie Units/Hours, 6 hours of outside class time per week is expected; please refer to this link:
 - o <http://www.lavc.edu/vccc/documents/carnegieunits.html>
7. Verify that I have read the entire course syllabus for HDPE 251 - Teaching Fitness and Activity Concepts, know the dates of EXAMS and when the Activity Presentations take place for each group number.
8. Understand the guidelines and expectations of this course.
9. Agree to attend all classes during this 15-week session, unless extraordinary circumstances prevent me from doing so.
10. Agree to come to class prepared by doing the assigned readings and completing writing assignments before I come to class.
11. Agree to proofread my papers before handing them in and to only turn in quality papers in this course.
12. Agree that if I have any questions about the course I will first refer to my syllabus to find the answer, check in with other students, and then contact my instructor.
13. Agree that I will do what I need to do, as outlined in the syllabus, to get set up on the class List Serve/WebCT in order to receive information about the course.
14. Agree to take full responsibility for my learning and gathering the material presented in this class.
15. I will NOT CHEAT during exams and if I do and the instructors identifies that I have, I will immediately drop the class.

Student Signature

Date

*This Acknowledgement of Course Expectations MUST be READ, SIGNED and TURNED IN to the instructor on **Monday February 4, 2008** or student will be asked to drop this class.*