Kinesiology 342
Creating Effective, Developmentally Appropriate, Physical Activity Learning Environments
Winter 2022

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Office Hours: By appointment, arranged through e-mail

Acknowledgement
UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site. We acknowledge and thank the xʷməθkʷəy̓əm (Musqueam), Tsleil-Waututh and Skwxwú7mesh (Squamish) peoples.

To learn more about First Nations and Indigenous territories where you live, please visit native-land.ca

Course Description
KIN 342 (previously KIN 369) is the foundational course for undergraduates in the School of Kinesiology who wish to acquire the pedagogical skills and knowledge required to design and implement, developmentally appropriate physical activities learning environments in a variety of settings. This includes fitness instructors, physical and health education teachers, physical literacy instructors, specific sport coaches, and instructors of persons with special needs.

Course Prerequisites
Kinesiology 140 (and third-year standing).

Course Format
Students will attend two, one-hour lectures and one, two-hour lab per week.
Lectures: Monday and Wednesday’s 12-1pm P.A. Woodward IRC, Room 1
Labs: Wednesday’s 10-12pm Osborne Centre, Unit 1, Room 203 & Gymnasium

Resources
- Lecture and Lab Material: Will be available to you on Canvas.
- Required Text: Rink, Judith, Teaching Physical Education for Learning, 8th Edition

Course Objectives:
Upon conclusion, students will be able to
Plan

- Develop lesson plans that link instructional goals with student needs
- Incorporate the principles of learning to select developmentally appropriate instructional strategies to facilitate student learning
- Design safe learning opportunities that support the physical, cognitive, social, and emotional development of diverse populations
- Utilize current disciplinary and pedagogical knowledge to design developmentally appropriate, effective learning experiences
- Select effective teaching resources and curriculum materials to plan effective learning experiences

Implement

- Acquire and demonstrate effective, developmentally appropriate, teaching skills
- Use effective, developmentally appropriate, verbal and non-verbal communication skills to motivate students
- Use developmentally appropriate instructional cues and prompts to facilitate learning
- Implement developmentally appropriate direct, and indirect, instructional strategies to facilitate student learning
- Apply current pedagogical knowledge to implement effective, developmentally appropriate learning experiences
- Implement safe learning opportunities that support the physical, cognitive, social, and emotional developmental of diverse populations
- Incorporate pedagogical research to inform and improve the instructional process
- Acquire and demonstrate the ability to manage students and the learning environment in order to maximize learning opportunities
- Use a variety of resources to develop as a reflective professional

Assess

- Identify and implement developmentally appropriate authentic and traditional assessment tools to assess student learning
- Identify and implement authentic tools to self-assess teaching skills and physical activity learning environments

Course Evaluation

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<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tr>
<td>Midterm</td>
<td>20%</td>
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<tr>
<td>Unit and Lesson Plans</td>
<td>30%</td>
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<tr>
<td>Teaching Assessment</td>
<td>20%</td>
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<tr>
<td>Open Book Final</td>
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1) Midterm Exam: 20%

- Content is based on the information covered up to date. This includes course lectures, labs, textbook chapter readings, and class notes.
  - Learning objective to demonstrate an understanding of:
    - effective teaching mechanic and the characteristics of effective physical activity learning environments
    - the characteristics of effective physical activity leaders
- the development characteristics of learners
- the concept and importance of physical literacy
- the principles of motor development
- the sequential phases of selected fundamental movement skills

- Format of midterm will be multiple choice, multiple select, fill in the blank, case study, and short/long answer.

2) Written Unit and Lesson Plans: 30%
- Learning objective:
  - Demonstrate your ability to design effective physical activity lesson plans
- This assignment will be evaluated in three parts;
  - Unit Plan (10%)
    - You and your partner will develop a unit plan based on a unit focus discussed in the course
  - Lesson Plan 1 (10%)
    - You and your partner will create a lesson plan together, using your unit plan.
  - Lesson Plan 2 (10%)
    - You will create one more lesson plan individually, using your unit plan.

3) Teaching Assessment: 20%
- Learning objective:
  - Demonstrate your ability to implement effective physical activity lesson plans
- This assessment will be evaluated in two parts;
  - Application of teaching mechanics & lesson criteria (15%)
  - Lesson analysis and self-reflection (5%)

4) Open Book Final Exam: 30%
- Content is based on the information covered up to date. This includes course lectures, labs, textbook chapter readings, and class notes.
  - Learning objective
    - To demonstrate the knowledge and understanding required to plan, implement, and assess effective physical activity learning environments
- Format;
  - Open book exams tend to ask students to apply, analyze, synthesize, compare/contrast or evaluate information. I am testing whether you understand the “big picture” of the course and how course concepts work together.
  - For example, you might be given a problem or a scenario and asked to apply concepts from several parts of the course to it to develop an answer.
  - I will be looking for well-structured and presented arguments or solutions.

**Important Dates**

*Subject to change
Midterm: Monday, February 14th
Unit/Lesson Plans: March 7-14th*
Teaching Assessment: Wednesday, March 24-31st*
Final exam: April 12-27
**Course Content Schedule**
*Subject to change*

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<tr>
<th>Dates of Class</th>
<th>Module Outline</th>
<th>Lab Outline</th>
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<tr>
<td>Week 1 – January 10th</td>
<td>Physical Literacy</td>
<td>N/A</td>
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<tr>
<td>Week 2 – January 17th</td>
<td>Teaching Physical Activities</td>
<td>Fundamental Movement Skills</td>
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<td>Week 3 – January 24th</td>
<td>Factors that Influence Learning</td>
<td>Cooperative Game</td>
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<td>Week 4 – February 1st</td>
<td>Designing Learning Experiences and Tasks</td>
<td>Hall of Shame Games</td>
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<td>Week 5 – February 7th</td>
<td>Task Presentation</td>
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<td>Week 6 – February 14th</td>
<td>Content Analysis and Development</td>
<td>Net Wall</td>
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<td><strong>Week 7 – February 21st</strong></td>
<td><strong>READING WEEK</strong></td>
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<td>Week 8 – February 28th</td>
<td>Planning/Developing and Maintaining a Learning Environment</td>
<td>Batting and Fielding Games</td>
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<td>Week 9 – March 7th</td>
<td>Teaching During Activity</td>
<td>Invasion Games</td>
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<td>Week 10 – March 14th</td>
<td>Teaching Strategies</td>
<td>Games Summary</td>
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<td>Week 11 – March 21st</td>
<td>Content-Specific Pedagogy</td>
<td>Peer Teaching</td>
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<td>Week 12 – March 28th</td>
<td>Student Motivation, Personal Growth, and Inclusion</td>
<td>Peer Teaching</td>
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<td>Week 13 – April 4th</td>
<td>Assessment in the Instructional Process</td>
<td>Peer Teaching</td>
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<td>Exam Period – April 12-27</td>
<td>OPEN BOOK FINAL EXAM (TBD)</td>
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**Attendance and Participation**

As this course is in person, your attendance and participation are expected at all lectures and labs. Students in Kin 342 are encouraged to make the transition from the student role to the role of being a responsible, professional leader and, in so doing, begin their journey of professional growth. For this reason, it is expected that students in Kin 342 will take responsibility for their personal professional development by adhering to course policies and requirements, by making meaningful contributions to Kin 342 classes and labs, and by maximizing the benefits that can be gained from the learning experiences provided in this course.

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All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action. It is your responsibility to become familiar with the University of British Columbia’s Academic Honesty and Plagiarism Policies, as well as the Student Declaration and the consequences of violating these policies.