



School of Kinesiology
210, War Memorial Gym
6081 University Boulevard
Vancouver, B.C., Canada V6T 1Z1

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

Instructor: Amanda Jones
E-mail: a.jones@ubc.ca
Office Hours: By appointment, arranged through e-mail

Teaching Assistant: Julia McKenna
E-mail: julia.mckenna@ubc.ca

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 xwməθkwəy̓ əm (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

One of KIN 140, KIN 284 (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 Osborne Centre - Unit 1, Room 203

Labs: Thursday's or Friday's 1-3pm Osborne Centre, Unit 1, Gymnasium A

Resources

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

Course Objectives

Upon conclusion, students will be able to **plan, implement, and assess** effective physical activity learning environments;

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
- 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
- Acquire and demonstrate the ability to manage students and the learning environment in order to maximize learning opportunities

Assess

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

Course Evaluation

Assessment Breakdown:	Weight %
Midterm Exam: <i>Wednesday, October 5th</i>	15%
Unit and Lesson Plans: <i>October 31 - November 9th</i>	45%
Peer Teaching Lab: <i>November 3 - 25th</i>	25%
Teaching Assessment: <i>November 28 – December 11th</i>	15%

***Must complete all assessments above to successfully complete the course.**

**Dates subject to change*

1) Midterm Exam: 15%

- Learning objective:
 - o Demonstrate your knowledge and understanding of effective physical activity learning environments
- Format;
 - o Multiple choice, multiple select, short and long answer.
- Content is based on the information covered up to date.
 - o This includes course lectures, labs, textbook chapter readings, and class notes.

2) Written Unit and Lesson Plans: 45%

- Learning objective:
 - o Demonstrate your ability to design effective physical activity learning environments
- This assignment will be evaluated in three parts;
 - o Unit Plan (20%)
 - You and your partner will develop an 8 lesson unit plan
 - o Lesson Plans (15%)
 - You and your partner will create plans for lesson #4 and #5 of your unit plan
 - o Lesson Script (10%)
 - You and your partner will develop a lesson plan script, using lesson #5

3) Peer Teaching Lab: 25%

- Learning objective:
 - o Demonstrate your ability to implement effective physical activity learning environments
- This assignment will be evaluated in two parts;
 - o Peer Teaching Lab (15%)
 - You and your partner will co-teach lesson #4 from your unit plan
 - o Teaching Lab Reflection (10%)
 - You will write an analysis and self-reflection of your teaching lab

4) Teaching Assessment: 15%

- Learning objective:
 - o Demonstrate your ability to assess effective physical activity learning environments
- Format;
 - o You will be asked to apply, analyze, compare/contrast and evaluate information from several parts of the course to develop an answer.
- Content is based on the information covered up to date.
 - o This includes course lectures, labs, textbook chapter readings, and class notes.

Course Content Schedule

**Subject to change*

Dates of Class	Module Outline	Lab Outline
Week 1 – September 5 th	Physical Literacy	N/A
Week 2 – September 12 th	Teaching Physical Activities	Target Games
Week 3 – September 19 th	Factors that Influence Learning	Striking & Fielding Games
Week 4 – September 26 th	Designing Learning Experiences and Tasks	N/A
Week 5 – October 3 rd	Midterm	Net/Wall Games
Week 6 – October 10 th	Task Presentation	Invasion Games
Week 7 – October 17 th	Content Analysis and Development	Gymnastics
Week 8 – October 24 th	Planning and Maintaining a Learning Environment	Fundamental Movement Skills
Week 9 – October 31 st	Teaching During Activity	Peer Teaching
Week 10 – November 7 th	Mid-term Break 9-11 th	N/A
Week 11 – November 14 th	Teaching Strategies	Peer Teaching
Week 12 – November 21 st	Content-Specific Pedagogy	Peer Teaching
Week 13 – November 28 th	Student Motivation, Personal Growth, and Inclusion	TBD
Week 14 – December 5 th	Assessment in the Instructional Process	N/A
Exam Period – December 11-22		

Course Policies

Lines of Communication

Canvas: Information about this course, lectures, and important reminders will be made available on the course website. This information can be accessed on Canvas, so please check the site regularly.

E-Mail: Please include KIN 342 in the subject line of your e-mails to myself and Julia. We will aim to respond within 48 hours, however we will not respond on evenings or weekends, so take this into consideration when you send an e-mail that requires a response. Should you have academic concession requests or questions surrounding your assignment grades these need to be addressed face-to-face, either before or after class or by booking a time to meet in person or over zoom.

Attendance and Participation

As this course is in person, your attendance and participation are expected at all lectures and mandatory at all labs. Please wear athletic clothing and running shoes and be ready to participate in active components for all 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 and 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.

University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

Academic Integrity

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.

Accessibility

If you have any challenges accessing materials that will impact your success in this course, UBC's Centre for Accessibility can support your needs by providing appropriate accommodations to support you.

Web: <https://students.ubc.ca/about-student-services/centre-for-accessibility>

Email: accessibility@ubc.ca

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