

**GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF PHYSICAL EDUCATION, ATHLETICS, AND
KINESIOLOGY**

**P.E. 2930 INTRODUCTION TO THE MOVEMENT ACTIVITIES OF
CHILDREN AGED 5 TO 12 YEARS**

**Winter 2004
Course Outline – B3**

INSTRUCTOR: Beth Goldie
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CLASS SCHEDULE Tuesdays and Thursdays 4:00 – 5:20 pm
AND LOCATION: Rm. J228 and St. Clement's school (Schedule and map to follow.)

TRANSFERABILITY: PEDS 293 (3) -University of Alberta
1 unspecified EDUC. or KNES (3) - University of Lethbridge
Jr. KNES (3) -University of Calgary
(Students planning to attend U of C or U of L may receive credit for GPRC's PE 2920 as well as PE 2930.
Please see your instructor and advisor.)

ATTENDANCE: Regular attendance and participation are expected in ALL sessions since much of the information provided cannot be obtained in any other way. It is a policy of our department that a student who misses more than 10% of the total number of classes may be disallowed from writing the final exam. Also see Regulations and Policies section of the GPRC Calendar for college policy on being debarred from exams.

DRESS: Appropriate clothing (e.g. shorts and T-shirt, sweats) is required for gym activities. Most practical work in the gymnasium is done in bare feet or running shoes.

REQUIRED TEXT: Wall, Jennifer and Murray, Nancy. (1994) *Children and movement: physical education in the elementary school*. Dubuque, IA: Wm. C. Brown Publishers. (Photocopied version in Bookstore.)

COURSE REQUIREMENTS:

Project	30%
Midterm exam	30%
Final exam	<u>40%</u>
	100%

The project is due on March 18. If you choose to hand it in from March 19-25, you will receive a 50% deduction in your grade. If you choose to hand it in after March 25, you will receive a '0' grade.

Grading will follow these GPRC approved guidelines as closely as possible:

<u>Alpha Grade</u>	<u>4-pt Equivalent</u>	<u>Percentage Guidelines</u>	<u>Designation</u>
A+	4.0	90-100	Excellent
A	4.0	85-89	Excellent
A-	3.7	80-84	First Class Standing
B+	3.3	76-79	First Class Standing
B	3.0	73-75	Good
B-	2.7	70-72	Good
C+	2.3	67-69	Satisfactory
C	2.0	64-66	Satisfactory
C-	1.7	60-63	Satisfactory
D+	1.3	55-59	Minimal Pass
D	1.0	50-54	Minimal Pass
F	0.0	0-49	Fail

LEARNER OBJECTIVES: The student will be able to demonstrate:

- 1.) Knowledge of developmentally appropriate activities for children 5 to 12 years of age .
- 2.) An understanding of the psychomotor, cognitive and affective characteristics and needs of children, with an emphasis on the psychomotor domain.
- 3.) Knowledge and understanding of movement concepts, with emphasis on their application to a variety of movement activities.
- 4.) Observation skills for assessing and understanding of children's movement.
- 5.) Knowledge of suitable environments for children to learn movement activities.

COURSE CONTENT:

Theory, discussion, observation, and practical work will run concurrently throughout the course in both classroom and gymnasium settings. The content listed below will be integrated for presentation rather than considered separately.

1. A study of developmentally appropriate movement activities for children 5 to 12 years of age.
 - a.) movement skill acquisition.
 - b.) various types of activities with an emphasis on Dance, Games, and Gymnastics.
 - c.) the organization and progressive development of activities.
(e.g., modifying activities and tasks)
2. An introduction of the characteristics and needs of children 5 to 12 years of age.
 - a.) growth and development.
 - b.) cognitive, affective and psychomotor characteristics.
 - c.) the needs of children for physical activity
 - d.) the benefits of a physically active lifestyle.
3. Movement analysis
 - a.) Laban's concepts of movement (body, space, effort and relationships).
 - b.) basic kinesiological principles for movement skills.
4. Observation of children in activity settings.
 - a.) observation techniques
 - b.) identification of levels of skill proficiency
 - c.) analysis of child's use of movement concepts.
5. The provision of suitable environments and activities for children 5 to 12 years of age.
 - a.) suitable equipment and environments for the promotion of activity
 - b.) ways of accommodating a range of individual differences to promote successful learning opportunities for children.
 - c.) the values of free play and structured activity settings.