

## **KIN 4320 Adventure Curricula and Challenge Course Facilitation KIN 4321 Teaching Secondary School Physical Education**

The purpose of combining KIN 4320 and KIN 4321 is to challenge your beliefs as a pre-service teacher about teaching physical education. Research on teaching physical education concentrates on teaching effectiveness from the perspectives of teachers and students (Silverman and Ennis, 2003). This research addresses such issues as classroom management, the relationships between student and teacher behaviors and student learning, how students interpret the intended instruction from the teacher, and how teaching methods influence learning. As a pre-service teacher, you will be asked to address and reflect on these issues throughout the courses using the e-portfolio.

The focus of KIN 4320 is on adventure education and cooperative activities suited for physical education classes in secondary schools. Adventure education uses physical activities to teach students about teamwork, effective communication, trust and other issues. Adventure activities are used to help students learn about highly valued concepts in novel settings that differ substantially from the traditional sports-oriented directive teaching strategies commonly used in physical education. This does not mean that traditional physical education activities focused on learning motor skills are less important; it means that motor skills and sport-related activities can be used to put greater emphasis on bigger issues and concepts such as teamwork and effective communication. Physical education teachers can greatly impact how secondary school students see themselves as members of a social group, and teach them skills that will help them become valued team members in the classroom and in society.

The focus of KIN 4321 is on teaching as a process. Because it is a process, teaching is interactive and, to a large degree, context specific. Not only must teachers have the technical skills of teaching, they must also be able to use those skills appropriately in particular situations (Rink, 1998). In these courses, you will experience community and team building activities, peer coaching, team teaching, and teaching in the "real world." A major part of these courses is directed toward describing, demonstrating, and practicing technical teaching skills. A goal for you as a pre-service teacher is to identify, describe, and practice effective management and teaching behaviors.

Students who decide to enter the physical education teaching profession often have an image of "*the teacher*" based on physical education teachers or coaches they had in high school. Due to preferred learning styles and personal values, students have a biased idea of the "*good teacher*". We ask you to remain open-minded, receptive to a different way of teaching physical education, and willing to try new ideas. Teaching is not about you, the teacher; it's about your students learning new skills and concepts. Learning is as varied as the number of students you teach. Therefore, learning and practicing many different teaching strategies benefits your own professional growth *and* your future students.



**CATALOGUE DESCRIPTION KIN 4320**

Enhance the understanding of the principles of experiential education through hands-on experiences with challenge course and adventure activities and a focus on integrating these activities in secondary school curricula. Course is designed to help the beginning teachers implement individual leadership and teamwork challenges for their students. Additional training is required for low challenge course facilitator certification. Credit: Three hours. KIN 4321 must be taken concurrently. *Prerequisite:* KIN 2332, junior or senior status, department approval.

**CATALOGUE DESCRIPTION KIN 4321**

Curriculum planning, materials selection and evaluation, Texas Essential Knowledge and Skills (TEKS), class management, and teaching-learning process for secondary school physical education teachers. KIN 4320 must be taken concurrently. *Prerequisite:* KIN 2332. ***Teaching experiences required and will be accomplished through individual teaching episodes at the secondary level in the public schools. Additionally, peer observation protocol will be administered and utilized throughout the semester.***

**COURSE GOALS KIN 4320 (Learning outcomes are specified in the course schedule)**

At the end of KIN 4320, the student will be able to:

- 1) Use physical activities to induce experiential learning related to working cooperatively towards a common goal, effective communication, accountability, responsibility, and problem solving;
- 2) Realize (literally and figuratively) the potential of adventure education and student-focused cooperative learning in secondary school physical education;
- 3) Understand the different teaching styles and be able to apply various styles within one lesson (common to KIN 4320 and KIN 4321);
- 4) Learn from master physical education teachers and secondary school students through a phenomenological research project;
- 5) Create a personal electronic archive to document the learning process and store individual and collaborative learning products;
- 6) Work individually and collaboratively face-to-face and through the course's website to create a support community of professionals.

**COURSE GOALS KIN 4321 (Learning outcomes are specified in the course schedule)**

At the end of KIN 4321, the student will be able to:

- 1) discuss the role and relevance of physical education in enhancing student learning in the secondary school curriculum.
- 2) identify and implement the fundamental tasks of teaching involved in designing creative and effective physical education curricula (8.1, 8.3, 9.2).
- 3) describe factors that influence student learning and identify the role(s) of the teacher in manipulating those factors to enhance student learning (1.2, 1.3, 1.4, 1.5, 5.2, 6.2).
- 4) develop and implement creative and effective secondary physical education learning experience plans (based on TEKS) for peer and field experience teaching episodes integrating experiential learning strategies and teaching styles (1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 5.2, 5.3, 7.2, 8.1, 8.5, 9.1, 9.4, 10.1, 10.2).
- 5) analyze peer and field experience teaching episodes through the use of video/audio tapes using appropriate systematic observation tools and revise learning experience plan(s) to enhance student learning (10.1, 10.2).
- 6) reflect on the experience of developing and implementing creative and effective secondary physical education learning experience plans for peer and field experience teaching episodes

integrating experiential learning strategies and various teaching styles (1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 5.2, 5.3, 7.2, 8.1, 8.5, 9.1, 9.4, 10.1, 10.2).

- 7) identify, demonstrate, and reflect on behavior management strategies useful in establishing effective classroom management to enhance student learning (5.1, 5.3, 6.2, 7.3, 10.2).
- 8) identify and discuss issues associated with teaching physical education (ethics, legal liability, negligence, state and federal regulations) after experiencing peer teaching and observing in the public schools (11.1, 11.2).
- 9) advocate for quality daily physical education in K-12 public school settings.

## COURSE MEETINGS

Course	Days & Time	Location
KIN 4320	M & W 10:30 to 11:50	MGYM 120; Challenge Course
KIN 4321	M & W 11:50 to 1:10	MGYM 120/118

## INSTRUCTOR INFORMATION

INSTRUCTORS: Ana L. Cisneros, MS  
 OFFICE: College of Health Sciences, 441  
 TELEPHONE: Office: (915) 747-7266  
 EMAIL: [alcisneros@utep.edu](mailto:alcisneros@utep.edu)  
 OFFICE HRS: M/W 3 – 4:30 or by appointment

## REQUIRED COURSE TEXTS:

### KIN 4320

1. Panicucci, J. (2003). *Adventure Curriculum for Physical Education: Middle School*. Beverly, MA, Project Adventure, Inc.
2. Reading packet available at UTEP Print Shop (located next to Library, across the street from Health Science Building).

### KIN 4321

1. Supplemental reading materials provided by instructors

## SUGGESTED SUPPLEMENTAL TEXTS:

Charles, C. M. (1992). *Building classroom discipline* (5<sup>th</sup> ed.). White Plains, NY: Longman.

Graham, G. (2001). *Teaching children physical education: Becoming a master teacher*. Champaign, IL: Human Kinetics.

Hellison, D. R., & Templin, T. J. (1991). *A reflective approach to teaching physical education*. Champaign, IL: Human Kinetics.

Magill, R. A. (1998). *Motor learning: Concepts and applications*. (5<sup>th</sup> ed.). Boston, MA: WCB McGraw-Hill.

Melograno, V. J. (1996). *Designing the physical education curriculum* (3<sup>rd</sup> ed.). Champaign, IL: Human Kinetics.

Mosston, M., & Ashworth, S. (1994). Teaching physical education (4<sup>th</sup> ed.). New York: Macmillan.

Schmidt, R.A., & Wrisberg, C.A. (2004). Motor learning and performance (3<sup>rd</sup> ed.). Champaign, IL: Human Kinetics.

Silverman, S. J., & Ennis, C. D. (2003). Student learning in physical education: Applying research to enhance instruction (2<sup>nd</sup> ed.). Champaign, IL: Human Kinetics.

### **WEBSITES AND RESEARCH SOURCES**

[www.tea.state.tx.us/rules/tac/ch116.html](http://www.tea.state.tx.us/rules/tac/ch116.html)

<http://www.texas.ets.org/texas/>

[www.pecentral.com](http://www.pecentral.com)

[www.teachervision.com](http://www.teachervision.com)

[www.peuniverse.com](http://www.peuniverse.com)

[www.pa.org](http://www.pa.org)

[www.aee.org](http://www.aee.org)



**NOTE: All PETE students must maintain a GPA of 2.75 or higher to graduate with a degree in Kinesiology and a minor in education.** Teaching is a complex art that cannot be mastered without competence in the necessary basic tools, skills, and knowledge offered in these courses.

**NOTE: ALL KIN STUDENTS SEEKING AN EDUCATION MINOR MUST MEET THE FOLLOWING REQUIREMENTS:**

- **THEA or TSI PASSING SCORES**
- **PASS CONTENT QUALIFYING EXAM**
- **MEET ALL OTHER REQUIREMENTS AS SPECIFIED ON COE APPLICATION**
- **MAINTAIN A GPA OF 2.75 OR HIGHER TO OBTAIN A MINOR IN EDUCATION AND BE ADMITTED INTO THE COLLEGE OF ED**
- **PASS STATE EXAMS PRIOR TO INTERNSHIP ACCEPTANCE**

**NOTE:** Students enrolled in KIN 4320 and 4321 must meet the course requirements for both courses. The course requirements listed for *both* courses in the above table only have to be done once and count for both courses. Those requirements listed only for KIN 4320 must be completed by students enrolled in KIN 4320; the requirements listed for KIN 4321 must be completed by students enrolled in KIN 4321.

***A STUDENT CAN FAIL THE COURSE OR BE ASKED TO COMPLETE ADDITIONAL TASKS IN SUBSEQUENT SEMESTERS IF THE INSTRUCTOR DETERMINE THAT THE STUDENT LACKS PROFESSIONAL BEHAVIOR, THE KNOWLEDGE, SKILLS, ATTITUDE, OR ENTHUSIASM FOR THE PROFESSION.***

### **SPECIFICATIONS OF LEARNING ACTIVITIES KIN 4320/4321**

**Class Assignments.** Class assignments criteria and standards will be provided in due time. All assignment products will be entered in the student's electronic portfolio. Class assignments include but are not limited to:

**Critical Reading Forms.** Readings assigned by the instructor will be read and critically reviewed through answering specific questions designed to focus the student's reading on important topics.

**Reflective Learning Statements.** Journaling allows students to reflect upon their experiences and assignments and share their thoughts, feelings, impressions, perceptions, and attitudes about their performance, an event, an assignment, and other learning experiences.

**Front Page.** Creation of a newspaper "front page" to facilitate reflection on student learning through class activities.

**Classroom Management Plan.** A formal, written classroom management plan supported by research is an invaluable starting point when dealing with the ever-changing features of a classroom.

**Fit Teacher Club.** This assignment is dedicated to helping future physical education teachers achieve their personal fitness and wellness goals.

**Interactive Student Notebook.** The ISN is the collecting document for most of the academic work completed in 4320/4321; the unique attributes of utilizing ISN's include the personal connection and ownership of the ISN document that has been created by each student personally, the ease of maintaining organization throughout the semester, and easy access to academic history and assignments.

**Personal Mission.** "...We must first be who we really are, then do what we feel guided to do, in order to have what we want."-Shakti Gawain As PETE students soon to enter the "real" world, it's important to step back and reflect on one's values and create a personal mission statement that will affirm or provide clarity to their present life as they become one step closer to their professional life.

**You must get into the habit of checking Blackboard and UTEP EMAIL at least once a day to make sure you do not miss any important announcements and/or due dates.**

## STUDENT RESPONSIBILITIES

1. **Attendance is required. Contact the instructor if you are going to miss a class.**  
Students are expected to attend and participate in all classes, please refer to the evaluation page for absence and tardy specifics. **If you are tardy three times it will be counted as one absence. If a student misses 3 classes consecutively without prior notice, I will attempt to contact you, if there is no communication or absences are not excusable you will be dropped from class if it is before drop date or given an F after the drop date.** Team work plays an enormous roll in adventure education especially at the beginning of the semester where trust, leadership, and team problem solving activities are shaping and molding the group for future success. Student absences during this period can be detrimental to individual and group success. Students are responsible for acquisition of material covered on days they were absent. Arrangements must be made with the instructor *prior* to an absence.
2. All assignments, reports, and other related coursework are to be turned in **at the beginning of the class period on the due date. NOTHING** will be accepted beyond the due date without prior approval of the instructor.  
**Read chapters ahead of time** and have assignments completed so you can actively participate in discussions and class activities.
3. **Expect to spend 6-9 hours per week outside of class on *each* course for a total of 12-18 hours.**

## TEACHER RESPONSIBILITIES

1. I will provide you clear instructions on class expectations and any performance gauging (in-class team work, in-class discussions, short papers, team work, presentations, any other homework).
2. I will foster learning and engagement. If at any time you feel that you are lost you have the right to contact me via e-mail or discussion board (I would prefer a discussion board so we can share the conversation for everyone) and ask me to go over material if need be or be more explanatory with my lecture.
3. I will check my e-mail at least two times a day during working hours and will answer back to you within 12 hours as long as you have followed the guidelines for e-mailing me.
4. I will return phone calls related to class activities in a timely manner.
5. I will provide feedback on your performance gauging activities in a timely manner.
6. I will keep you informed about your progress in the class at all times, and will make time to discuss your needs.
7. I will leave myself open to suggestions about improvement of the class and class related activities.
8. I will do all I can to ensure your learning and success in this class.

## SCHOLASTIC HONESTY AND DISCIPLINE

Students are encouraged to study together and to share their knowledge freely during the learning process, as well as cooperate to the best of their ability on group projects. However, during exams and quizzes no assistance from other students or outside sources is allowed (materials such as books and notes may not be used unless otherwise indicated by the instructor). Students should handle their answer sheets discretely by keeping them out of easy view of others. Students may discuss individual written assignments (i.e. lab reports, article reviews, etc.) but these assignments must be the student's own work. "Scholastic dishonesty--which includes the attempt of any student to present the work of another as his or her own, or any work which s(he) has not honestly performed or attempting to pass any examination by improper means--is a serious offense and will subject the student to disciplinary action. The aiding and abetting of a student in any dishonesty is held to be an equally serious offense. All alleged acts of scholastic dishonesty will be reported to the Dean of Students for disposition. It is the Dean of

Students' responsibility to investigate each allegation, dismiss the allegation, or proceed with disciplinary action in a manner that provides the accused student his or her rights of due process.

### **PROFESSIONAL CONDUCT**

During this course you will be expected to deal with your subject area, your colleagues, and yourself as a professional. Approach learning with offensive strategies rather than with defense and evasion. Demonstrate pride in your chosen profession through both your actions and your attitude. This includes being on time for class and coming to class prepared.

### **CENTER FOR ACCOMODATIONS AND SUPPORT SERVICES (915-747-5148)**

The Kinesiology Program seeks to provide reasonable accommodations for all qualified individuals with disabilities with respect to equal educational opportunities. It is the student's responsibility to present proper documentation to the faculty member in a timely manner in order to arrange for appropriate accommodations.

### **IMPORTANT REMINDERS:**

- **KIN ADVISORMANIA DAYS: Mar. 13 & Apr. 3**
- **COURSE DROP DEADLINE: Apr. 3, 2020**  
***It is the student's responsibility to drop any KIN course.***