KIN 4320 Adventure Curricula in Physical Education &
KIN 4321 Teaching Secondary School Physical Education

The purpose of this course 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.

The first focus of the course 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 second focus of the course 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 the challenge course and adventure activities and a focus on integrating these activities in secondary school curricula. The course is designed to help the beginning teachers implement individual leadership and teamwork challenges for their students. Additional training is required for the 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 are 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 phenomenological research project;
5) Create a personal electronic archive to document the learning process and store individual and collaborative learning products;

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:

6) Use physical activities to induce experiential learning related to working cooperatively towards a common goal, effective communication, accountability, responsibility, and problem solving;
7) Realize (literally and figuratively) the potential of adventure education and student-focused cooperative learning in secondary school physical education;
8) Understand the different teaching styles and be able to apply various styles within one lesson;
9) Discuss the role and relevance of physical education in enhancing student learning in the secondary school curriculum.
10) Identify and implement the fundamental tasks of teaching involved in designing creative and effective physical education curricula (8.1, 8.3, 9.2).
11) 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).
12) 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).
13) 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).

14) 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).
15) 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).
16) advocate for quality daily physical education in K-12 public school settings.

COURSE MEETINGS

Course	Days &Time	Location
KIN 4320	M & W 9:00 to 10:20am	MGYM 120; Blackboard
KIN 4321	M & W 10:30 to 11:50am	MGYM 120; Blackboard

INSTRUCTOR INFORMATION

INSTRUCTORS: Ana L. Cisneros, MS
OFFICE: College of Health Sciences, 441
TELEPHONE: Office: (915) 747-7266
EMAIL: alcisneros@utep.edu
OFFICE HRS: By Appointment

REQUIRED COURSE TEXTS:

All reading material will be provided on Blackboard.

SUGGESTED SUPPLEMENTAL TEXTS:

Charles, C. M. (1992). Building classroom discipline (5th ed.). White Plains, NY: Longman.

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

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

WEBSITES AND RESEARCH SOURCES

www.tea.state.tx.us/rules/tac/ch116.html
www.pecentral.org
www.teachervision.com
www.peuniverse.com
www.pa.org

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:

Reading Assignments. 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.

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 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 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 Statement. "…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.

THE ROLE OF Blackboard

This semester we will use Blackboard for submissions of assignments, reflections, and lesson plans as announced. Grades will be visible throughout the semester on blackboard. If students need help with blackboard, visit their virtual office during office hours M-F, 8 to 5pm online through blackboard. Blackboard provides 24/7 support at 747-HELP or through email helpdesk@utep.edu.

STUDENT RESPONSIBILITIES

Attendance/Tardy Policy: Students are expected to attend and participate in all classes. This course is face to face. Attendance is required and students must be on time. If needed, the class will change to an online format. For meetings online, the instructor needs to be able to see you and hear you to be counted present. Please make sure the instructor will recognize your name when logging into zoom meetings. Names not recognized will not be accepted into the meeting. Depending on how El Paso as a city is handling the pandemic please be prepared/aware that UTEP could shut down at any time and the course will switch to 100% online.

See the evaluation page for course attendance evaluation details. Students are responsible for acquisition of material covered on days they are absent. Arrangements must be made with the instructor ***prior*** to an absence. Attendance is taken at the beginning of class. ***Students who are tardy will have points subtracted from their Professional Behavior grade. Once you are absent 2 times, I will attempt to contact you. If there is no communication and/or you acquire 3 absences you will be dropped from this course.***

1. 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.
2. **Read chapters ahead of time** and have your assignments completed so you can ask and respond to questions in class, complete quizzes successfully, and be involved in discussions/ assignments.
3. Expect to spend 6-9 hours per week **outside of class** on *each* course.
4. ***Cell phones should not be seen or heard during class.***
5. ***No pictures or recording is permitted in this course.***

COVID-19 PRECAUTIONS

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org

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 if 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:

- **COURSE DROP DEADLINE: APRIL 4, 2025**
  It is the student's responsibility to drop any KIN course.

TENTATIVE EVALUATION OF STUDENTS

KIN 4321- Teaching Secondary Physical Education

Category	% of Grade	Points Possible 800	Points Made
Professional Behavior I: daily attitude, and enthusiasm for the profession (based on TX Code of Ethics for Educators) to include use of cell phone at inappropriate times, preparedness and participation in class discussion and activities, and course work submission. (-5 each infraction) Attendance, participation and punctuality. ***0 absences= 120; 1 absence=100*** ***2 absences= 90*** ***3 or more -20 each*** ***Tardies: -10 each***	13%	**100**	_____
Class Assignments 1) Reading Assignments 2) Interactive Student Notebook (ISN) 3) Reflective Learning Activities: 5 minutes reflections, depth, awakenings, meaning 4) Mini Teaches- 2 5) Management Plan 6) Mock Interviews 7) Personal Mission Statement 8) Final (2 parts) *PPR Exam	53%	**(420)** 100 25 x 2= 50 10 2 x 20= 40 50 20 50 50 +50= 100	 _____ _____ _____ _____ _____ _____ _____
Application: Teaching and Thinking while Planning • 2 Observation Hours & Reflection for MS • Teach 1: Mosston's Teaching Style	27%	**(220)** 20 100+100	 _____ _____
Fit Teacher Club • Group Fitness Instruction w/routine (20 minutes) ▪ FITNESSGRAM (FG) - pre- & post**-(healthy fitness zone in all categories = 30 point bonus)**	7%	**(60)** 15 + 15= 30 15 + 15= 30	 _____ _____
EXTRA POINTS*: TExES State Exams: By passing the state exam during the semester, you can earn 15 bonus points per exam*		**30 points possible**	

Grades will be determined according to the following scale:
A = 720 - 800 B = 640 - 719 C = 560 - 639 D= 480 - 559 F= Below 559

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:

- **PASS CONTENT QUALIFYING EXAM (240 Exams)**
- **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 EDUCATION**
- **PASS STATE EXAMS PRIOR TO INTERNSHIP ACCEPTANCE**

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.