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COURSE OBJECTIVES: For the students to acquire:

- 1.) Knowledge of the types of movement activities in which children 5 to 12 years of age engage.
- 2.) An understanding of the characteristics and needs of children participating in movement activities.
- 3.) A knowledge and understanding of movement concepts with emphasis on their application to a variety of movement activities.
- 4.) Observation skills for assessment and understanding of how children develop movement skills.
- 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. The content listed below will be integrated for presentation rather than considered separately.

1. A study of movement activities engaged in by children 5 to 12 years of age.
 - a.) types of functional and expressive activities
 - b.) content of activities
 - c.) suitability of activities for children within this age group
 - d.) the organization and progressive development of activities.
2. An introduction of the characteristics and needs of children 5 to 12 years of age.
 - a.) growth and development: cognitive, affective, and psychomotor aspects
 - b.) age characteristics
 - c.) the needs of children for physical activity
 - d.) skill acquisition.
3. Movement analysis
 - a.) basic kinesiological principles and Laban's principles of movement
 - b.) the application of these principles for observation, activity analysis, and task setting.
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.

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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 helping children learn more about themselves and the values of physical activity in their lives
 - c.) free play and structured activity settings, their values and limitations.

6. A study of the content of Physical Education programs:
 - a.) gymnastics, dance, and games, etc.
 - b.) the contribution of each to the total program
 - c.) methods of presenting and organizing experiences
 - d.) practical ways of dealing with individual differences within the physical education program.

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	Poor
D	1.0	50-54	Minimal Pass
F	0.0	0-49	Fail