Project #1

Competencies & Sub-Competencies

**Competency:** Can explain and reflect on current trends and best practices in health education and physical education as appropriate for the elementary school learning environment.

**Sub-competencies:**
- Describe the concept of healthful living education as currently defined by the profession, and define their role in providing healthful living education for their students.
- Explain the value of healthful living education programs in the elementary grades.
- Describe the characteristics of a quality elementary healthful living education program.
- Identify motor development and motor learning concepts applicable to the teaching of physical education.
- Name and describe the components of the movement map.
- Identify and discuss equity issues relevant to the movement setting.
- Discuss injury prevention, first aid care, and legal liability issues relevant to situations where students are physically active.
- Identify developmentally appropriate practices and activities for teaching movement to children.
- Identify current “best practices” in instruction that lead to a safe movement environment.
- Discuss the benefits of recess to the elementary school children, and construct quality recess time for students.
- Self-assess societal forces that have affected students in terms of how they view themselves as moving human beings.

Overview (Assignment Description)

**Setting the Stage**
School districts around the country are experiencing severe budget cuts. This decrease in funding forces school boards to take measures such as increasing class size and slashing programs. One such program on the chopping block is physical education, or PE. Advocates of mandatory PE tout its benefits for developing fine and gross motor skills, learning teamwork and cooperation, reducing stress, making healthy choices, increasing self-confidence and self-esteem, and preventing childhood obesity. On the other hand, it has been argued that a considerable amount of time is wasted in PE classes, time that would be well spent in core academic classes. To add to this, some research has indicated that adding more time to PE classes (i.e., enough time for students to break out in a sweat) does not lead to more time spent engaged in actual movement activities (Chen, 2017). This debate over the importance of mandatory PE will not likely be resolved soon, but teachers around the country are fighting to keep physical education in the school budget while also preparing to ultimately take over the responsibility of PE in their own classrooms.

**Your Role**
Your district has already removed Art and Music programs at the elementary level, and is currently considering the elimination of P.E. as a way to meet budget demands. In anticipation of the impending cuts, your school has not yet hired a new PE teacher for the upcoming school year. In your building, you are known for including movement and conversations about healthy choices into your regular curriculum. Due to your obvious attention to the need for safe schools and healthy children, you have been asked to provide information for your fellow teachers to use in the event that the PE program is ultimately removed for the upcoming school year.

**Project Deliverables**
Develop a WebQuest or webpage which addresses the benefits of health and physical education, and provides supporting resources for classroom teachers.

The WebQuest/webpage will eventually be part of a longer workshop for all teachers at your school.

**Step-by-Step Directions**

**Special Notes**
Before you begin, you should download the NC Essential Standards for Healthful Living in elementary schools. The unpacked standards are also available in the 3180 LibGuide as K-2 Health, K-2 PE, 3-5 Health, and 3-5 PE.

**Step 1: Explore the Content**
Use the resources provided in the LibGuide to learn about important considerations for health education and physical education for elementary school children. Focus on the following:
- How members of the profession define healthful living, and their role in providing healthful living education for students
- The benefits of healthful living education for K-6 students
- The benefits of recess for K-6 students
- What a quality healthful living program looks like at the K-6 level (Best Practices)
- The components of the movement map
- Societal forces affecting students’ self-perception as moving human beings
- Equity issues relevant to movement settings
- Injury prevention and first aid care in situations where students are physically active
- Legal liability issues related to situations where students are physically active

**Step 2: Develop your WebQuest or Webpage**
Use the skillbuilding links in the LibGuide to choose the Webquest/webpage builder of your choice.

Develop a WebQuest or webpage that can be useful for classroom teachers who must assume the responsibility of the healthful living education of their K-6 students. The website should address (at a minimum) each bulleted item above, using multiple pages to represent a range of information and activities. Written content, visuals, and hyperlinks (with annotations) are acceptable. A sample layout for a webpage is provided below.

1. Home Page (Introduction, definition, purpose)
2. Benefits (support with research)
   a. Healthful Living Curriculum (in general)
   b. Recess
   c. Best practices
3. Healthful Living at the K-6 Level
   a. Standards Overview (and how they progress from K to 6th grade)
      i. Mental and Emotional Health
      ii. Personal and Consumer Health
      iii. Interpersonal Communication and Relationships
      iv. Nutrition and Physical Activity
      v. Alcohol, Tobacco, and Other Drugs
   b. Sample Classroom Activities (multiple grade levels, multiple standards)
4. Issues to Consider
   a. Societal forces
   b. Equity
c. Injury Prevention and First Aid

d. Legal Liability

5. Reflection – What are the characteristics of a quality elementary healthful living education program?
   a. What students will see
   b. What students will hear
   c. What students will do
   d. What students will believe about themselves as moving human beings

6. Resources/Additional Reading (annotated, minimum of 4 reputable sources)

**Step 3: Submit Your Work**

Before submitting your documents, be sure that:

- You have checked your work against the rubric,
- The website is visually appealing, and
- All links work for your resources.

**Checklist**

Make sure your WebQuest or webpage includes the following components:

- Home Page (Introduction, definition, purpose)
- Benefits (support with research)
  - Healthful Living Curriculum (in general)
  - Recess
  - Best practices
- Healthful Living at the K-6 Level
  - Standards Overview (and how they progress from K to 6th grade)
    - Mental and Emotional Health
    - Personal and Consumer Health
    - Interpersonal Communication and Relationships
    - Nutrition and Physical Activity
    - Alcohol, Tobacco, and Other Drugs
  - Sample Classroom Activities (multiple grade levels, multiple standards)
- Issues to Consider
  - Societal forces
  - Equity
  - Injury Prevention and First Aid
  - Legal Liability
- Reflection – What are the characteristics of a quality elementary healthful living education program?
  - What students will see
  - What students will hear
  - What students will do
  - What students will believe about themselves as moving human beings
- Resources/Additional Reading (annotated, minimum of 4 reputable sources)

Additionally, your product should be visually appealing, include a variety of written and graphic content, have working external links, and be virtually free of mistakes in grammar, spelling, and usage.

**Rubric**

**Scoring Rubric for CBE 3180/Healthful Living in Elementary Schools**

**Competency 1/Project 1**

**Competency:** Can explain and reflect on current trends and best practices in health education and physical education as appropriate for the elementary school learning environment.
**DELIVERABLE:** Develop a WebQuest or webpage which addresses the benefits of health and physical education, and provides supporting resources for classroom teachers.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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</thead>
<tbody>
<tr>
<td><strong>CONTENT KNOWLEDGE</strong>&lt;br&gt;30%</td>
<td>The candidate demonstrates emerging knowledge of the required content. (list major themes). The candidate rarely uses content-specific vocabulary and ideas to enhance project precision. Concepts are presented as isolated ideas with little attention to their interconnectedness.</td>
<td>The candidate demonstrates developing knowledge of the required content. (list major themes). The candidate sometimes uses content-specific vocabulary and ideas to enhance project precision. Concepts are presented with developing insight.</td>
<td>The candidate demonstrates adequate knowledge of the required content. (list major themes). The candidate often uses content-specific vocabulary and ideas to enhance project precision. Concepts are presented with satisfactory insight.</td>
<td>The candidate demonstrates depth of knowledge of the required content. (list major themes). The candidate consistently uses content-specific vocabulary appropriately and effectively. Concepts are presented in a highly insightful manner.</td>
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<tr>
<td><strong>APPLICATION</strong>&lt;br&gt;20%</td>
<td>Classroom activities (multi-grade, multi-standard)</td>
<td>The candidate does not apply or extend key concepts into new contexts.</td>
<td>The candidate occasionally applies and extends key concepts into new contexts.</td>
<td>The candidate sufficiently applies and extends key concepts to a variety of new contexts.</td>
</tr>
<tr>
<td><strong>CONTEXT RELEVANCY</strong>&lt;br&gt;10%</td>
<td>Societal Forces (2.5%)&lt;br&gt;Equity (2.5%)&lt;br&gt;Injury prevention/first aid (2.5%)&lt;br&gt;Legal liability (2.5%)</td>
<td>The candidate does not identify or consider any contextual issues.</td>
<td>The candidate identifies but does not explain contextual issues.</td>
<td>The candidate accurately identifies and provides a basic explanation of potential contextual issues.</td>
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<tr>
<td><strong>REFLECTION</strong>&lt;br&gt;10%</td>
<td>Characteristics of a quality elementary healthful living education program (What students will see, hear, do, and believe about themselves as moving beings)</td>
<td>The reflection does not address the candidate’s thinking and/or learning. The reflection does not move beyond a description of the learning experience. The reflection does not articulate any connection to other learning or experiences.</td>
<td>Attempts to reflect on the personal learning process are vague and/or unclear.&lt;br&gt; Attempts to analyze the learning experience are vague and/or unclear.&lt;br&gt; Attempts to articulate connections between content and learning experiences from other courses, past experiences, or personal goals are vague and/or unclear.</td>
<td>The reflection clearly explains the candidate’s own thinking and learning processes, as well as implications for future learning. The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the candidate’s appreciation for the discipline. The reflection effectively articulates multiple connections between this learning experience and content from other courses, past learning, life experiences, and/or future goals.</td>
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<tr>
<td><strong>PURPOSE</strong>&lt;br&gt;5%</td>
<td>The candidate does not present the project with an awareness of audience. The project purpose is unclear regarding content, best practices, theories, current research, or relevant experiences.</td>
<td>The candidate presents the project with some awareness of audience. The project is presented with little clarity of purpose related to content, best practices, theories, current research, and relevant experiences.</td>
<td>The candidate presents the project with an appropriate awareness of audience. The project is appropriately framed with clarity of purpose regarding content, best practices, theories, current research, and relevant experiences.</td>
<td>The candidate presents the project with a skillful awareness of audience. The project is creatively framed with clarity of purpose regarding best practices, theories, current research and relevant experiences.</td>
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<tr>
<td>ORGANIZATION</td>
<td>The project <strong>does not exhibit</strong> an organizational structure. The project <strong>fails</strong> to show coherent or logically progressing ideas. Transitions <strong>do not clarify</strong> relationships among ideas.</td>
<td>The project <strong>exhibits a somewhat clear</strong> organizational strategy. The project <strong>sometimes shows a logical progression</strong> of ideas that increases its effectiveness. Transitions <strong>sometimes clarify</strong> the relationships among ideas.</td>
<td>The presentation <strong>exhibits a clear organizational strategy.</strong> The project <strong>clearly shows a logical progression of ideas</strong> that increases its effectiveness. Transitions <strong>clarify</strong> the relationships among ideas.</td>
<td>The presentation <strong>exhibits a clear and skillful organizational strategy.</strong> The project <strong>clearly and consistently shows a logical progression of ideas</strong> that increases the effectiveness of the candidate’s project. Transitions <strong>clarify and strengthen</strong> the relationships among ideas.</td>
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<td>LANGUAGE USE</td>
<td>The use of language <strong>fails to demonstrate</strong> skills in responding to the project prompt. Word choice is <strong>imprecise and often difficult to comprehend.</strong> Sentence structures are <strong>often unclear.</strong> Stylistic and register choices are <strong>inappropriate</strong> for the intended audience and type of project. Errors in grammar, usage, and mechanics are <strong>pervasive and often impede understanding.</strong></td>
<td>The use of language is <strong>basic and only somewhat clear.</strong> Word choice is <strong>general and occasionally imprecise.</strong> Stylistic and register choices, including voice and tone, are <strong>not always appropriate</strong> for the audience and type of presentation. Errors in grammar, usage, and mechanics <strong>may be distracting and may sometimes impede understanding.</strong></td>
<td>The use of language is <strong>frequently skillful and precise.</strong> Stylistic and register choices, including voice and tone, are <strong>appropriate</strong> for the intended audience and type of presentation. While errors in grammar, usage, and mechanics are present, they <strong>rarely impede understanding.</strong></td>
<td>The use of language is <strong>consistently skillful and precise.</strong> Stylistic and register choices, including voice and tone, are <strong>strategic and effective.</strong> While a few minor errors in grammar, usage, and mechanics may be present, they <strong>do not impede understanding.</strong></td>
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<tr>
<td>RIGOR/APA</td>
<td>The candidate uses <strong>few or no</strong> reputable and verifiable sources. The project is presented as superficial and/or unoriginal. Sources are <strong>not correctly documented</strong> throughout the project. <strong>Numerous significant errors</strong> in APA style are evident.</td>
<td>The candidate uses <strong>some</strong> reputable and verifiable sources to support project development. Sources are presented as a <strong>collection of secondary sources</strong> rather than an original synthesis. Sources are inconsistently documented throughout the project. <strong>A few critical errors</strong> in APA style are evident.</td>
<td>The candidate selects a <strong>sufficient number of</strong> reputable and verifiable sources which support project development. Sources are documented throughout the project using APA style with <strong>no significant errors.</strong></td>
<td>The candidate integrates <strong>numerous reputable and verifiable sources</strong> which support an <strong>engaging and compelling original work.</strong> Sources are <strong>appropriately documented</strong> throughout the project using <strong>correct APA style.</strong></td>
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<tr>
<td>TECHNOLOGY USE</td>
<td>The candidate requires <strong>significant technological support</strong> to meet the specific needs of the assignment. The candidate <strong>do not consider</strong> the problem and the audience when creating digital projects.</td>
<td>The candidate uses technology with <strong>moderate support</strong> to meet the specific needs of the assignment. The candidate <strong>somewhat considers</strong> the problem and the audience when creating digital projects.</td>
<td>The candidate <strong>adequately uses technology with minor support</strong> to meet the specific needs of the assignment. The candidate <strong>appropriately considers</strong> the problem and the audience when creating digital projects.</td>
<td>The candidate <strong>adequately and independently uses technology</strong> to meet the specific needs of the assignment. The candidate <strong>creatively considers</strong> the problem and the audience when creating digital projects.</td>
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