



Department of Kinesiology & Physical Education - EDKP-232-001/002

Health Related Fitness (3 Credits)

General Information:

Instructor: Michael Creamer

Office # 211

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Office hours: Office hours: Wednesday: 12:00-1:00pm or by appointment

Class meeting time: Section 001: Monday and Wednesday 1:35-2:55

Section 002: Tuesday and Thursday 1:35-2:55

Course Materials:

All course materials will be available on MyCourses in the content section

Course Description and Topics:

Participation in activities surrounding the components of cardiovascular fitness, strength, and flexibility. Exposure to a variety of fitness assessments as well as how these assessments can be used to connect to the Quebec Physical Education Curriculum's student plans of action in regard to overall health and well-being.

Special emphasis will be placed on 5 of the **13 Core Professional Competencies** required by the *Ministère de l'Éducation et de l'Enseignement supérieur*.

Learning Outcomes: **Course Objectives:** At the end of this course, the student should be able to:

Demonstrate thorough knowledge of, and the ability to teach fitness and health topics, use and implement fitness testing assessments and lifestyle habit surveys for elementary and secondary levels in physical education and health

Understand, demonstrate, and develop their own teaching material with regards to all topics of health-related fitness in developing Competency 3 at elementary and secondary level

Use of SMART goals for developing individual plans of action related to daily physical activity, personal fitness and lifestyle habits.

Understand and use the C3 Learning and Evaluation Situation from MEES for Competency 3 for elementary and secondary levels

Understand the evaluation process for Competency 3 using the Frameworks for Evaluation of Learning form MEES

Instructional method:

LABS/ discussion/ group presentation.
Peer teaching activities

Means of Evaluation:

Peer Teaching 1&2 (10+20%)
Personal Action Plan Using SMART Goals (20%)
Activity Log book (50%)
 Table of Contents (5%)
 Organization (10%)
 Activity/Games Writeups (30%)
 Resource Page (5%)

Course Specific Application of Professional Competencies



Department of Kinesiology and Physical Education

Methods of Evaluation and Learning Activities

Practical Peer Teaching/Reflection: In small groups, students will teach a specific activity or skill and apply appropriate progressions of learning. Individually, Students will reflect on their peer teaching act

Personal Action Plan: Individually, students will reflect on areas of their health and fitness and put a plan of action together in order to improve throughout the semester.

Portfolio: Students will work to create a portfolio containing lessons and other resources that they may use in the future.

Targeted Professional Competencies within EDKP 225

PC1	PC2	PC3	PC4	PC5	PC6	PC7	PC8	PC9	PC10	PC11	PC12	PC13
		✓	✓		✓		✓				✓	

Course topics:

ALL C3 Progression of Learning MEES- for both Elementary and Secondary Levels

- Healthy and Active Lifestyle
- Regular physical activity

- Target heart rate
- Training
- Pacing
- Recovery
- Fitness Testing
 - Flexibility
 - Cardiovascular endurance
 - Strength and Endurance
 - Posture
- Physiological benefits from physical activity
- Stages of physical activity
- Effects of a sedentary lifestyle
- Safe Participation in Physical Activity
- Warm up & cool down
- Hygiene as part of healthy and active lifestyle
- Relaxation – Stress Management
- Anatomy and Physiology
- Nutrition related to physical activity & performance (secondary level)
- Sleep
- Effects of different substances on performance (secondary level)

Attendance policy:

No late assignments accepted

Three unexcused absences resulting in more than 270 minutes may result in a ‘F’ for this course

Due to The frequent absences in the past, the following will apply to peer teaching. “Unless excused by a valid doctors note or a signed attestation by a varsity coach for an exterior competition, ANY student absent from class during peer teaching will lose 5% from their peer teaching grade. Two absences during this time will result in a 10% loss etc...”

Furthermore:

All written assignments should adhere to APA format and must be typed (Times New Roman, 12-point font, double-spaced, 1 -inch margins on all sides), be fully secured when submitted, have a title page, and be properly referenced (including Internet items).

Please consult the library website and content on MyCourses for guidance in literature searches, citation management software, and APA format:

<https://flash1r.apa.org/apastyle/basics/index.htm>

Caveat:

Please note that each student will be always be assessed on content, grammar, coherency, clarity, and writing techniques as this evaluation procedure will assist

you in the development of Exit Competency #2

McGill University Policy on Academic Integrity & Written Work

- Language of submission
“In accord with McGill University’s [Charter of Students’ Rights](#), students in this course have the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.”

« Conformément à [la Charte des droits de l’étudiant](#) de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue. » (Énoncé approuvé par le Sénat le 21 janvier 2009)
- Academic integrity
“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [Code of Student Conduct and Disciplinary Procedures](#)” (Approved by Senate on 29 January 2003) (See [McGill’s guide to academic honesty](#) for more information).