



# COURSE OUTLINE

## FIT0109

Prepared: Heather Pusch, Taniz Hazlett Approved: Bob Chapman

<b>Course Code: Title</b>	FIT0109: LEADERSHIP 1-HEALTHY LIVING CHILD/YOUTH						
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN						
<b>Department:</b>	C.I.C.E.						
<b>Semester/Term:</b>	17F						
<b>Course Description:</b>	Students will develop effective leadership skills to design and implement age-appropriate physical activity programs for children and youth. Students will explore current research of active living as it applies to children and youth to create programs that will improve the physical fitness, health and well-being of this age group. Barriers to physical activity for children and youth and the necessity of supportive environments will be investigated. Leadership skills will be developed through various practical experiences.						
<b>Total Credits:</b>	3						
<b>Hours/Week:</b>	3						
<b>Total Hours:</b>	45						
<b>This course is a pre-requisite for:</b>	FIT0150, FIT0153						
<b>Essential Employability Skills (EES):</b>	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>						
<b>Course Evaluation:</b>	Passing Grade: 50%,						
<b>Evaluation Process and Grading System:</b>	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Assignments</td> <td>30%</td> </tr> <tr> <td>Exam</td> <td>20%</td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Assignments	30%	Exam	20%
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Learning Activities	10%
Practical Experiences	40%

### Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

#### Course Outcome 1.

Define and explain components of healthy active living for children and youth.

#### Learning Objectives 1.

- Explain the present state of health and active living of Canadian children and youth according to CSEP research
- Describe important concepts from Canada’s Report Card on Physical Activity for Children and Youth
- Describe and explain key components and the importance of Canada’s Physical Activity Guide for Children and Youth to increasing healthy active living in children and youth

#### Course Outcome 2.

Describe and discuss child and youth development (physical, psychological, social) and implications for physical activity programming.

#### Learning Objectives 2.

- Explain the health implications of childhood inactivity
- Identify and discuss age-appropriate physical activity options

#### Course Outcome 3.

Explore and discuss research pertaining to patterns and barriers of child and youth physical activity.



# COURSE OUTLINE

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### **Learning Objectives 3.**

- List and explain patterns of physical activity as they relate to children and youth
- Explain social and cultural influences (race, ethnicity and socioeconomic status) as environmental constraints to physical activity for children

### **Course Outcome 4.**

Explain and demonstrate effective communication and leadership styles/characteristics as they relate to children and youth.

### **Learning Objectives 4.**

- Describe and explain command, submissive, co-operative leadership styles
- Describe and contrast effective and non-effective communication styles
- Explain the term and key components of relationship building
- Discuss techniques to motivate children and youth

### **Course Outcome 5.**

Define and discuss physical activity options for children and youth.

### **Learning Objectives 5.**

- Participate in and compare various types of physical activity for children and youth – play, GLO, recreational sport, competitive sport, personal training, non-traditional games, team challenges, problem solving activities, co-op games

### **Course Outcome 6.**

Demonstrate ability to adapt physical activity to the needs and strengths of participants based on assessment and performance.

### **Learning Objectives 6.**



# COURSE OUTLINE

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- Define CSEP strength training guidelines for children and youth
- Identify and demonstrate age-appropriate methods of establishing physical activity and fitness levels
- Define the FITT principle and apply it to training guidelines for children and youth
- Discuss Heart Rate Training Zones as they apply to youth
- Discuss various activity options for children and youth with special needs

### **Course Outcome 7.**

Discuss elements of safety for children and youth as it relates to physical activity programming.

### **Learning Objectives 7.**

- Discuss elements necessary to provide emotional safety to child and youth participants
- Discuss confidentiality and ethics concerning physical activity of children and youth
- Identify limitations as a fitness provider when dealing with children and youth

### **Course Outcome 8.**

Identify, contribute to and evaluate various community physical activity programs for children and youth.

### **Learning Objectives 8.**

- Participate in a leadership practical community experiences for children and/or youth
- Reflect on practical community experiences and relate to personal professional goals

#### **CICE Modifications:**

#### **Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.



# COURSE OUTLINE

## FIT0109

5

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4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group



# COURSE OUTLINE

## FIT0109

6

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4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

### **E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

### **Date:**

Wednesday, September 6, 2017

Please refer to the course outline addendum on the Learning Management System for further information.