

I. COURSE DESCRIPTION:

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. During the course of study the students will assemble a personal resource book of age-appropriate physical activities.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

In general, this course addresses Vocational Learning Outcomes (cross-referenced with the Program Standards) in: assessment, development and application skills (1,2,4,5,6,7,11), evaluation skills (5), risk management (10), professional development (9) and communication skills (1,3,11). It addresses Generic Skills Learning Outcomes 1,2,4,5,6,7,8,9,10,11,12,13.

Upon successful completion of this course, the C.I.C.E. student with the assistance of a Learning Specialist, will demonstrate the basic ability to:

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

Potential Elements of the Performance:

- Define and explain the terms physical activity, exercise, physical fitness, health and active living
 - Identify and describe the health components of fitness
 - Identify and describe the performance components of fitness
 - Explain the present state of health and active living of Canadian children and youth
 - 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
 - Identify and describe ACSM guidelines for physical activity for children and youth
- 2.. Describe and discuss child and youth development (physical, psychological, social) and implications for physical activity programming.

Potential Elements of the Performance:

- Explain key milestones of physical, psychological and social development of children and youth
 - Identify and discuss age-appropriate physical activity options
3. Explore and discuss research pertaining to patterns and barriers of child and youth physical activity

Potential Elements of the Performance:

- List and explain patterns of physical activity as they relate to children and youth according to the Canadian Fitness and Lifestyle Research Institute
 - Explain social and culturally influences (race, ethnicity and socioeconomic status) as environmental constraints to physical activity for children
 - Discuss behavioural theory and the role of theory in behaviour change
4. Explain and demonstrate effective communication and leadership styles/characteristics as they relate to children and youth.

Potential Elements of the Performance:

- Describe and explain authoritarian leadership, participative leadership and delegative 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
5. Define and discuss physical activity options for children and youth.

Potential Elements of the Performance:

- Explain 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
 - Discuss recent trends in children and youth physical activity
6. Demonstrate ability to adapt physical activity to the needs and strengths of participants based on assessment and performance.

Potential Elements of the Performance:

- Define ACSM 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 various activity options for children and youth with special needs
7. Discuss elements of safety for children and youth as it relates to physical activity programming.

Potential Elements of the Performance:

- Define facility standards and instructor certifications necessary for safe program delivery,
 - List and describe the Canadian Fitness Safety Standards
 - 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
8. Identify, contribute to and evaluate various community physical activity programs for children and youth.

Potential Elements of the Performance:

- Participate in a leadership practical community experience for children and/or youth
 - Reflect on practical community experiences and relate to personal professional goals
9. Explore the role of the family, school and community in promoting supportive physical activity environments and opportunities for children and youth.

Potential Elements of the Performance:

- Define and discuss quality family interventions
- Define and discuss quality school interventions
- Define and discuss quality community interventions related to children and youth

III. TOPICS:

1. Important Concepts about Physical Activity for Children and Youth
2. Stages of Development and Age Appropriate Activities
3. Communicating with Children and Youth

4. Risk Management in Program Development and Implementation
5. Creating and Evaluating Effective Programs for Children and Youth
6. Community ,School and Family Physical Activity Interventions for Children and Youth
7. Assessment of Physical Activity Levels and Adaptation of Programs

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Physical Activity Interventions in Children and Adolescents
Dianne S. Ward, Ruth P. Saunders, Russell R. Pate
Publisher – Human Kinetics

V. EVALUATION PROCESS/GRADING SYSTEM:

The following semester grades will be assigned to students:

1. Learning Activities – 20%
 2. Resource Book – 10%
 3. Assignment #1 – 10%
 4. Assignment #2 – 20%
 5. Midterm – 15%
 6. Final – 25%
2. All test/exams are the property of Sault College.
 3. Students missing any of the tests or exams because of illness or other serious reason must notify the professor **BEFORE** the test or exam. The professor reserves the right to request to support the student's request.
 4. Those students who have notified the professor of their absence that day will be eligible to arrange an opportunity as soon as possible to write the test or exam at another time. Those students who **DO NOT NOTIFY** the professor will receive a zero for that test or exam.
 5. For assignments not handed in by the due date, the mark received will be zero. Extensions will be granted if requested in writing at least 24 hours before the due date. There will be a deduction of one percent (of final grade) per day for every school day late with the permission of an extension. This means that an extension for 5 school days (1 week), will result in 5 percentage points deducted from the final grade.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00

D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

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.
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. 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.

B. 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.

C. 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
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

D. Evaluation:

Is reflective of modified learning outcomes.