

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 student will demonstrate the 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
- 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 the importance of Canada's Physical Activity Guide for Children and Youth to increasing healthy active living in children and youth
- Identify and describe the health components of fitness
- Identify and describe the performance components of fitness

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
- List and explain barriers to physical activity as they relate to children and youth according to the Canadian Fitness and Lifestyle Research Institute
- Explain social and cultural influences (race, ethnicity and socioeconomic status) as environmental constraints to physical activity for children

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, 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 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 needs and strengths of participants based on assessment and performance.

Potential Elements of the Performance:

- Define training guidelines for children and youth
- Discuss the key components of the Canada's Physical Activity Guide for Children and Youth
- Identify and discuss age-appropriate methods of establishing physical activity and fitness levels
- Discuss strength training guidelines for children and youth
- Define the FITT principle as it relates to components of physical activity for children and youth

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:

Promoting Physical Activity – A Guide for Community Action
U.S. Department of Health and Human Services
Publisher – Human Kinetics

V. EVALUATION PROCESS/GRADING SYSTEM:

1. A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods follows and will be discussed by the teacher during the first class.

1. Learning Activities – 20%
2. Resource Book – 10%
3. Community Placement – Satisfactory/Unsatisfactory
4. Placement Journal – 10%
5. Practical presentation – 20%
6. Midterm – 15%
7. 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%	0.00
F (Fail)	49% and below	
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:

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.