

**KIN 178**  
**San José State University**  
**Department of Kinesiology**  
**KIN 178, Management Strategies for Physical Education, Fall, 2024**

**Course and Contact Information**

Instructor: Dr. Erin Ashleigh Siebert  
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Telephone: (408) 924-3207  
Email: erin.siebert@sjsu.edu  
Office Hours: Tuesday/Thursday 12-1pm via Zoom or by appointment  
Class Days/Time: Lecture: T/TH 1:30-2:20pm | Lab: Th 5:30-7:20pm  
Classroom: Lecture: SPX 151 | Lab: SPX 107A/B  
Prerequisites: KIN 70, for majors/minors only or instructor consent, KIN 156, KIN 172, and upper division standing.

**Course Description**

Examines current practices for managing student behaviors, instructional technology, legal regulations, and physical fitness needs as well as exploring adolescent development.

**Course Format**

**Technology Intensive, Hybrid, and Online Course**

This course requires regular online participation on Canvas. You need to engage with all course material to fully participate (complete assigned readings, watch posted videos, etc.). In addition to participation, students will submit assignments electronically via Canvas through the course site unless otherwise stated. Internet connectivity and a computer are needed to complete assignments. Additional course information will be provided via the Canvas course site and through the Canvas email message system.

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#). You are responsible for regularly checking Canvas and your SJSU email to learn of any updates. Login using your My SJSU username and password. **For help with using Canvas see [Canvas Student Resources page](#).**

**Program Information – Sammy Fit**

This course requires regular in class physical activity participation. Come to class dressed and prepared to be physically active (i.e., closed toe shoes, running pants/shorts, hair ties, etc.). You will be teaching children with disabilities during lab time. All clothing needs to be respectful and representative of San Jose State University values (e.g., clothing does not contain alcohol/drug/sexual or other inappropriate references, all clothing fits appropriately and sufficiently covers private parts, etc.).

**Physical Education Observation Hours**

Observation hours are required to satisfy the hours requirement for application into the Post-Baccalaureate Single Subject – Physical Education Teacher Credential Program. As a part of this course, students are required to complete 20 hours, spread out over a minimum of 8 visits, of a middle school physical education class.

Observations must take place at a PUBLIC school; no private schools are acceptable. The school you observe at must also be registered as an approved school site with SJSU. You will find a list of approved locations here <https://app.calstates4.com/sjsu/program-sites> (Links to an external site.). It is also possible to add schools to the list by registering and completing a university-organization agreement (UOA) using this link: <https://app.calstates4.com/sjsu/new-partner-proposal-form> (Links to an external site.). The UOA is good for 5 years. It is your responsibility to complete these hours outside of this semester in order to meet the hour's requirements to apply.

### **SJSU Department of Kinesiology DEI Statement**

The Department of Kinesiology is committed to developing and implementing equitable curricula and teaching practices that reflect the diversity of our student body and departmental core values. The faculty strives to foster an inclusive learning environment where all students feel valued, supported, welcomed, and empowered to succeed in ***ALL*** classes. All students, inclusive of all, but not limited to ethnicities, socioeconomic and cultural backgrounds, gender identities and expressions, castes, religions, ages, sexual orientations, abilities, bodies, political affiliations, statuses, and nationalities, are encouraged to share their rich array of perspectives and experiences. KIN department faculty, staff, and students all have something of value to contribute. Everyone is expected to respect differences and demonstrate diligence in understanding how others' perspectives, behaviors, and views may be different from theirs.

### **Course Goals**

SJSU Department of Kinesiology Program Learning Objectives (PLO):

1. Students will be able to effectively explain, identify, and/or demonstrate the theoretical and/or scientific principles that can be used to address issues or problems in the sub-disciplines in kinesiology.
2. Students will be able to effectively communicate in writing (clear, concise and coherent) on topics in kinesiology.
3. Students will be able to effectively communicate through an oral presentation (clear, concise and coherent) on topics in kinesiology.
4. Students will be able to utilize their experiences across a variety of health related and skill-based activities to inform their scholarship and practice in the sub disciplines in kinesiology.
5. Students will be able to identify and analyze social justice and equity issues related to kinesiology for diverse populations.

### **Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to demonstrate:

1. An understanding of the standards for the teaching profession related to behavior management, use of technology in teaching, and legal aspects of teaching. (PLO 1, 2, 3, 4 & 5)
2. An understanding of theoretical perspectives for maintaining, decreasing, and increasing student behavior (1, 2, 3 & 4).
3. Appropriate use of methods and techniques to gain student discipline and appropriate student behavior (1, 2, 3 & 5).
4. The ability to use assessment tools in gathering and analyzing student performance data (1, 2, 3, 4 & 5).
5. The ability to design lessons based on current research as it relates to time management (1, 2, 4 & 5).
6. The ability to reflect on a teaching event and make improvements/suggestions with regards to management of the learning environment based upon best practices (1, 2, 4 & 5).

### **Adapted Physical Education Added Authorization (APEAA) Program Standards**

Upon successful completion of this course, candidates will be able to demonstrate competency on the following APEAA program standards:

- 2.1. Candidates demonstrate an understanding of laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe physical educational environments.
- 3.1. Candidates demonstrate an understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served within the physical education setting.
- 3.2. Candidates are able to apply pedagogical theories and strategies used in physical education to meet the individual needs of students with a disability with a variety of cultural and ethnic backgrounds, experiences, and motor abilities.
- 3.3. Candidates demonstrate proficiencies in implementing evidence-based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities in physical education settings.
- 5.1. Candidates have the knowledge and skills necessary to assess students in a comprehensive manner specific to the physical education curriculum.
- 5.2. Candidates understand and use multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services for adapted physical education.
- 5.3. Candidates possess the knowledge and skills to assess students from diverse backgrounds and varying language, communication, and cognitive abilities.
- 5.4. Candidates are able to use both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements.
- 5.5. Candidates demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.
- 6.1. Candidates have the ability to use technology for information collection, analysis and management in physical education settings.
- 6.2. Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, physical education curriculum access, and fitness and motor skill development of students with disabilities.
- 7.3. Candidates demonstrate the knowledge and ability to teach students appropriate physical activity self-determination skills.
- 8.1. Candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general physical education. The experiences must reflect the diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the adapted physical education authorization.
- 8.2. Candidates have experiences that are planned from the beginning of the program to include experiences in general physical education, experiences with parents and families, and experiences with a broad range of service delivery options for physical education leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the adapted physical education credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for adapted physical educators.
- 13.1. Candidates demonstrate instructional strategies and adaptations for attaining individualized measurable goals for individuals with disabilities throughout the lifespan using safe and developmentally appropriate physical education in a variety of settings. This knowledge of instructional strategies and adaptations should include comprehensive curriculum planning, content standards, lesson and unit plans, behavior management, collaboration, consultation, and transition planning to comply with legislative mandates.

## Required Texts/Readings

### Textbook

Conkle, J., (2020). *Physical best: Physical education for Lifelong Fitness and Health* (4th ed.), Champaign, IL: Human Kinetics (ISBN-13: 978-1-4925-4530-9).

Lavay, B.W., French, R., & Henderson, H.L. (2016). *Positive behavior management in physical activity settings* (3rd ed.), Champaign, IL: Human Kinetics (ISBN-13: 9781450465793).

Orlick, T. (2006). *Cooperative games and sports: Joyful activities for everyone* (2nd ed.), Champaign, IL: Human Kinetics (ISBN-13: 978-0-7360-5797-4).

### Other Readings

California Department of Education. (2005) *Physical education model content standards for California public schools: Kindergarten through grade twelve*. Sacramento, CA: CDE  
Press. <https://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf> (Links to an external site.)

California Department of Education. (2009). *Physical education framework for California public schools: Kindergarten through grade twelve*. Sacramento, CA: CDE  
Press. <http://www.cde.ca.gov/ci/cr/cf/documents/2009peframework.pdf> (Links to an external site.)

California Department of Education. (2013) *California common core state standards: English language arts & literacy in history/social studies, science, and technical subjects*. Sacramento, CA: CDE  
Press. <https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

### Library Liaison

Adriana Poo

Email: [adriana.poo@sjsu.edu](mailto:adriana.poo@sjsu.edu)

Phone: (408) 808-2019

Reference Desk: (408) 808-2100

Student Computer Service: (408) 808-2470

### Course Requirements and Assignments

All assignments will be turned in electronically via the course Canvas site unless otherwise stated. Elaborated assignment descriptions will be posted on Canvas. It is most beneficial to you to follow all directions carefully to maximize your opportunity to receive the highest grade possible. It is each student's responsibility to know when each assignment is due, due dates are listed on the schedule and on Canvas. Each assignment is due by 11:59pm of the due date unless otherwise stated. **NO late assignments will be accepted unless prior arrangements have been made with the professor.**

- 1) **Journals:** Each student will keep a journal documenting their observation of a minimum of 20 hours spread out over a minimum of eight (8) visits of a middle Physical Education class. Observations must take place at a UOC approved public high school. The requirements of this portion of your grade include:
  - a) Verification from the mentor teacher that a **MINIMUM** of 20 hours of observations were made via the hourly log sheet. This will be available on Canvas.
  - b) A journal of daily reflections. These journals should be brought to class (KIN 178) each meeting and will be checked periodically. These reflections should be insightful and related to behavior management issues observed, discussed in class, and recorded during the observation.

- c) Adherence to the Professional Expectations (see below).
- d) There will be specific topics/tasks for each observation you complete. A list of options and methods will be discussed in class and available on Canvas.
- e) While you may choose to document and journal on paper, these must be electronically scanned and submitted via Canvas. **You will want to keep a copy for yourself for your application into the PE credential program.**

- 2) **Modules and Online Quizzes:** This course is comprised of online modules to be completed each week in conjunction with assigned course readings and various course media content. You will work through one module each week. Students must complete an online quiz to assess their understanding on the material. The focus will be on the content, readings and assigned course media in the module for that quiz; however, everything covered up to that quiz is fair game. In other words, it will be necessary for you to read, engage with, and understand the required material to pass the quizzes. Some quizzes may cover multiple modules while others focus on just one. Quizzes are due Sunday of the week assigned by midnight. **No make-up quizzes will be given.** There will be 12 given; only your top 10 scores will count towards your final grade.

All quizzes are administered online through Canvas. You are responsible for ensuring you can access the quiz (e.g., you have internet access and you know your Canvas password). Technical difficulties will not excuse a missed quiz. Quizzes will be open book but will be timed; you will not have enough time to look up every question. Correct answers for the quizzes are revealed when the quizzes close, therefore no make-up quizzes can be given.

- 3) **Midterm:** There will be one midterm exam. The format of the exam will be discussed in class and will include all content covered online and in class up to that point.
- 4) **Teaching Lab – Sammy Fit!:** Students will interact with and teach children with disabilities in an on campus adapted physical activity program. Students are responsible for getting to know the participants, student assistants from KIN 156, creating and disseminating lessons, modifying activities, and creating a motivating and safe learning environment for the learners as part of a team. Students are expected to attend all practicum sessions. Failure to complete all scheduled practicum experiences places the student at risk for not meeting course objectives. Students are also responsible for notifying the instructor prior to a scheduled teaching lab if they will be unable to meet their commitments. An "excused absence" is defined as an absence with valid reasons, such as illness (with a doctor's note), or participation in officially approved university activities.

a) **Lesson Plans:**

Students will teach group lessons to their peers and to students with disabilities on campus during Sammy Fit! The content of each lesson will be determined in advance. The lesson plan will be due two weeks prior to the lesson being taught. Students are required to use the provided lesson plan template and clearly indicate any equipment they will be needing for their lesson in advance of the lesson being taught. Groups and teaching days will be assigned on the first day of class. One lesson plan per group will be turned in. Lessons should focus on skill progression and meet the individual participants' needs.

Each lesson will be comprised of a warm-up, introduction, station-based activities, culminating game, and closure. Participants will work on individualized activities aligned with their needs during the warm-up as directed by their KIN 156 student assistants. At least 3 stations, each with a target goal will make up the bulk of the activity time. These stations need to provide skill progression and continuum of activity options for skill development. Stations will last for 8-10 minutes before participants rotate. A

final culminating activity/game will highlight the various skill covered that week before a short closure to end the lab the week.

Students will be evaluated on how well they prepare a lesson plan for each lesson. Each group is responsible for creating 10 lessons plans throughout the semester at the various educational levels depending on their assigned participants. Students will need to pay particular attention to behavior management strategies (e.g., transitions, groupings, and directions) and time management as well as providing accurate accommodations and modifications. Each lesson plan should clearly and concisely outline the activities, equipment, modifications, transitions, and all other pertinent information as needed following the provided lesson plan template.

- b) **Teaching Lessons:** Each student will be evaluated on not only how well they prepare their lesson plans but how they teach their lessons. In general, students will be evaluated how well they present the information and how well they address the management issues that arise during their lesson. Students will be provided with a rubric on how this portion of the grade will be determined. Each lesson will last for 60 minutes, students will be allowed time to setup and clean up the gym before and after their lesson. Students in each group will rotate who is responsible for teaching different parts of the lesson each session.
  - c) **Reflections:** Each student will write a detailed, concise, and succinct reflection on their teaching. Students will critically evaluate what went well, what didn't, and what they would change before they taught the lesson again. A brief discussion will occur in class after each lesson taught to help guide the reflection process.
- 5) **Behavior Management:** Each student will be required to complete a behavior management portfolio to earn a grade in this course. Failure to complete this project will result in an incomplete for this course. Upon completion of this project the student will have an array of possible strategies to handle a variety of behavior issues. The purpose of this project is to make you aware of the complexities related to behavior management and prepare you with an artifact you can utilize during lesson preparation and job interviews.
- a) **Planning to Be Proactive:** Students will create a proactive physical education orientation program, expectations, routines, and managerial procedures. Detailed instructions, examples, and rubric available on the Canvas course site.
  - b) **Developing a Responsibility Level System:** Students will create a plan to implement the TPSR Level System (Hellison, 2011) within a potential classroom by creating their own visual level system for their intended grade level. Detailed instructions, examples, and rubric available on the Canvas course site.
  - c) **Behavior Intervention Plan:** Students will select a problem behavior for a hypothetical student that they will change, maintain, increase or decrease through a behavioral intervention that they design. This includes identifying and defining the target behavior, creating an appropriate mechanisms to measure and track the behavior including a data chart using an ABA approach, and developing an intervention to increase or decrease the behavior. Detailed instructions, examples, and rubric available on the Canvas course site.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## Final Evaluation

There will be a final project – the **Teaching Portfolio**. This is a culminating activity and is intended for you to synthesize the various concepts you have learned in class and to express how you will use these concepts in a future physical education setting. Students will develop their own teaching portfolio that is tailored to meet the needs of their intended teaching placement. This portfolio will reflect each student’s own teaching philosophy and how that will inform their behavior management practices. Detailed instructions, examples, and rubric available on the Canvas course site.

## Grading Information

Assignment	Weight
Journals /Observations (PLO# 2, 4 & 5)	0%
Online Quizzes (PLO #1, 2, 4 & 5)	10%
Midterm (PLO #1, 2, 4 & 5)	10%
Teaching Lab	40%
- Lesson Plans (PLO #1, 2, 4 & 5)	- 10%
- Teaching (PLO #1, 3, 4 & 5)	- 15%
- Reflection (PLO #1, 2, 4 & 5)	- 10%
- Letter to Parents (PLO #1, 2, 4 & 5)	- 5%
Behavior Management	30%
- Planning to be Proactive (PLO #1, 2, 4 & 5)	- 10%
- Developing a Responsibility Level System (PLO #1, 2, 4 & 5)	- 5%
- Behavior Intervention Plan (PLO #1, 2, 4 & 5)	- 15%
Final	10%
- Teaching Portfolio (PLO #1, 2, 4 & 5)	

## Determination of Grades

- At SJSU all grades are earned as either a base letter grade (i.e. B) or with a plus (i.e. B+) or minus (i.e. B-). To earn a plus on a letter grade the students will need to earn above the 7th percent in that grade category (i.e. 67%, 77%, etc.). To earn a minus on the letter grade the students will need to earn at or below the 3<sup>rd</sup> percent in that grade category (i.e. below 63%, 73%, etc.).
- Final total grades will be rounded based on the tenths place, .49 rounds down to next whole number and .5 rounds up. So if your final grade was 93.62%, this would be rounded to 94% and receive a letter grade of an A, not an A-. However, if your final grade was a 93.48, it would not round up and you would receive a letter grad of an A-.
- Extra credit options, if available will be announced to the whole class and not on an individual basis.
- It is each students responsibility to know when each assignment is due, due dates are listed on the schedule and on Canvas. Each assignment is due by 11:59pm of the due date unless otherwise stated.
- NO late assignments will be accepted and will receive a grade of 0, unless PRIOR arrangements have been made with the professor. It is your responsibility to make sure assignments submitted to Canvas have posted correctly.

Grade	Percentage
<i>A plus</i>	97 to 100%
<i>A</i>	94 to 96%
<i>A minus</i>	90 to 93%
<i>B plus</i>	87 to 89 %
<i>B</i>	84 to 86%

<i>Grade</i>	<i>Percentage</i>
<i>B minus</i>	<i>80 to 83%</i>
<i>C plus</i>	<i>77 to 79%</i>
<i>C</i>	<i>74 to 76%</i>
<i>C minus</i>	<i>70 to 73%</i>
<i>D plus</i>	<i>67 to 69%</i>
<i>D</i>	<i>64 to 66%</i>
<i>D minus</i>	<i>60 to 63%</i>

### **Classroom Protocol**

1. Check Canvas regularly!
2. Come to class prepared by completing required readings and assignments prior to attempting the module quizzes.
3. A significant part of the success of this class will depend on your willingness and ability to contribute thoughtful and critical comments and questions to the whole class. Students will participate in group discussions to facilitate and foster intellectual community.
4. Respect your teacher, classmates, and guests by engaging in appropriate, active participation and not talking while they are during in-class activities.
5. Dress and act professionally! This is a teacher preparation course and you will be treated as such. Students are expected to act and dress accordingly in the classroom setting and especially when we are working with local schools and/or students. When we are on campus you should wear clothing you can move in, we will be physically active during class. If you are unable to physically perform what is asked of you please let me know!
6. If you have any questions or concerns email me. I will respond to your email within 2 business days (e.g., if you email me Friday at 4:00pm I may not respond until the following Monday or Tuesday). In your email put KIN 178 at the beginning of the subject line and any relevant information.
7. Given the nature of this class, you will need to budget time for assignment completion independently.
8. Cell phones and other distractions (i.e. newspapers, and other recreational materials) should not be present during class unless otherwise stated.

### **University Policies**

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

### **Professional Expectations & Dispositions for Observation Hours**

1. At NO TIME shall the field experience student teach a full lesson. At NO TIME shall the field experience student be unsupervised or responsible for the class being observed. Your role is to OBSERVE only, no teaching.
2. You will be professionally dressed every day in accordance with the school's faculty/staff dress code.
3. You will work under the direct supervision of the mentor teacher.
4. You will seek advice from the mentor teacher and university faculty with any questions and concerns you may have with this field experience.
5. You will call my mentor teacher if for an emergency you are not able to be at the school site when expected. Documentation is necessary.



6. You will reflect on the lessons you observe every day and write an appropriate reflection after its completion.
7. You will be prompt and on time.
8. You will act and talk in a professional manner while at the on-site school.

## **Forms of Address**

### **Emails:**

All emails sent to the instructor need to have the course number in the subject line followed by any other relevant information (e.g., KIN 178 – quiz question). They should begin and end with a salutation (e.g., Hi Dr. Siebert or Hello Professor Siebert as well as best, regards, sincerely, etc.). Emails should be clearly written and follow general grammar rules. You may use the Canvas messaging system as well as your SJSU.edu email.

### **Names and Pronouns:**

Many people might go by a name in daily life that is different from their legal name. In this classroom, we seek to refer to people by the names that they choose to go by. Pronouns can be a way to affirm someone's gender identity, but they can also be unrelated to a person's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited (if you want to) to share what pronouns you go by, and we seek to refer to people using the pronouns that they share. You can also share your pronouns on Canvas. The pronouns someone indicates are not necessarily indicative of their gender identity. My pronouns are she/her/hers.

### **Ability:**

This class supports and respects all levels of ability. We will engage a variety of sports and activities. Each student is encouraged to participate to their fullest extent possible. If you need an accommodation or modification for any reason, please let me know I will be happy to assist you for any of the physical activities in the lab. If you have a documented disability and need an instructional accommodation you need to go through the University's Accessible Education Center (AEC) to setup formal accommodation request.

### **Self-Identifications:**

San Jose State University recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. How you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, it is your choice whether to disclose (e.g. should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed.

I will do my best to address and refer to all students accordingly and will support you in doing so as well.

# KIN 178 / Management Strategies for Physical Education, Fall, 2024,

## Course Schedule

This is a tentative schedule; changes may be made as the course progresses. No additional coursework or assignments will be given. Students will be notified of any changes at least one week in advance via Canvas.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
0	8/22	Welcome – Syllabus and course overview Teaching Lab: Orientation
1	8/27	Intro to Behavior Management Read: Lavay Ch. 1
	8/29	Lab: Practice Teach <b>DUE: Quiz 1</b>
2	9/3	Being Proactive – Promoting Positive Behaviors Read: Lavay Ch. 2 <i>Assign: Planning to be Proactive</i>
	9/5	Lab: Sammy Fit! Walk Through <b>DUE: Quiz 2 &amp; Lesson Plan 1</b>
3	9/10	The Behavioral Approach – Increasing Behaviors Read: Lavay Ch. 3
	9/12	Lab: Sammy Fit! Orientation - peer teaching lab with KIN 156 <b>DUE: Quiz 3, Lesson Plan 2</b>
4	9/17	The Behavioral Approach – Decreasing Behaviors Read: Lavay Ch. 4
	9/19	Lab: Sammy Fit! #1 <b>DUE: Quiz 4, Lesson Plan 3, &amp; Reflection 1</b>
5	9/24	The Humanistic Approach – Social Responsibility Read: Lavay Ch. 5 <i>Assign: Developing a Responsibility Level System</i>
	9/26	Lab: Sammy Fit! #2 <b>DUE: Quiz 5, Lesson Plan 4, Reflection 2, &amp; Planning to be Proactive</b>
6	10/1	The Biophysical Approach Read: Lavay Ch. 6
	10/3	Lab: Sammy Fit! #3 <b>DUE: Quiz 6, Lesson Plan 5, &amp; Reflection 3</b>
7	10/8	Evaluating the Behavior Intervention Read: Lavay Ch. 7 <i>Assign: Behavioral Intervention Plan</i>

Week	Date	Topics, Readings, Assignments, Deadlines
	10/10	Lab: Sammy Fit! #4 <b>DUE: Quiz 7, Lesson Plan 6, Reflection 4, &amp; Developing a Responsibility Level System</b>
8	10/15	Fitness Education Read: Conkle, Ch 1-4 Listen: Maintenance Phase, Ep. 2, October 20, 2020, The President's Physical Fitness Test
	10/17	Lab: Sammy Fit! #5 <b>DUE: Quiz 8, Lesson Plan 7, &amp; Reflection 5</b>
9	10/22	Fitness Education Cont. Read: Conkle, Ch 5-8 Listen: Maintenance Phase, August 3, 2021, The Body Mass Index; August 17, 2021, The Obesity Epidemic; & November 16, 2021, Is Being Fat Bad for You?
	10/24	Lab: Sammy Fit! #6 <b>DUE: Quiz 9, Lesson Plan 8, &amp; Reflection 6</b>
10	10/29	Bullying and School Violence Read: Lavay Ch. 8 Listen: Maintenance Phase, November 24, 2020, Anti-Fat Bias & Feb 28, 2023, Doctors Have a New Plan for Fat Kids
	10/31	Lab: Sammy Fit! #7 <b>DUE: Lesson Plan 9, Reflection 7, &amp; Midterm</b>
11	11/5	Fitness Education: Physical Activity Promotion – Body Positivity Read: Conkle, Ch 9-11 Listen: Maintenance Phase, April 25, 2023, The 10,000 Steps Myth & July 4, 2023, Pilates
	11/7	Lab: Sammy Fit! #8 <b>DUE: Quiz 10, Lesson Plan 10, &amp; Reflection 8</b>
12	11/12	Students with Disabilities Read: Lavay Ch. 9 Listen: Maintenance Phase, December 20, 2022, Workplace Wellness
	11/14	Peer Review – Online Lab: Sammy Fit! #9 <b>DUE: Quiz 11 &amp; Reflection 9, &amp; Letter to Parents</b>
13	11/19	Developing a Portfolio Read: Lavay Ch. 11 Listen: Maintenance Phase, November 15, 2022, The Food Pyramid
	11/21	Assign: Teaching Portfolio Lab: Sammy Fit! #10 <b>DUE: Behavior Intervention Plan &amp; Reflection 10</b>
14	11/26	Ethics Read: Lavay Ch. 10

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
		Listen: Maintenance Phase, November 17, 2020, The Twinkie Defense <b>DUE: Quiz 12</b>
	11/28	<b>NO CLASS - Thanksgiving</b>
15	12/3	Course Review
	12/5	Portfolio Review Lab: KIN 156 - Sammy Fit Student Presentations <b>DUE: PE Journal/observations</b>
<b>Final Project</b>	12/12	<b>Monday, December 16<sup>th</sup>, due on Canvas by 2:30pm (PST)</b>