

<p>Course Name:</p> <p>KNPE 337/3.0 Physical Activity Promotion for Children and Youth</p>	<p>Course Instructor:</p> <p>Beth Barz</p>	<p>Contact Hours:</p> <p>Lecture 1 x 1.5 hours/wk / 12 weeks Lab 1 x 1.5 Hours/wk / 12 weeks</p>										
		<p>Prerequisite:</p> <p>(KNPE 237/3.0 or HLTH 270/3.0) Level 3 or above in a KINE or HLTH Plan.</p>										
		<p>Exclusion:</p>										
<p>Course Description:</p> <p>KNPE 337 introduces students to the principles involved with promoting physical activity among children and youth. This course explores topics such as theoretical models of motivation, interest, and interpersonal behaviours, designing and implementing enjoyable, challenging, and appropriate physical activities, as well as creating inclusive physical activity environments. Students will also explore how early physical activity experiences can promote life-long engagement and contribute to children's broader development. This course places an emphasis on translating theory into practice. Through activity-based classroom sessions and community-based placements, students will have the opportunity to integrate and apply course content within the community.</p>		<p>Course Texts:</p> <p>Course materials will be posted on OnQ,</p>										
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Demonstrate a comprehensive understanding of the factors that shape the quality of physical activity experiences and their influence on children's and youth's development • Develop skills to design and effectively deliver physical activity programming in a variety of settings, including classrooms, gymnasiums, and playgrounds • Evaluate and critique the appropriateness of different approaches to promoting physical activity among children and youth • Apply course content to practical settings • Reflect on connections and/or gaps between course 		<p>Course Evaluation:</p> <table> <tr> <td>Participation (in lecture & lab)</td> <td>10%</td> </tr> <tr> <td>Initial Reflection Assignment</td> <td>10%</td> </tr> <tr> <td>Physical Activity Group Lesson Plan Design & Presentation Assignment</td> <td>30%</td> </tr> <tr> <td>Student Placement Evaluation</td> <td>20%</td> </tr> <tr> <td>Self-Observation and Final Reflection Assignment</td> <td>30%</td> </tr> </table>	Participation (in lecture & lab)	10%	Initial Reflection Assignment	10%	Physical Activity Group Lesson Plan Design & Presentation Assignment	30%	Student Placement Evaluation	20%	Self-Observation and Final Reflection Assignment	30%
Participation (in lecture & lab)	10%											
Initial Reflection Assignment	10%											
Physical Activity Group Lesson Plan Design & Presentation Assignment	30%											
Student Placement Evaluation	20%											
Self-Observation and Final Reflection Assignment	30%											

content and practical implementation	
Course Outline	
Benefits and Barriers to Physical Activity	Applying Principles of Physical Literacy
Exploring Different Types of Physical Activities for Children and Youth / Status of DPA in Schools	Physical Activity Assessment
Teacher and Admin Infographics / Motivation and Interest	Conducting Physical Activity Assessments / Video lab analysis
Designing Engaging Activities	Promoting Physical Activity in the Community
Physical Activity Leadership / ACEs, Developmental Assets, Fun Maps	Implementing Community-Based Physical Activity Interventions
Leading Effectively	Contextual Influences on Physical Activity
Physical Activity Environments	Adapting Physical Activity Experiences
Creating Appropriate Physical Activity Settings	Reflections on Placement Experiences
Inclusive Physical Activity Experiences	Demonstrating Lessons Learned from Placement Experiences
Designing Physical Activity Modifications	Non-Linear Pedagogy / Constraints Led Approach
Revisiting Physical Literacy	LTAD Model
Transformational Coaching	Course integration and consolidation
Disability Sport / PYD Model	