TTE 352: Developing Adolescent Personal and Social Responsibility Through Physical Activity

University of Arizona
Adolescents Community Education Program
Credits: 3
Class meets Tues. & Thurs. 9:30-10:45
Room Psychology 307 & Gittings 129

Instructor Information
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Course Description: Theory and methods of providing skills needed for positive social skill development in adolescent students via the use of a variety of physical activities. The course will offer practical application and instruction in appropriate activities for adolescents in school and non-school community settings. An appreciation of the multi-cultural aspects of our community, especially the ethnic, linguistic, and racial diversity of our community and how these diverse aspects contribute to the community will be addressed. There will also be an emphasis on team building, as well as, appropriate strategies and techniques of working with adolescents in diverse school and community settings.

Expanded Course Description and Rationale: This course is designed for undergraduate students in the minor, Adolescence, Community, and Education. Adolescents today are faced with a wide range of challenges in taking responsibility for their own well being. In addition, as they interact with their peers in school and the community, they need to be sensitive and responsive to the well being of these individuals as well as gain an appreciation of their peer's ethnic, racial and linguistic cultures. The decisions adolescents make in regard to how they interact and treat others must exhibit a responsibility that conforms to today's societal expectations. They need to learn that behaviors such as bullying cannot and will not be tolerated. Their attitudes and behaviors need to be based on an understanding that inclusion of all groups regardless of race, ethnic background, religious preference or sexual orientation is essential. Development of personal and social responsibility can be achieved in a variety of physical activities that challenge the adolescent to include and not exclude their peers. The development of personal and social responsibility will provide adolescents with an emphasis on learning to cooperate and appreciate the skills of others and not isolate one another. And finally, the development of personal and social responsibility means that they learn to embrace the skills and abilities of their peers and come to appreciate the potential all of us have in contributing to our society.

I. Required Texts:
Hellison, D. (2003). *Teaching Personal and Social Responsibility Through Physical Activity.* Champaign, IL: Human Kinetics. Third Edition.

Glover D., Midura D (1992). *Team Building Through Physical Challenges,* Champaign, IL: Human Kinetics

Suggested Texts and Readings:

Gibbone, A., Manson M. (2010). Bullying, Physical Educator's Guide to School-Wide Prevention. *Journal of Physical Education, Recreation & Dance*, 81(7), 20-25.

Course Web site: Desire to Learn Website for TTE 352. http://d2l.arizona.edu. **You are expected to check the D2L course website on a daily basis for information and assignments.**

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II. Course Objectives and Outcomes: Upon successful completion of this course the student should be able to:

A. Develop a thorough understanding of the principles, strategies and methods in developing personal and social responsibility using physical activities.
B. Plan developmentally appropriate activities that will enhance personal and social responsibility in both school and community settings for the adolescent student.
C. Plan, design and implement activities that represent the unique interests and skills of diverse cultures, including individuals of various ethnic, racial and linguistic backgrounds.
D. Develop, design, and demonstrate skills for developmentally appropriate activities in teaching team building activities for the adolescent student.
E. Establish and maintain a positive, safe, and effective learning environment that fosters meaningful movement experiences for adolescent students of all cultures including racial, ethnic, and linguistic and sexual orientation backgrounds.
F. Display a disposition toward reflection and commitment toward professional growth and lifelong learning activities.
G. Understand the physical, social, mental, and emotional characteristics of adolescent children.
H Participate in planned field experiences dealing with adolescent children.
I. Understand and develop a variety of activities that promote and develop personal and social responsibility on the part of the adolescent student.
J Understand and develop a variety of appropriate assessments for determining the development of personal and social responsibility.
K. Incorporate the use of technology within appropriate physical activities.

III. Instructional Methods and Activities:

1. **Lecture Experiences:** Includes power point discussions, demonstrations, videos, guest speakers, active participation, and a variety of readings.
2. **Field Experiences:** Throughout the semester students will engage in a variety of planned observations, as well as, have the opportunity to participate in adventure and team building activities (such as the Univ. of AZ.'s Ropes Course), field trips to a local schools and community programs, as well as hands on experiences, all of which will assist students in understanding the diverse make-up of our community's adolescent populations. These field experiences will give students an opportunity work with, and alongside, adolescents from a variety of cultural settings, which in turn, will give them the opportunity to enrich their understanding of our community.
3. **Physical Activity:** Class participants should be advised that this class **will involve different forms of physical activity** as part of the course. If you feel that you will not be able to participate, please see me as soon as possible.
4. **U of A Adventure Course**-part of this class will involve two days on the University of Arizona's adventure course. This course will involve an additional lab fee to that will need to be paid at the time of registration for admission to the course.
5. **Safe Zone Training**-students will have the opportunity to participate in a Safe Zone training workshop which will enlighten them as to the importance of understanding, accepting and providing comfort to individuals from diverse ethnic, cultural, linguistic and sexually oriented groups.

Activities:

1. Reflection Papers
2. Learning Logs
3. Team Building Activity Plans
4. Peer Activities and Applications
5. Quizzes
6. Midterm & Final
7. Ropes Course
8. Safe Zone Training
9. Observations
10. Community Event

IV. Course Outline, Evaluation and Grading

A. Course Requirements:

Each student is expected to fully participate in all course activities and assignments. Prior to coming to class, students are expected to complete chapter readings, which pertain to the days lecture. Lecture outlines are available for download on the course website. Lecture outlines are not required, but may assist in note taking. Periodic quizzes and assignments will be collected and graded to ensure students are staying on task and taking full opportunities to learn course materials.

Each student is expected to attend all class sessions on time, and arrive prepared to participate in the daily lecture. Cell phones (Ipods, etc.) are not permitted during class. Please respect the learning environment for your fellow students and turn your phone on silent mode or completely off during all class activities.

Grading Rubric and distribution: Upon completion of this course students will receive a letter grade. **A = 100 – 92%, B = 82 – 91%, C = 81 – 70%, D = 69 – 60%, E = 59- 0%**

1. Attendance & participation	90 points
2. Reflection Papers (3)	45 points
3. Learning Logs. (6)	60 points
4. Activity Development & Application (3)	75 points
5. Quizzes (3)	90 points
6. Community Event Assignment	25 points
7. Midterm & Final	100 points
8. Observations	50 points
	535 points

B. Late Work Policy:

All written assignments need to be turned in either to D2L or the instructor by 9:30am the day the assignment is due. Work turned in after the time the assignment is due (i.e., class time, d2l dropbox) will result in a grading deduction. A 5% per day grade reduction will be taken after the assignment is due even if it is turned in that same day. No assignment will be accepted after that assignment is graded and handed back to the class.

C. Attendance Policy:

Greater than 3 unexcused absences during the semester may result in reduction in attendance and or participation points. University of Arizona absence policy requires that all holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of students (or Dean's designee) will be honored.

V. University of Arizona Policies

1. **Student Code of Academic Integrity:** http://dos.web.arizona.edu/uapolicies/

The University of Arizona code on Academic Integrity: Integrity is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own.

2. **Policy on Threatening Behavior by Students:** http://policy.web.arizona.edu/~policy/threaten.shtml

The University seeks to promote a safe environment where students and employees may participate in the educational process without compromising their health, safety or welfare.

3. **Students with Disabilities:** http://drc.arizona.edu/

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

VI. Content Advisory

Class members are advised that some aspects of this class may be offensive to some members. The class may deal with some controversial issues. Please see me as soon as possible if you have any concerns.

****The information contained in the course syllabus may be subject to change with reasonable advance notice, as deemed appropriate by the instructor. Updated 7/25/12**