

James B. Dudley High School – UNC Greensboro
Alternative Physical Education Option
Fall 2019
Course Syllabus

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Location: Wrestling room
Time: Tuesday & Thursday 2:09pm - 3:40pm; Friday (optional) 2:09pm-3:40pm

1. Course Bulletin Description:

This course invites 9th grade students to practice basic Taekwondo (TKD) techniques: hand skills (e.g., punch), foot skills (e.g., kick and step), and self-defense with five levels of Personal Social Responsibility (TPSR): Self-control, Participation, Effort, Self-direction, and Caring (Hellison, 2011). These TPSR values will be effectively implemented through C.H.A.P framework that students are encouraged to discuss, behave, and model themselves on Champion, Hero, Achiever, and Peacemaker. *Youth Success Handbook* and *Youth Success Journal* (workbooks for this course) will be provided to 9th grade students, which helps students understand life-skills and qualities that make up C. H. A. P. Based on the workbooks, students are encouraged to engage in group discussions on C. H. A. P. and related life-skills. This work will be helpful for students to reflect upon their behaviors and understandings and set daily or weekly goals to use of the life-skills outside the gym to be or as little C.H.A.P. TKD techniques will be taught in a variety of manners (e.g., drills, forms, non-contact sparring with partners and groups). Life-skills teaching and learning occurs during circles (awareness talk and reflection) and TKD.

Table 1. Teaching Personal Social Responsibility Model

Level	Description	Life-skills	Behaviors in class
I Respect	Respecting the rights and feelings of others	<ul style="list-style-type: none"> • Self-control • Right to peaceful conflict resolution • Right to be included and to have cooperative peers 	<ul style="list-style-type: none"> • Waiting until appropriate time to talk • Taking turns to practice kick and punch
II Participation	Effort and cooperation	<ul style="list-style-type: none"> • Self-motivation • Exploration of effort and new tasks • Getting along with others 	<ul style="list-style-type: none"> • Trying new things without complaining and saying I can't
III Self-Direction	Independent work	<ul style="list-style-type: none"> • On-task independence • Goal-setting progression • Courage to resist peer pressure 	<ul style="list-style-type: none"> • Undertaking to learn a new skill through resources outside the physical education class
IV Caring	Helping others and leadership	<ul style="list-style-type: none"> • Caring and compassion • Sensitivity and responsiveness • Inner strength 	<ul style="list-style-type: none"> • Willingly working with anyone in the class
V Transfer	Transfer outside the gym	<ul style="list-style-type: none"> • Trying these ideas in other areas of life • Being a positive role model for others, especially younger kids 	<ul style="list-style-type: none"> • Willingly discussing and planning to apply responsibilities to other aspects of life (e.g., home and school)

Table 2. C.H.A.P

Level	Life-skills	Behaviors in class
Champion	Respect, Self-confidence, and positive-attitude	Student does no harm to others verbally or physically. Student bow to each other and shake hands before/after partner trainings. Student respect rules for a safe place.
Hero	Be responsible for Caring for others and helping others	Student takes responsibility. Student considers others and helps them through TKD.
Achiever	Set goals and Perseverance, resilience. Self-direction & self-discipline	Student tries her/his best to achieve personal goals. Student have patience for developing TKD techniques and repeatedly practice to become better.
Peacemaker	Open-mind, Self-control, cooperation	Student always listens to others carefully. Student works together with others from different backgrounds. Student controls one's emotions and actions.

2. Student Learning Outcomes:

After successful completion of this course, student will be able to:

- a. Develop and demonstrate basic TKD techniques
- b. Improve communication skills and social skills
- c. Achieve physical fitness through positive participation
- d. Develop leadership skills and apply the skills outside gym

3. Equipment Requirements

- a. Kick pad (x 20)
- b. Kick shield (x 5)
- c. Form noodles (x 10)
- d. Wood boards (x 40)

4. Class Attire

- 1) All students must dress for physical activity
- 2) No jewelry of any kind is allowed to wear during class for safety reasons.

5. Student Behavior

a. High school is not middle school. By its very nature, it requires an increased level of student responsibility. The instructors' responsibility is to facilitate student learning by creating a classroom environment conducive to maximizing each student's opportunity to do so. As a student, you must take responsibility for your own learning. Adherence to the standards and policies outlined in this course syllabus is inherent in your responsibility.

b. The responsible student:

- (1) attends class
- (2) arrives to class on time
- (3) arrives to class prepared (having already accomplished any assigned reading, when applicable)
- (4) pays attention during class
- (5) stays off his/her cell phone
- (6) follows instructions and pays attention to detail
- (7) is proactive, not reactive
- (8) participates during class
- (9) contributes to group work, when applicable
- (10) frequently reads *Youth Success Handbook* to prepare the class
- (11) owns his/her performance

c. The responsible student refrains from:

- (1) being disruptive or disrespectful during class (departing class early without prior approval is disrespectful)
- (2) wearing earbuds during class
- (3) eating during class
- (4) making excuses
- (5) stating "I can't.", "I won't try.", "This is too far outside my comfort zone.", or "I'll never do/use this anywhere else."

d. The instructor reserves the right to remove any student from the classroom who is engaging in disruptive behavior. Disruptive behavior includes, but is not limited to:

- (1) turning one's back to or mocking the instructor while they are speaking
- (2) engaging in side-bar conversation while the instructor is speaking
- (3) creating a class distraction by moving about, fiddling with equipment, etc. while the instructor is speaking
- (4) inappropriate use of technology (students on cell phones for other than class purpose)
- (5) habitual departure from class to use the restroom (take care of this before or after class)

e. Students asked to depart the class for disruptive behavior will be counted as unapproved absent from that day class meeting.

6. Course Schedule

Day	Level	Life-skill	Topic
T	Champion (I)	Participation Respect Self-confidence	- Basic stance: Attention stance & defense stance - Basic step: Step forward & backward; Sliding forward & backward, switch feet & side steps - Basic punch: Jab & cross
TR			- Basic step: Step forward & backward; Sliding forward & backward, switch feet & side steps - Basic moves: ducking; weaving or roll; slip - Basic punch: Jab & cross; Left hook & right hook - Shadow sparring
T	Hero (I)	Responsibility Help others	- Basic moves: ducking; weaving or roll; slip - Basic punch: Jab & cross; Left hook & right hook
TR			- Basic moves: ducking; weaving or roll; slip - Basic punch: Jab & cross; Left hook & right hook - Creating students own combos
T	Achiever (I)	Goal setting Perseverance Self-discipline Self-direction	- Basic kick (Part 1: Knee-kick and Front-snap-kick)
TR			- Basic kick (Part 1: Knee-kick and Front-snap-kick) - Creating students own combos including Part (1) kicks
T	Peacemaker (I)	Active listening Cooperation Self-control	- 13 Front kick movement pattern
TR			- Basic kick (Part 1: Knee-kick, Front-snap-kick & Part 2: Push-kick) - 13 Front kick movement pattern - Creating students own combos with a partner including Part (1) kicks
T	Champion (II)	Participation Respect Self-confidence	- Intermediate kick (Part 1: Roundhouse-kick & Sliding roundhouse-kick) - 13 Front kick movement pattern
TR			- Intermediate kick (Part 1: Roundhouse-kick & Sliding roundhouse-kick) - 13 Front kick movement pattern
T	Hero (II)	Responsibility Help others	- Intermediate kick (Part 2: Tornado-kick) - Part 1 & Part 2 kick combination - Shadow sparring
TR			- Intermediate kick (Part 2: Tornado-kick) - Part 1 & Part 2 kick combination - Creating group combo (6 kicks with any steps)
T	Achiever (II)	Goal setting Perseverance Self-discipline Self-direction	- Intermediate kick (Part 2: Tornado-kick) - Part 1 & Part 2 kick combination - Shadow sparring
TR			- Intermediate kick (Part 2: Tornado-kick) - Part 1 & Part 2 kick combination - Creating group combo with a partner (6 kicks with any steps)
T	Peacemaker (II)	Active listening Cooperation Self-control	- Advanced kick (Part 1: Side-kick)
TR			- Advanced kick (Part 1: Sliding-side-kick)
T	Champion (III)	Participation Respect Self-confidence	- Advanced kick (Part 2: back-kick)
TR			- Advanced kick (Part 1: Side-kick & Sliding-side-kick and Part 2: back-kick)

T	Hero (III)	Responsibility Help others	- Advanced kick (side kick, sliding forward side kick and back-kick) - Shadow sparring
TR			- Advanced kick (side kick, sliding forward side kick and back-kick) - Creating group combo with a partner (6 kicks with any steps)
T	Achiever (III)	Goal setting Perseverance Self-discipline Self-direction	- Painting or Creating own students' wood board (goals, challenges, dreams, or strategies) - Five steps for breaking boards - Students decide what kick or punch they want to use to break the wood-board
TR			- With a partner, practice breaking boards with five steps - Breaking boards
T	Peacemaker (III)	Active listening Cooperation Self-control	- Self-defense moves
TR			- Self-defense moves