



Movement and Health  
Graduate and Extended Learning  
University of WI – La Crosse

“Sunlight comes into your house not because you want it. It happens because you open the windows.”  
– Jaggi Vasudev, Of Mystics & Mistakes

#### COURSE INFORMATION

Movement and Health – 3 credits  
Graduate and Extended Learning

#### INSTRUCTOR INFORMATION

Instructor: John Weiland MSE  
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Office: By Appointment

#### Overview of Personal Exploration and Health

This course is designed for educators with or without prior backcountry experience who are looking to explore the aspects of physical movement and health connected to the body, mind, spirit and joy in a wilderness and backcountry setting. During this course you will further explore and reflect upon personal and professional aspects of movement and being part of and contributing to a community of learners in an outdoor setting, experience the options of challenging yourself to explore activities that may be out of your comfort zone, and participating in reflection, journaling, and daily debriefings.

Participants will gain deeper experiences while participating in mindfulness, meditation, yoga, hiking, cooking, star gazing, and other related activities (weather dependent) while being led by enthusiastic and certified instructors in outdoor learning and safety processes and procedures. Moreover, this field experience is grounded in the needs of the learner connected to physical movement and daily assessments will be made to meet the needs of the group and individual. Therefore, you will explore topics related to personal, professional, individual and group interests and needs.

The student learning outcomes associated with this course align with the eight dimensions of wellness and are interwoven and intentionally accessed throughout the daily activities.

## Student Learning Outcomes Associated with Movement and Health

On successful completion of this course students will be able to:

- Identify and summarize aspects of movement and its connections to wellness.
- Demonstrate, analyze and assess foundational models of human movement related to self.
- Apply and generalize models and experiences to relevant and situational settings.
- Demonstrate a willingness to utilize new or innovative materials and technologies related to wellness for classroom, work or personal use.
- Articulate the different roles and responsibilities of educators and self-learners related to wellness at a variety of levels in different learning environments and gain further understanding of the structure of school and work-related systems and their role within the community.
- Demonstrate skills and attitudes that support a reflective approach to professional practice; productive relations with students; and collaborative relations with peers, guardians, administrators, and other work-related personnel.
- Utilize self-reflection in oral and written work.
- Demonstrate the importance of and how to plan using differentiated instruction and assessments related to wellness using Universal Design for Learning or Understanding By Design as a framework.

### Wisconsin Educator Standards Ten Wisconsin Teacher Standards

#### Standard 1 – Content

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of the subject matter meaningful for students.

#### Standard 2 – Educational Psychology

The teacher understands how children with broad ranges of ability learn, and provides instruction that supports their intellectual, social, and personal development.

#### Standard 3 – Learning Styles

The teacher understands how students differ in their approach to learning and the barriers that impede learning, and can adapt instruction to meet diverse needs of students, including those with disabilities and exceptionalities.

#### Standard 4 – Teaching and Technology

The teacher understands and uses a variety of instructional strategies, including technology, to encourage student's development of critical thinking, problem solving, and performance skills.

#### Standard 5 – Classroom Management

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#### Standard 6 – Communication and Technology

The teacher uses effective verbal and nonverbal communication techniques, as well as instructional media and technology, to foster active inquiry, collaboration, and supportive interaction in the classroom.

#### Standard 7 – Lesson Plans

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, the students, the community, and curriculum goals.

#### Standard 8 – Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

#### Standard 9 – Self-Evaluation

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on students, parents, professionals in the learning community and others, and actively seeks out opportunities to grow professionally.

## Standard 10 – Community Relations

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student learning and wellbeing, and acts with integrity, fairness, and in an ethical manner.

### Course Resources

#### **Required:**

McGonigal, Kelly (2019) *The Joy of Movement: How Exercise Helps Us Find Happiness, Hope, Connection, and Courage*. Penguin Random House LLC, New York

Small journal of your choice

**View:** These will be listed as resources on Google Classroom

Experiential Learning Cycle (pdf provided)

Dimensions of Wellness (pdf provided)

Personal Development Plan Template

<https://www.youtube.com/watch?v=ifw03u4lrS8&t=3010s>

<https://www.youtube.com/watch?v=azROJC2YJ4g>

<https://learningfromexperience.com/downloads/research-library/eight-important-things-to-know-about-the-experiential-learning-cycle.pdf>

### Course Assessment Information

You will receive a letter grade for Movement and Health. To that end, it is my hope that each of you would strive to achieve an “A” for this course. With that, please know that you can discuss your progress with me anytime throughout the course of our semester. My goal is to support each of you to be as prepared as possible for your course and experience. Finally, it is my expectation that you would complete each course assignment to ‘mastery.’ To that end, this would include resubmitting any assignments that are not “A” quality.

#### Assignments:

Chapter Reflections and Connections (40 points)

Participate in all required activities and reflections. (40 points)

Experiential Learning Cycle summary and connections. (20 points)

Journal and reflect upon selected Movement activities during the course. (40 points)

Prepare and create a lesson (unit) using the UDL or UBD template to share with peers and use in personal or work setting or

Create a Personal Development Plan to initiate or extend Movement goals. (40 points)

See posted rubrics for assessment criteria

Submission Deadline:

## Grade Scale for Health and Movement

A = points; 93 - 100%

A/B = points; 89 - 92%

B = points; 83 - 88%

B/C = points; 79 - 82%

C = points; 70 - 78%

D = points; 60 - 69%

F = less than 60%

## Incompletes

A notation of incomplete may be given in lieu of a final grade to a student who has demonstrated success in the course until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to complete some limited amount of term work. An incomplete is not given unless you demonstrate to the instructor that you were prevented from completing course requirements for just cause.

## Person First Language

Person first language is expected in our course. This language relates to people with disabilities and/or other unique learning and/or social needs. For example, it is no longer acceptable to use a disability as an adjective describing a person (e.g., handicapped student, disabled person) or as a noun describing a group of persons (e.g., the autistics, the TMRs, the ED room). This language can inadvertently elicit stereotypical perceptions that overshadow an individual's true abilities. Thus, the language you use should reflect people first language (e.g., people with disabilities, a student with a learning disability). Please note that this has nothing to do with being "politically correct", but rather showing respect for people. The one exception to people first rule is the deaf. The Deaf community, as a whole, sees itself as a separate culture and often refers to themselves as the Deaf. Generally, when working with any person with a disability, you will find that s/he may have an individual preference for how you refer to him/her. You should make it a habit to ask someone or the family members before you choose to lump people into a category.

### Additional Information & Reminders

Individuals with Disabilities - Any student with a documented disability (e.g. ADHD, Autism Spectrum Disorder, Acquired Brain Injury, PTSD, Physical, Sensory, Psychological, or Learning Disability) who needs to arrange academic accommodations must contact The ACCESS Center (165 Murphy Library, 608-785-6900, [ACCESSCenter@uwlax.edu](mailto:ACCESSCenter@uwlax.edu)) and meet with an advisor to register and develop an accommodation plan. In addition to registering with The ACCESS Center, it is the student's responsibility to discuss their academic needs with their instructors. You can find out more about services available to students with disabilities at [The ACCESS Center website](#). Bottom line, if you need accommodations, please talk to me. I am confident that working together we can figure out a plan.

Veterans and Active Military Personnel- Veterans and active military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to me. For additional information and assistance, contact the [Veterans Services Office](#). Students who need to withdraw from class or from the university due to military orders should be aware of the [military duty withdrawal policy](#).

Academic misconduct (i.e., cheatings and plagiarism) is a violation of the UW-L student honor code <http://www.uwlax.edu/records/UGCat/Regulations/Disciplinary.htm> and is the antithesis of the Essential Dispositions expected of Teacher Education candidates at UW-La Crosse. Academic misconduct is unacceptable. Plagiarism or cheating in any form may result in failure of the assignment or entire course and, for education students, your ability to become a teacher. Refer to the Eagle Eye at [http://www.uwlax.edu/StudentLife/academic\\_misconduct.htm#14.03](http://www.uwlax.edu/StudentLife/academic_misconduct.htm#14.03) for a detailed definition of academic misconduct. For helpful information on how to avoid plagiarism, see <http://www.uwlax.edu/murphylibrary/research/plagiarism.html>. You may also visit the Office of Student Life if you have questions about plagiarism or cheating incidents. We encourage you to discuss any concerns regarding plagiarism or cheating with instructors directly well before any assignments are submitted. Failure to understand what constitutes plagiarism or cheating is not a valid excuse for engaging in academic misconduct.

The definition of academic misconduct is as follows: Academic misconduct is an act in which a student: (a) Seeks to claim credit for the work or efforts of another without authorization or citation; (b) Uses unauthorized materials or fabricated data in any academic exercise; (c) Forges or falsifies academic documents or records; (d) Intentionally impedes or damages the academic work of others; (e) Engages in conduct aimed at making false representation of a student's academic performance; or (f) Assists other students in any of these acts. In order to acknowledge another's work or ideas in your work, use citation formats found in the *Publication Manual of the American Psychological Association, 6th Edition*.

**Sexual Harassment** - "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement in any University activity or program; (2) submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting this individual in any University activity or program; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. University policy prohibits sexual harassment. Complaints about sexual harassment should be reported to the University Office of Equal Opportunity, 419 Morrill Hall.