DESCRIPTION:
This course will introduce Early Childhood Development (ECD) and the growing field of Kinderkinetics in South Africa to students, in relation to exercise physiology. The course will begin with an overview of exercise physiology and its effects on various forms of exercise and physical activity on the human body and mind – particularly that of children. It will then introduce the concept of early childhood development and its current state in South Africa. This concept will provide a backdrop and context for students to understand how Kinderkinetics developed and has evolved. Attention will also be given to the rarely touched upon field of children with disabilities and their place within the context of exercise physiology and physical activity within South Africa. The course will also include exposure to a Kinderkinetics centre, as well as an ECD centre for children with disabilities through two Course Related Trips.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:
Classes will involve a combination of lectures, class discussions and case studies. Supplementary course information will also be provided through Moodle. In addition, guest lectures, site visits, course related trips and observational rotations are incorporated to help to bring knowledge to demonstrate how some of the theory focused on in class is deployed in practical settings. Observational rotations are integral to the academic programme and are intended to provide students with additional exposure to the broader public health and health care environment in Cape Town and South Africa.

REQUIRED WORK AND FORM OF ASSESSMENT:
- Course Participation: 10%
- Midterm Test: 25%
- Course Related Trip Reports: 25%
- Final Exam: 40%

Course Participation
Participation in all class discussions/debates and attendance for all guest lectures, observational rotations, course related trips and site visits is mandatory. Students are expected to prepare for each class by doing the required reading and reflection, in addition to regularly checking notices on Moodle. Students will, however, be required to do more than simply complete the readings and attend the contact sessions. They will be asked to engage thoughtfully and openly with the material and come to class prepared to respectfully question, engage and explore concepts raised.

Midterm Test
Students will write an exam on the conventions of developmental kinesiology such as the current state of exercise physiology and physical activity in South Africa, developmental kinesiology in the developed and developing worlds and the benefits of exercise for children with disabilities. This test will be completed in class and will be comprised of short answer responses focused on retention, and long answer questions focused on the application of student knowledge. The test will be an hour long.

Course Related Trip Reports
After each of the two Course Related Trips, students will submit 1,500-2,000 words (6-8 pages) reflecting on and analyzing their experience, on Moodle. Students are expected to write what they learned during the trip, and need to incorporate readings to connect lessons and theories from class, with their experiences outside of the classroom. Students should also draw from their experiences during observational rotations to enhance their reflections about the broader field of public health and health care providers in Cape Town and South Africa. A total of two Course Related Trip Reports will be submitted. Students will be marked according to a rubric, on the development of their reflection and analysis, and integration of course readings. Additional information will be provided by your lecturer.

Final Exam
At the end of the course will write a closed book examination and will be examined on selected content covered during the course. Structured short and long answer questions will be set to demonstrate understanding and application of theories, concepts and approaches to early childhood development, developmental kinesiology and Kinderkinetics in South Africa. The exam questions will require students to apply concepts and approaches learnt to practical situations and case studies, by drawing from their experiential learning and site visits. The exam will be 1.5 hours.

LEARNING OUTCOMES:
By the end of the course students will be able to:
- Articulate links between exercise physiology, early childhood development and Kinderkinetics.
- Identify the challenges in ensuring early childhood development in South Africa.
- Demonstrate knowledge of Kinderkinetics and its relevance South Africa.
- Evaluate the potential for South Africa as a global leader of Kinderkinetics.
- Express links between physical activity and early childhood development for children with disabilities.

ATTENDANCE POLICY:
Attendance is mandatory for all IES Abroad classes, and programming elements including course-related trips, guest lectures, observational rotations, etc. Excused absences are permitted in the cases of documented illness, a family emergency or when class is held on a recognized religious holiday traditionally observed by a student. In this case, an IES Abroad Excused Absence Form and supporting documents must be submitted to the Academic Manager at least 24 hours before the class. For illness, the Excused Absence Form must be submitted to the Academic Manager within 24 hours after class with the doctor’s note. In the event of late arrival to class, the instructor will mark the student absent if they are more than ten minutes late.

More than two unexcused absences will result in two percentage points (2%) being deducted from the final grade for every additional unexcused absence thereafter. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical emergencies or family emergencies. If a test is missed during an unexcused absence, it cannot be made up. It is the student’s responsibility to contact the lecturer and request information on the missed class as well as any relevant reading or homework information.

PLEASE NOTE: students are expected to prepare and read ALL the prescribed readings listed below in preparation for each class session. Additional readings from the reference list of the prescribed readings is also encouraged.

CONTENT:
<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Assignments and Readings</th>
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• St Quinton, T. (2017). The 'scientific' approach for the physical activity behavior change. Journal of Physical Education and Sport, 17(2), 722. (9 pgs) |
|          | Session 3: Group discussion. Exercise physiology and physical activity in the USA. Students to read and gather articles of studies done in the USA. |                                                                                                                                                                                                                   |
### Session 4:
Comparison between the USA and SA regarding exercise and physical activity.


### Week 2

**Session 5:**
The benefits of physical activity during the 4 stages of life. Disadvantages of physical inactivity during the 4 stages of life.


### Session 6:
Course Related Trip 1

### Session 7:
Developmental kinesiology: basic concepts. Developmental kinesiology for the child in the developed world. Developmental kinesiology for the child in the developing world.


### Session 8:
The importance and benefits of exercise for able-bodied children. The importance and benefits of exercise for children with disabilities.


### Week 3

**Session 9:**
Midterm Test
| Session 10: | Observational Rotations  
Guest Lecturer |
| --- | --- |
| Session 11: | Observational Rotations  
Guest Lecturer |
| Session 12: | Observational Rotations |
| Session 13: | Introduction to ECD: basic concepts.  
Preparation for Observational Rotation Sessions |
Early Childhood Development and South Africa: A literature review. (35 pgs)  
Journal of African Studies and Development, 3(1), 1-8. (8 pgs)  

**Deliverables**  
Course Related Trip Report 1 due on Moodle the day before Session 14.

| Week 4 | Session 14:  
ECD in the 1st and 3rd world context.  
ECD in South Africa. |
| --- | --- |

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<tr>
<th>Session 15:</th>
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<td>ECD and able-bodied children.</td>
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<td>Session 21:</td>
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<td>Week 6</td>
<td>Session 23: How Kinderkinteics can help with ECD: case study analysis of ECD issues in South Africa and how Kinderkinetics could be used to combat them.</td>
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<td>Session 24: Psychology, impairment and physical activity in the African setting.</td>
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<td>Session 26: FINAL EXAM</td>
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**Deliverables**
Course Related Trip Report 2 due on Moodle the day before Session 23


**COURSE-RELATED TRIPS:**
- **“Bizweni Centre” – An ECD centre for children with disabilities:** is an ECD centre for children with disabilities ranging from the ages of 2 years old up to 18 years old. They cater for all types of disabilities from severely disabled, where everything needs to be done for the child, to moderately disabled where the goal is to prepare the child for mainstream schooling.
- **“Wakker Akkers Kinderkinetics Centre” at Stellenbosch University:** Training and equipping post graduate students to work with children in a school setting, in order to provide the development of appropriate gross motor skills.

**REQUIRED READINGS:**
Readings will be posted on Moodle unless a free download is available online.


RECOMMENDED READINGS:

• Benefits and importance of Kinderkinetics: http://edukinetics.com/benefits-and-importance/


EXTRA READINGS
