**HKIN 425: Child Growth and Development**

**Child Growth and Development and Service Learning Reflections**

**Fall 2016**

**Select your Service Learning Experience:**

(No formal grade is given for this portion of the assignment)

1. Formally participate in a service learning experience. Explore the possibilities available (document posted outside my office; and sent to you via email). There are a limited number of choices and spots available. Each service learning experience involves approximately 15-20 hours of your volunteer time. Many of these experiences begin immediately; therefore, your selection SHOULD be done quickly.

2. If you choose, Fit 4 Life or Fit 4 Tots, speak directly to me or send me an email with your preferred option for Fit 4 Life (~ 2:05 to 4:45 p.m. on either Tuesday, Wednesday, or Thursday) or Fit 4 tots (at least 1.5 to 2 hours between 11:00 and 2:00 p.m. on Fridays).

3. For all other options, see Sheena Cameron ([scameron@stfx.ca](mailto:scameron@stfx.ca) ; Room 209 Immaculata Hall; 867-3757). Once a suitable placement has been made, make contact (phone, email, or in-person) with the identified representative of the program.

4. Each student participating in Service Learning is required to attend their applicable service learning orientation session:

Fit 4 Tots\*: Monday, September 12, 3:00 – 4:30 p.m. MAIN Gym

Fit 4 Life or Multisport\*: Sunday, September 18, 1:00 – 3:00 p.m. AUX Gym

All other experiences: Saturday, September 24, 1:00 – 5: 00 p.m. TBA

\* These will be physically active and engaging sessions where we ‘play’ in the gym then go over the expectations of Service Learning at StFX and more specifically when working with toddlers or children.

**Written Reflection**

**Value:** 20%

**Due:** on or before 11:59 p.m. on December 2\*. Email messages have the time delivered clearly labeled, anything submitted after 11:59 p.m. will be considered late with a 5% penalty for each day late.

\* Assignments handed in early will be returned as soon as possible after the due date and time.

**Purpose:** To provide a reflection that clearly expands upon the various ways your volunteer experiences helped you to learn (more) about the physical growth, development, and maturation of children and how it applies or relates to their participation in physical activity, exercise, and training. Further, this critical reflection should expand upon the ‘skills’ you developed/enhanced during your volunteer experiences.

**In this reflection, respond to the following (you may want to include these as headers):**

1. In your own words, define and provide an example from your service learning experiences growth, development, maturation, and adaptation. (8 marks) How might your examples differ if your volunteer experiences lasted a year or longer? (4 marks)

2. Considering your experiences working with boys and girls (including your service learning volunteer work) what similarities and differences have you noted in their physical growth, maturation, development, and adaptation? Please provide specific examples in this response for each term. (8 marks)

3. What impact will the learning you have acquired in HKIN 425 have on you in the future? Please consider the work you will do, volunteer experiences you might engage in (i.e., coaching/teaching children in a variety of environments), parenting (expectations you may have/not have for your child(ren) in sport and recreation), etc. (10 marks)

4. In what way(s) has your service learning experience enhanced your personal development? Please consider the development of hard (time management, organization, etc.) and soft skills (patience, empathy, etc.) in this response. You might also consider personal ambitions, future life directions, etc. (10 marks)

**Service Learning Reflection Writing Guidelines:**

1. It is anticipated that this reflection will be about 3-4 pages in length (perhaps one page per question?). It should be no less than 3 pages.

2. Use 11 point font (something easy to read), 1.5 line spacing, and margins of 2.54 cm.

3. Use Canadian spelling (Tools, Set Language, English [Canadian])

4. Writing in first person is expected and encouraged.

5. Your reflection should include specific examples from your service learning and HKIN 425; it is okay to use the names of the children/peers you are working with as well as your classmates.

6. Since effective writing skills are a normal expectation of students in University, marks will not be allotted for effective writing. However, marks will be deducted for ineffective writing to a maximum of 20%.

7. Submit your Service Learning Reflection using Word or some other compatible program\*, via email using the following format in how the document is saved (with your name, of course ☺): Kolen Angie\_HKIN 425\_SLR; please also indicate the assignment in the “subject” line of your email. i.e., Service Learning Reflection.

\* if you do not have a compatible program, please send your SLR in the body of your

email.

I will reply to all email submissions of assignments to let you know I received your assignment.

8. Keep a copy of the email sent to me with your assignment until it is graded and returned to you.

9. Assignments will be graded in the order received. I will use track changes in Word to make corrections, comments, and suggestions. I will also provide summative feedback at the end of your submission. If you are not clear on why you received the grade you did, please contact me. Please also review “What it takes it to get a 90” for an indication of what is expected for each level of grade.

10. Keep a copy of your graded assignment until you receive your final grade in HKIN 425.

**What does it take to get a 90?**

Consider the following words associated with each grade range below.

**90-100 = exceptional** – a superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter

- an ability to make insightful, critical evaluation of the material given

- an exceptional capacity for original, creative, and/or logical thinking

- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express ideas fluently

**80-89 = excellent** – an excellent performance with strong evidence of:

- a comprehensive grasp of the subject matter

- an ability to make sound critical evaluation of the material given

- a very good capacity for original, creative and/or logical thinking

- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express ideas fluently

**70-79 = good** – a good performance with evidence of:

- a substantial knowledge of the subject matter

- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques

- some capacity for original, creative and/or logical thinking

- a good ability to organize, to analyze, to synthesize, to integrate ideas, and to express ideas fluently

**60-69 = satisfactory** – a general satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material

- a fair understanding of the relevant issues

- a general familiarity with the relevant literature and techniques

- an ability to develop solutions to moderately difficult problems related to the subject material

- a moderate ability to examine material in a critical and analytical manner

**50-59 = minimal pass** – a barely acceptable performance

**< 50 = failure** – an unacceptable performance