PREREQUISITES: None

COURSE DESCRIPTION:
Covers planning and presenting lessons on numerous motor skills using varied teaching strategies in a peer teaching session.

COURSE OBJECTIVES
At the completion of this course teacher candidate should be able to:
1. Develop lesson plans for educational gymnastics, rhythm and dance, games and fitness activities that include: instructional objectives, material and equipment needed, safety considerations, instructional tasks with at least two possible modifications to accommodate different skill levels, instructional cues, and organization and management of space, people and equipment.
2. Develop and implement tasks that utilize appropriate progressions and instructional strategies, and take into considerations skill level, learners readiness, and learners’ experience.
3. Use managerial and instructional routines to create smoothly functioning learning experiences.
4. Organize and manage time, space, people, and equipment in such a way that every learner gets a fair chance at learning.
5. Describe and use different behavior management strategies according to the level of misbehaviors.
6. Communicate managerial and instructional information verbally and non-verbally (e.g. demonstration, posters, video) to accommodate various type of learners and facilitate learning.
7. Use the pedagogical knowledge gained through lectures, lab, peer-teaching, and professional readings to develop and implement lesson plans that are safe and developmentally appropriate for learners.
8. Demonstrate the ability to efficiently set up and use videotaping equipment.
9. Videotape and analyze lessons using various assessment tools in order to reflect and revise practice.


NATURE OF COURSE DELIVERY: Face-To Face
**Students are responsible for all work conducted in class regardless of being absent. Email is encouraged when absent but you MUST bring in the assignment the following class to receive full credit.**

**EVALUATION**

*Requirements*

Exam #1 = 100pts (20%)
Exam #2 = 100 pts (20%)
3 peer teaching sessions = 60 pts (12%)
5 assignments listed:
  Build a Teacher - 30
  Instant Activity - 10
  Social Group - 10
  Show & Tell - 10
Videotape Analysis = 30 pts (6%)
Field Observations (2) = 50 pts (10%)
Exam # 3 = 100pts (20%)
Total = 500 pts

*Grading Scale*

465 – 500 = A  
450 – 464 = A-  
435 – 449 = B+  
415 – 434 = B  
400 – 414 = B-
385 – 399 = C+  
365 – 384 = C  
350 – 364 = C-  
300-349 = D  
<300 = F

**Attendance Policy**

In accordance with the GMU Attendance Policies (University catalog, 2008-2009 p.35), “Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness or early departure as de facto evidence of non-participation.”

*The following scale will be used*

- Two (2) absences are permitted
- Two (2) “tardies”* = 1 absence
- Two (2) “early departures”* = 1 absence
- 3 absences = 15 grade points
- Each additional absence = 10 points

*Attendance is taken at 12:00 pm. A student will be considered late once attendance has been taken. Leaving more than 10 minutes before the end of the class will be considered an early departure.*

Email is encouraged when absent but you MUST bring in the assignment the following class to receive full credit. Once a grade is posted you will have one class from the post date to bring to my attention any discrepancies in the assignment.

**Description of Assignments:**

- **Peer Teaching Session:** Develop a lesson plan for 15 minutes using the criteria given in class to present to your group. A lesson plan must be provided and an evaluation will be given after each session.
- **Video Analysis:** Video tape your 15 minute lesson and complete a critical analysis of your teaching. You may use a flip camera or a smartphone. Please make arrangements to have your own equipment available on the day you teach.
- **Field Observations:** You will be given a pre-arranged elementary and secondary school to visit and observe for 1 ½ hours. A questionnaire will be completed.
d. Build a Better Teacher: Read the New York Times article on blackboard and observe the videos to complete the assignment. All entries will be submitted online.
e. Instant Activity: Develop an instant activity to present to your peers.
f. Show and Tell: Present an activity using verbal cues or visual demonstrations only.
g. Social Grouping: Organize and manage your group according to specific criteria given.

TENTATIVE COURSE OUTLINE

Week 1
Aug. 27 (M): GMU classes begin. Course content, expectations. Student Inventory
   Define Physically Educated Chapter 1 pp. 3-12. Teaching Goal-Oriented
   “Goal Setting: The Ground Rules” 4 Criteria for a Learning Experience
Aug. 29(W): “Mrs. Fizz Gym Class” LAB Discuss Reflection of Behavior
   Sign up for elementary and secondary field observation.
   Review Professional Disposition

Week 2
Sept. 3 (M): LABOR DAY UNIVERSITY CLOSED
Sept. 5 (W): Chapter 1, Instructional Process Chapter 10 Establishing Goals and Objectives
   The 3 Learning Domains ppt. Behavioral Objectives
   The Virginia Standards of Learning
   Performance Objective Self-Check
   READ Hall of Shame I

Week 3
Sept. 10 (M): Chapter 5. Content Development and Analysis Establish a Progression
   Discuss Hall of Shame Behavior and Content Worksheets
   Review Performance Objectives GMU Sample Lesson Plan
   Assign 6 objectives
Sept. 12 (W): Peer Review Objectives Chapter 5. Content Development and Analysis
   Methods of Extension Juggling Scarves Review Lesson Plan Template
   READ: Hall of Shame II
   Assignment for Peer Teaching Session #1
   Assign: Lesson Plan page 1 using GMU template

Week 4
   Demonstrations and Teaching Cues
   Assign: Lesson Plan page 2 (typed)
   Read: Instant Activity
Sept. 19 (W) Chapter 2, Factors that Influence Learning
   Peer Review: Lesson Plan pg 2
   Assign: Instant Activity Lab

Mid- Term

Week 5
Sept. 24 (M): EXAM # 1
Sept. 26 (W) Instant Activity Lab presented to peers. Assignment #1
   READ: Hall of Shame III
   Peer Review Lesson Plan pg 2
Assign Build a Better Teacher

**Elementary Observation Week**

**Week 6**
- Oct. 1 (M): TBA
- Oct. 3 (W): **Build and Better Teacher Due Online** (Assignment #2)

**Week 7**
- Oct. 8 (M): **Columbus Day – Monday classes meet Tuesday**
- Oct. 9 (T): Group #1 Peer Teaching and Film Lesson #1 **Elementary Field Observation Due**
- Oct. 10 (W): Group #2 Peer Teaching and Film Lesson #1 **Evaluation Group #1 Due**

**Week 8**
- Oct. 15 (M): 3 Designing Learning Experiences and Tasks
  - Assign: Management of People (Social Grouping)
  - Assign Video Analysis **Evaluation Group #2 Due**
- Oct. 17 (W): Chapter 4 Task Presentation
  - READ: Voicing Concerns About Noisy Classroom
  - Management Preparation & Execution Phase Due (Assignment #3)

**Week 9**
- Oct. 22 (M): Giving Directions ppt. Voice Lab
  - READ: Giving Directions-It's How You Say It
  - Voice Command Lab in the Gym
  - **Video Analysis Due #1**
  - Assignment for Peer Teaching #2

**Week 10**
- Oct. 29 (M): Group #1 Peer Teach Lesson #2, **Lesson Plan #2**
- Oct. 31 (W): Group #2 Peer Teach Lesson #2, **Lesson plan #2 and Evaluation Group #1**
  - READ: Knowing the Names of your Students

**Week 11**
- Nov. 5 (M): Chapter 6 Establishing Class Rules 113-127 **Evaluation Group #2 due**
  - Chapt. 6, Handling Misbehaviors pp. 122-128
  - Show Tai Chi, Review Redefining Classroom Management
  - Discuss “Breaking up Fights” Assign Show and Tell Lab
  - Review Knowing the Names of your Students
- Nov. 7 (W) **EXAM #2**
  - READ: Redefining Classroom Management

**Secondary Field Observation**

**Week 12**
- Nov. 12 (M): Chapter 7, Teaching Functions during Activity Student Motivation
  - **Video Analysis II Due** Review Show and Tell Assignment
- Nov. 14 (W): **SHOW & TELL LAB** in the gymnasium. Review Lab Report (Assignment #4)

**Week 13**
- Nov. 19 (M): READ: Redefining Classroom **Secondary Field Observation Due**
  - Management Chapter 8, Teaching Strategies
Assign Peer Teaching #3
Nov. 21 (W): Teaching Games for Understanding. Badminton Activity

Week 14
Nov. 26 (M): Peer Teach and film Lesson Plan #3. Lesson Plan #3 Due
Field Observation #2 questionnaire due
Nov. 28 (W): Peer Teach and Film Lesson Plan #3 from Group #2. Lesson Plan #3 Due
Evaluation from Group #1

Week 15
Dec. 3 (M): Badminton Activity, TGFU Professional Disposition
Evaluation from Groups #2 Due Video Analysis III due
Dec. 5 (W): Chapter 12, Teaching Games, pg. 276-286. The Game Stages Worksheet

Week 16
Dec. 10 (M): READING DAY.

FINAL EXAM: Per Final Exam Schedule, Monday, Dec. 17, 2012 10:30am-1:15 pm
Student Expectations
● Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
● Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
● Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
● Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
● Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
● Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources
● The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance [See http://caps.gmu.edu/].
● The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
● For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See http://rht.gmu.edu].

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.