



GEORGE MASON UNIVERSITY
Undergraduate Studies in Education
School of Recreation, Health and Tourism

PHED 202 – Teaching Skillful Movement
Spring 2013

DAY/TIME:	M-W 12:00 – 1:15 pm	LOCATION: Freedom Center Rm 214
INSTRUCTOR:	Mrs. Linda Krout	OFFICE PHONE: 703-993-2096
OFFICE LOCATION:	Bull Run Hall. Rm 228B	OFFICE HOURS: M W 10:30- 11:30
FAX NUMBER:	703-993-2025	M W 1:30-330
EMAIL ADDRESS:	lkrou@gmu.edu	

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.

REQUIRED READINGS: Rink, J. (2010). Teaching Physical Education for Learning. (6th ed), Boston: McGraw-Hill

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 with assignment attached on the date due to receive full credit for the assignment.**

EVALUATION

Requirements

Exam #1	= 100pts (20%)
Exam #2	= 100 pts (20%)
3 peer teaching sessions	= 60 pts (12%)
4 assignments listed:	= 60 pts (12%)
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 smart phone. 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 reflection on the experience will be submitted.

- 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

Jan. 21 (M): MARTIN LUTHER KING DAY UNIVERSITY CLOSED

Jan. 23(W): 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

Week 2

Jan. 28 (M): “Mrs. Fizz Gym Class” LAB Discuss Reflection of Behavior
Sign up for elementary and secondary field observation.
Review Professional Disposition

READ: Hall of Shame I

Jan. 30 (W): PHED Majors Meeting 10:00-10:30 am Bull Run Hall Atrium, 2nd floor
Chapter 1, Instructional Process pp. 12-16 Chapter 10 Establishing Goals and
Objectives pp. 210-215

The 3 Learning Domains ppt. Behavioral Objectives

The Virginia Standards of Learning

Performance Objective Self-Check

Assign: Build a Better Teacher (Assignment #1) Content vs. Pedagogy

Week 3

Feb. 4(M): Chapter 5. Content Development and Analysis Establish a Progression pp.217-227
Discuss Hall of Shame Behavior and Content Worksheets
Review Performance Objectives GMU Sample Lesson Plan
Assign Lesson Plan page 1

Build a Better Teacher Due

Feb. 6 (W): Peer Review Objectives Chapter 5, pg 83-93 Content Development and Analysis
Methods of Extension pp. 88-93, 102-103 Juggling Scarves
READ: Hall of Shame II

Peer Review of Lesson Plan Discuss Lesson Plan Rubric

Week 4

Feb. 11 (M): Demonstrations and Teaching Cues pp. 69-80

Assignment for Peer Teaching Session #1

Assign: Lesson Plan page 1 & 2 using GMU template

Feb. 13 (W) Chapter 2, Factors that Influence Learning, Transfer of Learning pp.23-37

Peer Review: Lesson Plan

Assign: Instant Activity Lab READ: Instant Activities: Active Learning Tasks that Start
A Lesson Out Right

Mid- Term

Week 5

Feb. 18 (M): **Instant Activity Lab presented to peers.** Assignment #2

READ: Hall of Shame III

Peer Review Lesson Plan for peer session

Feb. 20 (W): **EXAM #1**

Elementary Observation Week

Week 6

Feb. 25 (M): Group #1 Peer Teaching and Film Lesson #1 **Lesson Plan Due**

Feb. 27 (W): Group #2 Peer Teaching and Film Lesson #1 **Lesson Plan Due**

Week 7

March 4 (M): Designing Learning Experiences and Tasks

Assign: Management of People (Social Grouping)

Assign Video Analysis **Evaluation Group #1 Due**

Elementary Field Observation Due

March 6 (W): Chapter 4 Task Presentation

READ: Voicing Concerns About Noisy Classroom

Management Preparation & Execution Phase Due (Assignment #3)

Evaluation Group #2 Due

Video Analysis I Due

Week 8

March 11(M): SPRING BREAK

March 13(W): SPRING BREAK

Week 9

March 18(M): Giving Directions ppt. Voice Lab

READ: Giving Directions-It's How You Say It

Voice Command Lab in the Gym

Lesson Plan for peer teaching #2 due

Assignment for Peer Teaching #2

March 20(W): Chapt. 6 Developing a Learning Environment, Management Plan and Routines

Week 10

March 25(M): Group #1 Peer Teach Lesson #2 **Lesson Plan #2 Due**

March 27(W): Group #2 Peer Teach Lesson #2

Lesson plan #2 and Evaluation Group #1

Week 11

April 1 (M): Discuss "Breaking up Fights"

Review Knowing the Names of your Students

Chapter 6 Establishing Class Rules 113-127

Assign Video Analysis

Evaluation Group #2 Due

April 3 (W): **EXAM #2**

Secondary Field Observation

Week 12

April 8 (M): **SHOW AND TELL LAB** (Assignment #4)

April 10(W): Chapt. 6, Handling Misbehaviors pp. 122-128

Show Tai Chi Review Redefining Classroom Management

Video Analysis II Due Assign Show and Tell

Week 13

April 15(M):READ: Redefining Classroom **Secondary Field Observation Due**

Management Chapter 8 Teaching Strategies

Assign Peer Teaching #3

April 17(W):Chapter 7, Teaching Functions during Activity Student Motivation ppt

Week 14

April 22(M): Peer Teach and Film Lesson Plan #3

April 24(W): Peer Teach and Film Lesson Plan #3 from Group #1. **Lesson Plan #3 Due**

Week 15

April 29(M): **Professional Disposition**

Assign Video Analysis

Evaluation from Group 2 due

May 1 (W): Chapter 12, Teaching Games, pg. 276-286. The Game Stages Worksheet

Video Analysis III due

Week 16

May 6 (M): Last Day. Teaching Games for Understanding. Badminton Activity

FINAL EXAM: Per Final Exam Schedule, Monday, May 13th, 2013 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.

