

GEORGE MASON UNIVERSITY  
School of Recreation, Health and Tourism

PHED 202-001- Teaching Skillful Movement (3)  
Spring 2014

DAY/TIME:	M-W 12:00 – 1:15 pm	OFFICE LOCATION:	Bull Run Hall, Rm 228
INSTRUCTOR:	Mrs. Linda Krout	OFFICE HOURS:	M W 10:30-11:30, 1:30-3:30
EMAIL ADDRESS:	<a href="mailto:lkrou@gm.u.edu">lkrou@gm.u.edu</a>	PHONE NUMBER:	703-993-2096
LOCATION:	Freedom Center Rm 214	FAX NUMBER:	703-993-2025

PREREQUISITES: None

**COURSE DESCRIPTION:**

Covers planning and presenting lessons on numerous motor skills using varied teaching strategies in a peer teaching setting.

**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

**NASPE STANDARDS RELATED TO COURSE:**

**Standard 3: Planning and Implementation**

*Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.*

**Standard 4: Instructional Delivery and Management**

*Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.*

## Standard 5: Impact on Student Learning

*Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.*

## Standard 6: Professionalism

*Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.*

NATURE OF COURSE DELIVERY: Face-To Face

**\*\*Students are responsible for all work conducted in class regardless of being absent. Email is strongly 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%)
Assignments	= 150 pts (30%)
Field Observations (2)	= 50 pts (10%)
Final Exam	= 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 strongly encouraged when absent and all assignments are due on the date posted on the syllabus to receive full credit.

#### Description of Assignments:

1. Peer Teaching Session: Develop a lesson plan for 20 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.
2. Video Analysis. Videotape your 15 minute lesson and complete a critical analysis of your teaching. You may use an ipad or a smart phone. Please make arrangements to have your own equipment available on the day you teach. A video analysis template will be provided on blackboard.

3. 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.
4. Build a Better Teacher: Read the New York Times article on blackboard and observe the videos and answer questions to complete the assignment. All entries will be submitted online.
5. Instant Activity: Develop an instant activity to begin class and present it to your peers. The activity needs to be creative keeping all students active with minimal instruction.
6. Show and Tell: Present an activity or a task using verbal cues or visual demonstrations only.
7. Social Grouping: Organize and manage your group according to specific criteria given.
8. Exam #1: The content of the exam will consist of Chapter 1, 2, 5, 10 and the Virginia standards of learning. Questions will be multiple choice, fill in the blank and short answer.
9. Exam #2: The content of the exam will consist of Chapters 3, 4, 6 and Giving Directions PowerPoint. Questions will be multiple choice, fill in the blank, true/false and short answer.
10. Final Exam: The content of the exam will be partially cumulative and will specifically focus on Chapters 6, 7, 8, 12 and Handling Misbehaviors Power point.

## **TENTATIVE COURSE OUTLINE**

### **Week 1**

Jan. 20 (M): MARTIN LUTHER KING DAY

Jan. 22 (W): Course content, expectations. Student Inventory of smart phones, apple products  
 Define Physically Educated Chapter 1 pp. 3-12. Teaching Goal-Oriented  
 “Goal Setting: The Ground Rules, **READ Knowing the Names of your Students**

### **Week 2**

Jan. 27 (M): “Mrs. Fizz Gym Class” LAB Discuss Reflection of Behavior  
 Sign up for elementary and secondary field observation.  
 Review Professional Disposition Great Teacher Characteristics  
**READ: Hall of Shame I**

Jan. 29(W): Chapter 1, Instructional Process pp. 12-16 Chapter 10 Establishing Goals and Objectives pp. 210-215 4 Criteria for a Learning Experience pgs. 7-12  
 The 3 Learning Domains ppt. (pg. 212) Behavioral Objectives  
 The Virginia Standards of Learning  
 Performance Objective Self-Check  
**READ: Hall of Shame II**

### **Week 3**

Feb. 3 (M): Chapt. 4 Task Presentation Task Presentation Checklist  
 Demonstrations and Cues pp. 69-80  
 Discuss Hall of Shame Behavior and Content Worksheets  
 Review Performance Objectives GMU Sample Template Lesson Plan  
 Assign Lesson Plan page 1 in class assignment  
**Assign: Build a Better Teacher Article** Content vs. Pedagogy

Feb. 5(W): Chapter 5, pg 83-93 Content Development and Analysis  
 Methods of Extension pp. 88-93, 102-103 Juggling Scarves  
 Discuss Lesson Plan Rubric – Peer Review Lesson Plan  
 Assignment for Peer Teaching Session #1  
**READ: Hall of Shame III**

#### **Week 4**

Feb. 10 (M):Peer Review Lesson Plan. Methods of Extension Review Lesson Plan page 2

Assign: Instant Activity Lab

**READ Instant Activities: Active Learning Tasks that Start a Lesson Out Right**

**Build a Better Teacher Assignment Due**

Feb. 12 (W):Chapter 2 Factors that Influence Learning

Peer Review Lesson Plan

**Instant Activity Lab presented to peers due.**

#### **Week 5**

*Elementary Observation Week*

*Mid-Term*

Feb. 17 (M):Chapter 3 Designing Learning Experiences and Tasks Review of Lesson Plan

Trial Runs of Lesson using the Swivl and upload to YouTube

Review IREA Tasks Methods of Extension Review

Feb. 19 (W):**EXAM #1**

#### **Week 6**

Feb. 24(M): Group #1 Peer Teaching **#1 Lesson Plan Due**

Feb. 26(W): Group #2 Peer Teaching **#1 Lesson Plan Due and Evaluation from Group #1**

#### **Week 7**

March 3(M):**Evaluation from Group #2 Due**

Video analysis trial; Task Presentation Checklist

Power Point Review

**Elementary Observations Due**

#### **Week 9**

March 5(W):Giving Directions ppt. Voice Lab

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

*Secondary Observation Weeks*

#### **Week 8**

March 10(M):SPRING BREAK

March 12(W):SPRING BREAK

#### **Week 9**

March 17 (M):Chapt. 6 Developing & Maintaining a Learning Environment

Pgs. 108-119 Academic Learning Time Assign Social Group, Pick Me Application

March 19 (W):Chapt. 6, Establishing Class Rules pgs. 113-127

Flipped Classroom

**Social Grouping Lab**

#### **Week 10**

March 24 (M):Group #1 Peer Teach Lesson #2 **Lesson Plan #2 Due**

**Secondary Observations Due**

March 26 (W):Group #2 Peer Teach Lesson #2 **Lesson Plan #2 Due and Evaluation #2**

#### **Week 11**

March 31(M):Chapt. 7 Teacher Functions during Activity

Assign Show and Tell

**Evaluation Due**

**#2 Video Analysis Due**

April 2 (W): *Exam # 2*

## **Week 12**

April 7 (M): **Show and Tell Lab**

April 9 (W): Handling Misbehaviors pp. 122-128

Show Tai Chi Review Redefining Classroom Management

Discuss “Breaking up Fights Review for Exam

Chapt. 7 Teacher Functions during Activity

## **Week 13**

April 14(M):Group #1 Peer Teach Lesson #3 **Lesson Plan #3 Due**

April 16(W):Group #2 Peer Teach Lesson #3 **Lesson Plan #3 Due and Evaluation Group#1**

## **Week 14**

April 21 (M):Chapt. 8 Teaching Strategies **Evaluation Group #2 Due**

April 23 (W):TBA

## **Week 15**

April 28 (M):Chapter 9 Student Motivation, Personal Growth

Chapter 12, Teaching Games, pg. 276-286. The Game Stages Worksheet

April 30(W):Teaching Games for Understanding.

## **Week 16**

**May 5 (M):** Last Day. TGFU Badminton

**FINAL EXAM:** Per Final Exam Schedule, Monday, May 12th **10:30am-1:15 pm**

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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.

### *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>].

