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

DAY/TIME: M-W 12:00 – 1:15 pm
INSTRUCTOR: Mrs. Linda Krout
EMAIL ADDRESS: lkrout@gmu.edu
LOCATION: Freedom Center Rm 214

OFFICE LOCATION: Bull Run Hall, Rm 228
OFFICE HOURS: M W 10:30-11:30, 1:30-3:30
PHONE NUMBER: 703-993-2096
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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.


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 1


   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].