

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Health and Physical Education
PHED 275 (001) – Field & Invasion Games
3 Credits, Fall 2018
Thursdays 10:30 am-1:10 pm, RAC 2203 (Classroom) and Linn Gym

Faculty

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Class: 10:30-11:30 11:45-1:10

Prerequisites/Co-requisites:

None

Note: Open to BPRE and BSED PHED majors only.

University Catalog Course Description

Skill and content knowledge in field and invasion games. Includes skill progression, strategies, officiating, and authentic assessment in activities such as softball, basketball, soccer, hockey, team handball, flag football, lacrosse and Ultimate Disc.

Course overview

1. Participate [listen, respond, present, discuss] in a thoughtful, informed constructively critical manner.
2. All written work [papers, projects and tests] carefully and promptly done. Unauthorized late assignments will automatically receive a grade lower than if it were completed on time.
3. Give evidence of having read significantly from text, current periodicals, or equivalent sources evidenced by comments and questions in discussions and presentations or citations in written work.
4. Confer with the instructor when the need arises.
5. Modeling - For each team sport/field and invasion game, instructor will present a basic skill[s] application and/or strategies lesson. Lessons will consist of motor development, motor learning and/or biomechanics that relate to the skill[s].

Course Delivery Method

This course will be delivered using a lecture format and lab activities.

Learner Outcomes or Objectives

This course is designed to enable students to do the following

1. Demonstrate effectively the motor skills central in each team sport/field and invasion game in this course
2. Identify stages of children's motor development in the content areas of field and invasion games
3. Demonstrate competence in basic motor skills from the skill theme approach in the content areas of field and invasion games
4. Apply the skill theme approach to developmentally appropriate areas of field and invasion games

5. Provide the history of game originations and modifications over time for each team sport/field and invasion game included in this course
6. Show key strategies used in each team sport/field and invasion game during play
7. Select and administer appropriate, valid and reliable skill tests
8. Utilize rubrics as part of student assessment and apply examples of authentic assessment
9. Interpret skill test data and use as feedback for learners
10. Organize different sporting events such as meets and tournaments
11. Show working knowledge of team sport/field and invasion game rules by actively officiating
12. Begin and ongoing process of developing a philosophy of teaching physical education and reflect on one's professional development.

Professional Standards

Upon completion of this course, students will have met the following professional standards:
National Standards for Initial Physical Education Teacher Education (2017) (SHAPE America)

Standard 1. Content and Foundational Knowledge

Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

Standard 2. Skillfulness and Health-Related Fitness

Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

Standard 3. Planning and Implementation

Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

Standard 4. Instructional Delivery and Management

Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

Standard 5. Assessment of Student Learning

Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

Standard 6. Professional Responsibility

Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of

promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

- **Other Requirements**

In accordance with the GMU Attendance Policies (University catalog, 2016-2017), “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:

- o Two (2) absences are permitted
- o Two (2) “tardies”*= 1 absence
- o Two (2) “early departures”* = 1 absence
- o Additional absences beyond 1 will result in 5% deduction from final grade

*Attendance is taken at 10:30 am. A student will be considered late once attendance has been taken. Leaving more than 15 minutes before the end of the class will be considered an early departure.

Suggested texts

- Corbin, C., LeMasurier, G. (2014). *Fitness for Life* (6th ed.). Champaign, IL: Human Kinetics.
- Siedentop, D., Hastie, P., van der Mars, H. (2011). *Complete Guide to Sport Education* (2nd ed). Champaign, IL: Human Kinetics.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, or hard copy as requested).

- Your GMU email address and Blackboard (www.blackboard.gmu.edu) are required in this class. You will retrieve assignments and course materials from these sites.

Requirement #1 - Worksheets & Research Assignment [20%]

1. 5 quizzes on selected sports

- Quizzes will be given in-class and will cover history, rules, skills, and tactics of field and invasion games.
- Absent students during an **in-class** quiz will lose the opportunity to receive credit. [See *Tentative Class Schedule* - due dates noted].

Requirement #2 – Sport Education & Tactical Games Model Learning Activity Presentation [20%] You will be assigned to teach either Sport Ed Model or Tactical Games Model by the instructor.

Presentation #1 Sport Education Model

- You will be assigned a group/partner and will prepare & present one scheduled *Sport Education* designed/modified lesson using the following criteria – (Rubric Criteria for evaluating your *Sport Education* Learning Activity Presentation is located on *Blackboard*)
- Each assigned group will assign instructional roles to classmates [each role responsibility and necessary items for each group presentation is located on *Blackboard*]:
- Group members will decide among themselves which roles they will perform for each activity and which group to participate in if needed.

- Activity Choices - Ideas for related activities could be taken from suggested texts, pecentral.com, or any suitable resource (or create your own). The sport will be assigned to you.
- Presenting group is responsible for ALL aspects of the presentation per *Sport Education* model indications [specific information will be reviewed during class]
- Each student will receive the same grade for the project. (Rubric Criteria for evaluating your *Sport Education* Learning Activity Presentation is located on *Blackboard*)

Presentation #2 Tactical Games Model

- Each assigned group/partner will develop and present Tactical Games lessons that relates to the assigned activity
 - Each group member will prepare & present one scheduled *Tactical Games* designed/modified lesson using the criteria indicated from the model presentation and lesson template (Rubric Criteria for evaluating your *Tactical Games* Learning Activity Presentation and lesson plan template is located on *Blackboard*)
- Activity Choices - Ideas for related activities could be taken from related texts, books, pecentral.com, or any suitable resource with credit to the source (or create your own). The sport will be assigned to you by the instructor.
- Student presenting is responsible for ALL aspects of the presentation [specific information will be reviewed during class]
- Each student will receive the same grade for the project.

General Presentation Information

- Presentation and development of an activity:
 - That relates to and strengthens basic skills (Skills Lesson)
 - That relates to and strengthens basic/specific game skills (Game Related Lesson)
- Example - a lead-up activity or progressive game (presentation objectives should relate to skill criteria chosen)
- Aspects of cognitive thought and cooperative strategy and/or teamwork should be included.
- There should also be some mention as to how this/these skill[s] relate to other learning strands [exercise physiology, biomechanics, motor learning, social/psychology, aesthetics, and history].
- Make constant referrals/cues during your lesson of your activity's relevance to the game/unit being taught!
- As you plan, develop presentations/lessons to insure maximum on-task time/participation/activity time for each student - *strive for maximum student involvement*.
- Be creative, innovative, and resourceful as you plan and implement these lessons.
- Assigned presentation groups and activity will be distributed during second or third class session
- Your presentation group will teach lesson to remainder of class.
- There is no set time frame for presentations – quality presentations are expected

Requirement #3 Mid-Term Exam **[20%]**

- Multiple-choice, comprehensive to include lecture, discussion, worksheets, above requirements & suggested text reading references. This will highlight the curricular models covered, motor development, and pedagogical knowledge related to field and invasion games.

Requirement #4 Rubric/Assessment **[5%]**

- Rubric development - Rubric located on *Blackboard* - You will create/develop a rubric on the basic skills relative to an activity chosen through discussion with a partner and the instructor.
- You will be assigned to work in partner groups to assess your partner in a skill they feel they are deficient in. You will conduct a pre-assessment of skill and then give feedback on what

your partner needs to improve on and before Week 14 you will have a post-assessment of skill.

- You will turn in the pre and post-test rubric as well as a 1-pg write up on how you were able to help your partner achieve the skill.

Requirement #5 Motor Skills Development [15%]*

- As pre-service teachers and future physical educators, you should have developed or will develop the critical elements needed to present the basic skills of the activities involved with this course. You will be assessed throughout this course on the motor skills relative to field and invasion games. *Students not reaching the **competency level** will be given an incomplete and will be given a specific time frame and guidance to improve their motor skills. This could include intense practice and/or enrolling in an activity class that reinforces and improves the skills to the indicated competency level. At that time, student will be re-evaluated for their motor skill. If student does not reach the **competent level**, student will receive and F and will need to retake the course. Rubric located on Blackboard.*

* This assignment is one of the designated performance-based assessments for the PHED Program and results will be uploaded on Blackboard for accreditation purposes.

Requirement #6 Activity Portfolio [5%] - An accumulation of evidence about activities studied and experienced in PHED 273 & PHED 275. The intention of this portfolio is for students to refer to in the future.

- Contents to include skill and activity worksheets, instructional worksheets, in class group reflection worksheets and miscellaneous samples of student work.
- Cover should include your name and the title *Professional Portfolio Activities and Experiences PHED 273 (Net & Target Games) & PHED 275 (Field & Invasion Games)*, and maybe a graphic related to class subject
- A 3-ring binder or Digital Portfolio (explained in class)
- Tabs to find things easily (One major tab for PHED 273 and others for skill and activity worksheet subject areas and one major tab for PHED 275 and others for skill and activity worksheet subject areas).
- Display your documents in plastic protective pages [optional]
- No spelling errors. Grammar is correct. Neat, clean, and well organized. Rubric located on Blackboard.

Requirement #7 FINAL EXAM Written Objective [15%]

- Multiple-choice, comprehensive to include lecture, discussion, worksheets, above requirements & suggested text reading references.

• Course Performance Evaluation Weighting

✓ Content Quizzes (5 total)	20%
✓ Teaching Presentation	20%
✓ Mid Term Exam	20%
✓ Rubric/Assessment	5%
✓ Motor Skills Development	15%
✓ Activity Portfolio	5%
✓ <u>Final Exam</u>	15%
TOTAL	100%

Grading Policies

Grading Scale for calculation of final course grade

93 - 100% = A	90 - 92.9% = A-	
87 - 89.9% = B+	83 - 86.9% = B	80 - 82.9% = B-
77 - 79.9% = C+	73 - 76.9% = C	70 - 72.9% = C-
67 - 69.9% = D+	63 - 66.9% = D	60 - 62.9% = D-
< 59.9% = F		

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Professional Dispositions

- Knowing the policies and procedures for the University and the College are major keys to student success! Some of the key policies and procedures that you need to know are highlighted in this section. The University Catalog and the Office of the University Registrar are excellent resources for information on topics that are not covered in this section. Students are also encouraged to contact the CEHD Office of Student and Academic Affairs via email at cehdsaa@gmu.edu or phone at 703-993-2080 if you have questions.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://courssupport.gmu.edu/>.

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Schedule:

Course Content and Outline			
Dates	Topic	Content/Activity	Readings/ Assignments
Week 1 Aug 30th	Introduction to class	Lecture: Introduction to class and the need for physical education Activity: Adventure Education Games	<u>Reading Assignment</u> All about you
Week 2 Sept 6	<u>Ultimate Frisbee</u> Sport Education Model	Lecture: Sport Education Model Activity: Ultimate frisbee Sport Ed lesson	<u>Reading Assignment</u> Sport Education Chapter All about you due sept 4 th 3pm
Week 3 Sept 13	<u>Ultimate Frisbee</u> Models Based Practices in PE	Lecture: Models Based Practice, Lesson Planning and Ultimate Frisbee Skills Activity: Ultimate Frisbee Sport Education Continued	<u>Reading Assignment</u> Casey 2014*Podcast Peer Teaching Groups Set
Week 4 Sept 20	<u>Soccer</u> Tactical Games Approach	Lecture: Tactical games Activity: Soccer skills through tactical games approach	<u>Reading Assignment</u> Tactical Games Chapter
Week 5 Sep 27	<u>Soccer</u> Tactical Games	Lecture: Soccer history Activity: Soccer skills through tactical games	<u>Reading Assignment</u> To be Assigned
Week 6 Oct 4	<u>Pesäpallo</u> (Finnish Field Game)	Lecture: rules and history of field games Activity: Pesäpallo through tactical games	<u>Reading Assignment</u> To be Assigned Soccer skill test
Week 7 Oct 11	<u>Basketball</u>	Lecture: History of Basketball and Rules	<u>Reading</u> Basketball Reading

		*Group 1 Teaches Sport Ed Basketball	<u>Assignment</u>
Week 8 Oct 18	<u>Team Handball</u>	Lecture: History and rules of Handball/Speedball *Group 2 Teaches Sport Ed Team Handball	<u>Reading</u> To be Assigned <u>Assignment</u> Basketball Test
Dates	Topic	Content/Activity	Readings/ Assignments
Week 9 Oct 25	<u>Speedball</u>	Lecture: Motor Development Activity: Speedball lead up activities and game (Risto leads)	<u>Reading</u> Wiersma <u>Assignment</u> Handball Test
Week 10 Nov 1	<u>Flag Football</u>	Lecture: Football, rugby and similar games Activity: *Group 3 teaches Sport Ed model Flag Football	<u>Reading</u> TBA <u>Assignment</u>
Week 11 Nov 8	<u>Touch Rugby</u> <u>Cooperative learning model introduction</u>	Lecture: Cooperative Learning Activity: *Group 4 teaches tactical games approach to Touch Rugby	<u>Reading</u> To be Assigned <u>Assignment</u> Rugby and Football Test
Week 12 Nov 15	<u>Softball/Baseball</u>	Lecture: History and rules of Baseball *Group 5 teaches tactical approach to Softball	<u>Reading</u> To be Assigned <u>Assignment</u>
Week 13 Nov 22	No Class: Thanksgiving Break		
Week 14 Nov 29	<u>Lacrosse/Hockey</u>	Lecture: rules and history of Lacrosse and Hockey Activity: *Group 6 teaches tactical approach to lacrosse/hockey	<u>Reading</u> TBA <u>Assignment</u>
Week 15 Dec 6	Review of course	Lecture: Review of models-based practice and specifics about Sport Ed and Tactical games Activity: Skill tests	<u>Reading</u> To be Assigned <u>Assignment</u> Lacrosse and Hockey Test
Finals Week Dec 13	Final Exams		<u>Assignment:</u> Final Exam