

George Mason University
College of Education and Human Development
Health and Physical Education

PHED 202 (002) – Teaching Skillful Movement
3 Credits, Fall 2019 Wednesdays 10:30 – 1:10, Freedom Center Rm 204 & Gym

Name: Mr. Tony DeGregorio, M.Ed.

Office hours: W 2:00–3:30 BRH 210A; Th 1:30 – 2:30 RAC ROTC Suite

Email address: adegrego@gmu.edu Contact and communication conducted by email will receive a response within 24 business hours.

Prerequisites/Corequisites

None

University Catalog Course Description

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

Course Overview

This course is designed to provide students with the fundamental of lesson planning, class management, and analysis of teaching.

Course Delivery Method

This course will be delivered using a Lecture format with integrated labs.

Learner Outcomes or Objectives

This course is designed to enable students to do the following

1. Develop lesson plans for elementary and secondary school skill themes, games and fitness activities that include: instructional objectives, material and equipment needed, safety considerations, instructional tasks with 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 equal 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 video recording equipment.
9. Video record and analyze lessons using various assessment tools in order to reflect and revise practice.

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 – Society for Health and Physical Educators)

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.

Required Text

- Stephen Mitchell 2016. The Essentials of Teaching Physical Education, First Edition. Champaign, IL: Human Kinetics.
- Graham, Holt/Hale, Parker, Hall, Patton, 2020 (eCreate). Children Moving: A Reflective Approach to Teaching Physical Education, Tenth Edition. McGraw Hill.
 - The Skill Theme Approach: Chapter 2
 - Skill Themes, Movement Concepts, and the National Standards: Chapter 3
 - Planning: Chapter 6
- Rink, Judy, 2020 (eCreate) Teaching Physical Education for Learning, Eighth Edition. McGraw Hill
 - Content Analysis and Development: Chapter 5

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor

Assignments and Examinations Requirements

1. Instant Activity Presentation **20%, 200 points** [100 points each, Rubrics on Blackboard]

- Develop a lesson plan in “modified” Mason PHED lesson format [LP format template and example on Blackboard] implementing given criteria and subject area (100 points)
- Present the lesson [to peers] (100 points)

2. Movement Skill/Critical Elements Presentation **20%, 200 points** [100 points each, Rubrics on Blackboard]

- Develop a lesson plan in “modified” Mason PHED lesson format [LP format template and example on Blackboard] implementing given criteria and subject area (100 points)
- You will be assigned a **Movement Skill/Critical Element** and will develop it into a modified lesson plan for presentation
- Lesson plan and presentation ideas could be taken from related texts, books, pecentral.com, or any suitable resource with credit to the source (or create your own)
- Example - a lead-up activity or progressive game that directly relates to the assigned Movement Skill/Critical Element
- Present the lesson [to peers] (100 points)
 - Indicate during the presentation how the lesson relates to and strengthens either a fitness component[s] or the objective of the upcoming lesson (Movement Skill/Critical Elements Presentation)
 - Indicate during the presentation how the lesson relates to and strengthens basic skills (Movement Skill/Critical Elements Presentation)
- Student presenting is responsible for ALL aspects of the presentation [specific information will be reviewed during class]

3. Teaching Presentation **30%, 300 points** [100 points each, Rubrics on Blackboard]

- Develop a lesson plan in Mason PHED lesson format [LP format template and example on Blackboard] implementing given criteria and subject area (100 points)
- Lesson plan and presentation ideas could be taken from related texts, books, pecentral.com, or any suitable resource with credit to the source (or create your own)
- Present the lesson [to peers] that relates to and strengthens the lesson plan objective[s] (100 points)
- *Presentation will be recorded – student should supply their own Smartphone device. Lesson will be verbally critiqued by instructor and this feedback should be referred to for developing the Personal Reflection of Teaching*
- Upon completion of presentation, a Personal Reflection of Teaching will be performed via template [template and example on Blackboard] (100 points)

General Presentation Preparation and Development Information:

- Aspects of cognitive thought and cooperative strategy and/or teamwork should be included.
- 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.
- Presentation dates and activity [Movement Skill/Critical Element] will be distributed during second- or third-class session
- A “loose” 15-20-minute time frame for presentations. Quality presentations are expected!

4. Take Home & In-class Assignments

10%, 100 points

- Posted on Blackboard site and are due on designated date. Students are responsible for all in-class work regardless of absences.

5. Mid Term Exam

10%, 100 points

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

6. Final Exam

10%, 100 Points

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

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.*”
- Attendance is taken at 10:30 AM. A student will be considered late once attendance has been taken.
- Leaving before the end of the class will be considered an early departure.

The following scale will be used:

- Each absence = -50 points from your final grade
- Each tardy = -25 points from your final grade
- Each early departure = -25 points from your final grade

FYI:

- 1 absence 5% of your final grade
- 2 absences 10% of your final grade
- 3 absences 15% of your final grade
- 4 absences 20% of your final grade
- 5 absences 25% of your final grade [this occurrence will be followed by an instructor / student conference]

Course Performance Evaluation Weighting

• Instant Activity Presentation	10%	100
• Instant Activity “Lesson Plan”	10%	100
• Movement Skill/Critical Elements Presentation	10%	100
• Movement Skill/Critical Elements “Lesson Plan”	10%	100
• Teaching Presentation	10%	100
• Teaching Presentation Lesson Plan	10%	100
• Personal Reflection of Teaching	10%	100
• Take Home & In-class Assignments	10%	100
• Mid Term Exam	10%	100
• <u>Final Exam</u>	10%	100
TOTAL	100%	1000 Points

Grading Policies

900 - 1000 Points=A	890 – 899 Points=A-	850 – 889 Points=B+	800 - 849Points= B
790 – 799 Points=B-	750 – 789 Points=C+	700 - 749Points=C	600 - 699 Points= D
599 or less Points=F			

PHED 202 Class Schedule FALL 2019

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Class/Date	Topics	Reading/Assignments Due	Activities
1 8/28	<ul style="list-style-type: none"> • Intro. • Expectations • Syllabus Review – Course Content • Physical Literacy 	Mitchell Part I, C 1, 2, 3	Skill themes & movement concepts in action <i>Disappearing Space</i> - Movement Activity
2 9/4	<ul style="list-style-type: none"> • History & Philosophy • Duties & Challenges 	Shimon (p.20 – 32) <ul style="list-style-type: none"> • Take home assignment due- History Worksheet #1 	PHED Fall Semester Meeting
3 9/11	<ul style="list-style-type: none"> • Skill Themes & Movement Concepts 	Children Moving C 2 p20 [fig2.1], C 3 p34-43, Graham’s Wheel <ul style="list-style-type: none"> • Take home assignment due- Movement Skills, Critical Elements Movement #2 	<ul style="list-style-type: none"> • Movement Skills, Critical Elements Movement Activity • Instructor Instant Activity [warm-ups] Presentation - Movement Activity
4 9/18	<ul style="list-style-type: none"> • Developmentally Appropriate PE • Rink’s Activity Stages (“competent-proficient”) 	Mitchell Part III, C 10 Children Moving C2 p24-25 <ul style="list-style-type: none"> • Take home assignment due -Developmentally Appropriate PE #3 	<ul style="list-style-type: none"> • Developmentally Appropriate PE Movement Activity • Student Instant Activity Presentations [6] – Movement Activity
5 9/25	<ul style="list-style-type: none"> • Foundations • Standards of Learning [National, VA] 	Children Moving C 6 p69-73, 82 Rink C3	<ul style="list-style-type: none"> • Student Instant Activity Presentations [6] – Movement Activity
6 10/2	<ul style="list-style-type: none"> • Curriculum 	Mitchell Part III, C 10 Children Moving C2 p24-25	<ul style="list-style-type: none"> • Instructor Critical Element Activity Presentation - Movement Activity • Student Instant Activity Presentations [6] - Movement Activity
7 10/9	<ul style="list-style-type: none"> • Planning – Performance objectives, units planning, lesson planning, integration of standards 	Mitchell Part III, C 9 Children Moving C 6 p69-73, 82 Rink C3 Mid-term on Bb	<ul style="list-style-type: none"> • Student Critical Element Activity Presentation - Movement Activity [6]
8 10/16	<ul style="list-style-type: none"> • Organization & Management • Classroom Mgmt./Instructional Routines 	Mitchell Part IV, C12,13,14 <ul style="list-style-type: none"> • Take home assignment due -Protocols Poster #4 Mid-term due 	<ul style="list-style-type: none"> • Student Critical Element Activity Presentation - Movement Activity [6]

9 10/23	<ul style="list-style-type: none"> • Instruction/Assessment • Student Motivation 	Mitchell Part I, C3 <ul style="list-style-type: none"> • Take home assignment due -VA HPE SOL #5 	<ul style="list-style-type: none"> • Student Critical Element Activity Presentation - Movement Activity [6]
10 10/30	<ul style="list-style-type: none"> • Equipment Needs • Safety Protocols 	<ul style="list-style-type: none"> • Take home assignment due-Required Safety Protocols #6 	<ul style="list-style-type: none"> • Student Lesson Plan Presentations [3]
11 11/6	Student Lesson Plan Presentations	Student Lesson Plan Presentations	<ul style="list-style-type: none"> • Student Lesson Plan Presentations [4]
12 11/13	<ul style="list-style-type: none"> • Developing as a Professional 	Mitchell Part V, C13 <ul style="list-style-type: none"> • Take home assignment due -PE Central Website #7 	<ul style="list-style-type: none"> • Student Lesson Plan Presentations [4]
13 11/20	Student Lesson Plan Presentations	Student Lesson Plan Presentations <ul style="list-style-type: none"> • Take home assignment due -Social Cultural Activity #8 	<ul style="list-style-type: none"> • Student Lesson Plan Presentations [4]
14 12/4	<ul style="list-style-type: none"> • Advocacy & Professional Development 	Mitchell Part V, C 16	<ul style="list-style-type: none"> • Student Lesson Plan Presentations [4]
Final Exam 12/11 Wednesday 10:30-1:15			

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. “See <https://cehd.gmu.edu/students/polices-procedures/>

Technology Use During Class

Any use of laptops, tablets, or cell phones during class is restricted to class use only. Examples of acceptable use, note taking, setting calendars for assignments, looking for class related information, and completing class assignments (video peer teaching, music for dance, or related activity).

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/>.

Policies

- Students must adhere to the guidelines of the University 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. [SEP]
- 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/>). [SEP]

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://coursesupport.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/> .