

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Health and Physical Education
PHED 275 (001) – Field & Invasion Games
3 Credits, Fall 2021
Thursdays 10:30 am-1:10 pm, RAC 2203 (Classroom) and Linn Gym

Faculty

Name: Alba Rodrigues

Office hours: Thursdays 1:30-2:30

Office location: Fairfax Campus/RAC-Military Science Suite

Office phone: TBD

Email address: arodri65@gmu.edu

Prerequisites/Co-requisites:

None

University Catalog Course Description

Teaches skills, content knowledge, and historical perspectives of 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

This course is designed to be an introductory level course to teaching physical education through field and invasion games. Each class meeting is divided into two parts, first in the classroom where theoretical components are shared followed by time in the gymnasium or outside fields to apply in-class learning to physical education settings.

Course Delivery Method

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

Learner Outcomes

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. Peer-teach skills and strategies associated with field and invasion games through model-based practice.
5. Synthesize the history of game originations and modifications over time for each team sport/field and invasion game included in this course.
6. Demonstrate 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. Show working knowledge of team sport/field and invasion game rules by actively officiating.

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.

Required Text

Lochbaum, M. *Get Active 3.0*. McGraw Hill Connect

****Note: this is an e-book. You must have this book in order to access the readings and quizzes in this class.**

Suggested texts

Graham, G., Holt/Hale, S. A., & Parker, M. (2013). *Children moving: A reflective approach to teaching physical education* (9th ed.). McGraw Hill.

Mitchell, S. A., Oslin, J. L., & Griffin, L. L. (2013). *Teaching sport concepts and skills: A tactical games approach for Ages 7 To 18* (3rd ed.). Human Kinetics

Siedentop, D., Hastie, P., van der Mars, H. (2011). *Complete guide to sport education* (2nd ed.). 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 - Quizzes [15%]

1. 5 quizzes on selected sports.

- Quizzes will be set online via a direct link on BlackBoard and will cover history, rules, skills, and tactics of field and invasion games. Quizzes will open on Monday by 4 pm and must be answered before class on Thursday. You will have two attempts to answer the quizzes to improve your grade. You will lose the opportunity to receive credit for the quizzes if you do not answer them before classes on Thursday. [See *Tentative Class Schedule* - due dates noted].

Requirement # 2-History, Rules, and Skills of Field and Invasion Games Video Presentation [10%]. You will be assigned to upload a video with an overview of the history, rules, and skills of the selected field and invasion game to be presented in class.

- The video should be 10-15 minutes long and be uploaded to BlackBoard before the class that your group will present.
- The video will be watched by the remainder of the students at the beginning of the class.
- The video should include images and diagrams to facilitate the understanding of the content and engage listeners.
- The assigned book chapter for the sport you are teaching can guide the presentation you are encouraged to use additional material.

Requirement #3 –Tactical Games Model Teaching Presentation [25%] You will be assigned to teach a Tactical Games Model by the instructor.

- In your assigned group/partner you will prepare & present one scheduled *Tactical Games* lessons that relate to the assigned activity.
 - Each group member should have an explicit role of prepare & present the 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*).
- The *Tactical Games Model* Teaching Presentation should be taught in 30-40 minutes.
- Activity Choices - Ideas for related activities could be taken from related texts, books, pcentral.com, or any suitable resource with credit to the source (or create your own). The sport will be assigned to you by the instructor.
- Presenting group is responsible for ALL aspects of the presentation.

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 the lesson of your activity's relevance to the game/lesson being taught!
- As you plan, develop presentations/lessons to ensure 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 activities will be selected during the second or third class session.
- Your presentation group will teach lessons to the remainder of the class.
- Quality presentations are expected.
- Your presentation group will turn in a written version of what was presented in class with images and diagrams to represent the history, rules, tactics, and skills of the selected sport presented in requirements #2 and #3.
- Specific information will be reviewed during class.

Requirement #4 Rubric/Assessment [15%]

- 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 [10%]*

- 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, students will be re-evaluated for their motor skill. If the student does not reach the **competent level**, the student will receive an 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 275. The intention of this portfolio is for students to demonstrate and provide evidence of student learning to refer to in the future (e.g., job interview).

- 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 the 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 on plastic protective pages [optional].
- No spelling errors. Grammar should be correct, neat, clean, and well organized. Rubric located on Blackboard.

Requirement #7 FINAL EXAM Written Objective [10%]

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

Requirement #8 In-class assignments and reflections [10%]: Assignments such as peer assessments, development of activities, teaching strategies, short tasks, and reflections assigned in class will compose this grade. Thus, it is important to attend and actively participate in class activities.

• Course Performance Evaluation Weighting

✓ Content Quizzes (5 total)	15%
✓ History, Rules, and Skills Presentation	10%
✓ Teaching Presentation	25%
✓ Rubric/Assessment	15%
✓ Motor Skills Development	10%
✓ Activity Portfolio	5%
✓ Final Exam	10%
✓ In-class assignments	10%
TOTAL	100%

Other Requirements

In accordance with the GMU Attendance Policies (University catalog, 2019-2020), “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 One (1) 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.

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-
69.9 - 60% = D	< 59.9% = F	

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Schedule:

Course Content and Outline			
Dates	Topic	Content/Activity	Readings/ Assignments
Week 1	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	<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
Week 3	<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	<u>Soccer</u> Tactical Games Approach	Lecture: Tactical games Activity: Soccer skills through tactical games approach	<u>Reading Assignment</u> Tactical Games Chapter Soccer skill quiz due before class
Week 5	<u>Soccer</u> Tactical Games	Lecture: Soccer history Activity: Soccer skills through tactical games	<u>Reading Assignment</u> To be Assigned
Week 6	<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
Week 7	<u>Basketball</u>	History of Basketball and Rules Presentation *Group 1 Teaches Basketball	<u>Reading Assignment</u> Basketball Reading Basketball quiz due before class

Week 8	<u>Team Handball</u>	History and rules of Handball/Speedball Presentation *Group 2 Teaches Team Handball	<u>Reading</u> To be Assigned <u>Assignment</u> Handball quiz due before class
Week 9	<u>Speedball</u>	Lecture: Motor Development Activity: Speedball lead up activities and game	<u>Reading</u> Wiersma <u>Assignment</u>
Week 10	<u>Flag Football</u>	History and rules of Football Presentation Activity: *Group 3 teaches Flag Football	<u>Reading</u> TBA <u>Assignment</u>
Week 11	<u>Touch Rugby</u> <u>Cooperative learning model introduction</u>	Lecture: Cooperative Learning Activity: History and rules of Rugby Presentation *Group 4 teaches Touch Rugby	<u>Reading</u> To be Assigned <u>Assignment</u> Rugby and Football quiz due before class
Week 12	<u>Softball/Baseball</u>	History and rules of Baseball Presentation *Group 5 teaches Softball	<u>Reading</u> To be Assigned <u>Assignment</u>
Week 13	No Class: Thanksgiving Break		
Week 14	<u>Lacrosse/Hockey</u>	History and rules of Lacrosse/Hockey Presentation *Group 6 teaches tactical approach to lacrosse/hockey	<u>Reading</u> TBA <u>Assignment</u> Lacrosse and Hockey quiz due before class
Week 15	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>
Finals Week	Final Exam on 12/9/21 at 10:30 am		<u>Assignment:</u> Final Exam

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

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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