

**George Mason University**  
**College of Education and Human Development**  
Health and Physical Education  
PHED 276 (003) – Health-Related Fitness Education  
3 Credits, Fall 2021  
Tuesdays 4:30pm - 6:00pm RAC 1200B, 6:00pm -7:10pm RAC 2203

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Prepares teacher candidates to develop, implement, and assess fitness concepts, and strategies to K-12 students. Requires fitness tests participation.

**Course Overview**

Through lectures and structured activity sessions, teacher candidates will learn about aerobic fitness, muscular strength and endurance, flexibility and body composition concepts, principles and strategies appropriate for K-12 students. Participation will be required in the activity sessions.

**Course Delivery Method**

This course will be delivered using mix use of synchronous and asynchronous online learning and in person lecture format with integrated labs.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following

1. Apply fitness concepts, principles and strategies in the achievement and maintenance of a health-enhancing level of physical activity and fitness;
2. Administer the various fitness tests commonly used in K-12 schools;
3. Develop activities to assess students' knowledge and skills in health-related fitness;
4. Demonstrate appropriate technique when performing fitness exercises;
5. Explain different methods to develop strength and conditioning for K-12 students;
6. Apply the FITT principle to improve performance;
7. Apply the specificity, overload, and progression (SOP) principle to the design of a physical activity program to achieve physical benefits; and
8. Identify safety procedures to prevent injuries when performing fitness exercises.

**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.

### **Required Texts**

Thygeson A.L., Thygeson, S. M. (2019). *Fit to be well essential concepts* (5th ed). Burlington, MA: Jones & Bartlett Learning.

### **Suggested readings**

Ayers, S. F., & Sariscsany, M. J. (2011). *Physical education for lifelong fitness: The physical best teacher's guide* (3<sup>rd</sup> 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).

### **Assignments and Examinations**

#### **Fitness Assessments 10%**

Working individually and in partners, students will participate and properly assess each other's vital signs, body composition, cardiorespiratory endurance, muscular endurance, muscular strength and flexibility using the Fitnessgram and other tests commonly used in K-12 schools. Students will participate in a pre and posttest.

#### **Creating and Teaching an exercise 10%**

Students will create and present an appropriate teaching tool and assessment to use in a gymnasium setting to teach and evaluate a functional exercise.

#### **C-SPAP School Assessment 10%**

Students will choose one component of the C-SPAP model and create a plan to help a school improve in this area of need.

#### **Nutrition log and Analysis 10%**

Students will record everything they eat and drink for one week using a nutritional app. They will then perform an analysis based on the information gathered.

#### **Weekly Fitness log 10%**

Students will record their weekly fitness program and submit to blackboard

#### **Creating a Virtual PE Lesson**

Students will create a 45-60-minute asynchronous physical education lesson that incorporates a warmup, workout, cool down, and resources

#### **Fitness Lesson Presentations 15%**

Students will present an assigned topic related to health-related fitness development. The presentation must include a theoretical and practical component and present examples of activities and projects/assignments appropriate for all levels (elementary, middle and high school).

## Weekly Health/Fitness Assignments 15%

Students will complete weekly assignments both in the classroom and/or practical fitness related to the textbook and fitness-health science in action worksheets, quizzes, and discussion boards online.

## Personal Wellness Plan 10%

Students will develop a Personal Wellness Plan using the material covered throughout the semester.

### • Other Requirements

Attendance and Satisfactory Participation:

Everyone is personally responsible for punctually attending each class. The interaction between instructor and students in conjunction with skill practice is crucial to students' success in this course.

- In accordance with the GMU Attendance Policies (University catalog, 2004-2005 p.33), "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:

- One (1) absence is permitted
- Two (2) "tardies"\* = 1 absence
- Two (2) "early departures"\* = 1 absence
- 2 absences = 10 points off overall grade
- 3 absences or more = 15+ points off overall grade

\*Attendance is taken within 5 minutes of the start of class. 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.

### Student Conduct

All students will be held accountable for misconduct in the classroom and fitness facility. Students are also expected to follow academic integrity standards as stated in the Student Handbook. Not adhering to these policies may result in a deduction from final grade and possible referral to the dean.

### Cell Phones- TURN VOLUME OFF

The use of a cell phone and other non-essential electronic devices will not be permitted during class time. Please turn the sound OFF!

### • Course Performance Evaluation Weighting

Fitness Assessment	10%
Creating and teaching an exercise	10%
C-SPAP School Assessment	10%
Nutrition Log and Analysis	10%
Weekly Fitness log	10%
Virtual PE Lesson	10%
Fitness Lesson Plans & Presentation	15%
Weekly Health/Fitness Assignments	15%
Personal Wellness Plan	10%

### • Grading Policies (in %)

A = 94 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 87	C = 74 – 77	F = 0 – 59
	B- = 80 – 83	C- = 70 – 73	

## Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

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

## 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 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.
- 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 follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.
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### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto: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](mailto:titleix@gmu.edu)

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

## Class Schedule

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

Date	Topic: Tuesdays in Gym	Tuesday in classroom	Readings
Week 1 Aug. 24	Course overview, PE Standards of learning	Chapter 1: Intro to fitness K-12 VA SOL Standards	Thygerson Ch. 1 Introduction
Week 2 Aug. 31	Fitness Testing: Pacer, push up, curl up, sit and reach, trunk lift	-Teaching Exercises Assignment Review -Fitness Lesson Plan Assignment Review	
Week 3 Sept. 7	Physical Education Lesson	Chapter 2 Week 3 content folder	Thygerson Ch. 2 Health Benefits of Physical Activity and Exercise
Week 4 Sept. 14	Teaching your exercise	Chapter 3 Week 4 content folder	Thygerson Ch. 3 Changing to a Healthy Lifestyle
Week 5 Sept. 21	Teaching your exercise	Intro to the C-SPAP Model Chapter 4 Week 5 Content Folder	Thygerson Ch. 4 Preparing for Physical Activity and Exercise
Week 6 Sept. 28	Teaching your exercise	Understanding how to Perform an evaluation using the C-SPAP model Chapter 5 Week 6 Content Folder	Ch. 5 Cardiorespiratory Endurance
Week 7 Oct. 5	Fitness Lesson Plan Presentation	Preparing a Virtual PE Lesson Using HR monitors in PE Chapter 6 Week 7 content folder	Thygerson Ch. 6 Flexibility
Week k 8	<b>TBD</b>		
Week 9 Oct. 19	Fitness Lesson Plan Presentation	Teaching Nutrition to kids/parents Chapter 8 Week 9 Content folder	Thygerson Ch. 8 Nutrition
Week 10 Oct. 26	Fitness Lesson Plan Presentation	Nutrition Presentations Week 10 Content folder	Thygerson Ch. 8 Nutrition
Week 11 Nov. 2	<b>Election Day- No class</b>	Strength Training Program Design, Body Composition Week 11 Content folder	Thygerson Ch. 9 Body Composition and Body Weight
Week 12 Nov. 9	Fitness Lesson Plan Presentation	Personal Wellness Plan (PWP) Week 12 Content folder	

Week 13 Nov. 16	Fitness Lesson Plan Presentation	Stress Management and Exercise  Week 13 content folder	Thygerson Ch. 10 Stress Management
Week 14 Nov. 23	<b>Thanksgiving Break</b>		
Week 15 Nov. 30	Fitness Testing	Work on completing your PWP	<b>PWP due on Dec 10.</b>