

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**Health and Physical Education**  
**PHED 273 (001) – Net and Target Games**  
**3 Credits, Spring 2022**  
**Thursdays 10:30 am-1:10 pm, RAC 2203 (Classroom) and Linn Gym**

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Teaches skill, content knowledge and historical perspectives of net and target games. Includes skill progression, strategies, officiating, and authentic assessment in games such as volleyball, golf, tennis, and badminton.

**Course Overview**

This course is designed to be an introductory level course to teaching physical education through net and target 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 courts to apply in-class learning to physical education settings. Class content for this class will be posted on Blackboard. Students are expected to view the material and complete all activities before meeting on Thursday. Students are required to complete the Mason Health Screening before class, wear a mask at all times, wash hands before and after attending class, and follow all Mason directed Covid protocols.

**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. Effectively demonstrate the motor skills critical in net and target games included in the course.
2. Identify stages of children's motor development in the content areas of net and target games.
3. Demonstrate competence in basic motor skills from the skill theme approach in the content areas of net and target games.
4. Peer-teach skills and strategies associated with net and target games through model-based practice.
5. Synthesize the history of game originations and modifications over time for each net/target games included in the course.
6. Demonstrate tactical knowledge during game play in each net/target game included in the course.
7. State and apply games rules related to the various net/target games included in the course.
8. Select and administer appropriate, valid and reliable skill tests.
9. Utilize rubrics as part of student assessment and apply examples of authentic assessment.
10. Interpret skills tests data and use as feedback for learners.
11. Be able to set the equipment properly for each net/target game included in the course.
12. Adapt games to fit the needs of all learners.
13. Organize different types of tournaments such as single elimination, double elimination and round robin.

## Professional Standards

Further, upon completion of this course, students will address the following professional accreditation 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.

## Recommended texts

Graham, G., Holt/Hale, S. A., & Parker, M. (2013). *Children moving: A reflective approach to teaching physical education* (9<sup>th</sup> 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* (3<sup>rd</sup> ed.). Human Kinetics.

Graham, George. Holt/Hale, Shirley Ann. Parker, Melissa 2012. *Children Moving 9th Edition*. New York, NY: McGraw Hill.

## Course Performance Evaluation

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

Your GMU email address and Blackboard are required in this class. You will retrieve assignments and course materials from these sites.

## Assignments and/or Examinations

### **Requirement #1** - Sport Specifications Quizzes (15%)

- 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**-Net and Target Games Video Presentation [10%].

- You will be assigned to develop and upload a video with an overview of the history, rules, skills, and tournament format (the type of competition present in the main events of the sport-single elimination, double elimination, round robin) of the selected Net and Target Games.
- The video should be 10-15 minutes long and should include one additional online resource (e.g. YouTube video). Voice PowerPoint presentations will not be excepted.
- The videos must be uploaded to BlackBoard in the specific discussion board.
- The video will be watched by the remainder of the students before the peer-teaching class of the specific sport.
- The video should include images and diagrams to facilitate the understanding of the content and engage listeners. One additional online resource is required to improve comprehension of the content presented.
- The assigned book chapter for the sport you are teaching can guide the presentation but you are encouraged to use additional material.
- All video presentations must be uploaded to BlackBoard on **Monday March 7th 2022**.

### **Requirement #3** -*Tactical Games Model Teaching Presentation* [15%].

- You will be assigned to teach a net or target sport chosen by your group using the Tactical Games Model.
- In your assigned group you will prepare a lesson plan AND peer teach the remainder of the class using the *Tactical Games Model*.
  - Each group member should have explicit roles in preparing and presenting the scheduled 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* under the 'Assessment' tab).
- 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, or any suitable resource with credit to the source (or create your own).
- All lesson plans must be uploaded to BlackBoard on **March 3rd 2022** under the 'Assignments' tab.
- After reviewing feedback provided by the instructor the lesson plans must be uploaded to the specific discussion board.

### **Requirement #4**-*Tactical Games Model Reflection* [10%].

- You will be assigned to complete a reflection about your group's peer teaching lesson **within 24hrs** of the peer-teaching *Tactical Games Model Teaching Presentation*. It will be graded on the quality of your reflection, completeness of thoughts, and critical analysis of your teaching. Assignment should be Times New Roman, 12pt font, typed, double-spaced, 2 pages minimum.
- You can find a guide to your discussion with more information and a few questions under the "Assignments" tab in BlackBoard.
- The reflection should be uploaded to the "Assignment" tab in BlackBoard.

### General Presentation Information

Presenting group is responsible for ALL aspects of the video presentation, lesson plans, and lesson delivery.

- 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.
- Summary of what will be turned in:
  - Video presentation with the history, rules, tactics, and skills of the selected sport presented in requirements #2 at the selected date.
  - Lesson plan of the class that will be taught by your group on the selected date.
  - Reflection paper about Tactical Games Model Teaching Presentation.
- Specific information will be reviewed during class.

#### Requirement #5-Round Robin Tournament [10%]

- The class will develop a round robin tournament.
- You will be assigned a group.
- Each group will have a task to complete on planning and delivering the tournament.
- More information will be given in class and placed on Blackboard.

#### Requirement #6 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 volleyball, tennis, badminton, table tennis, bowling and golf. *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.*
- You will develop the activities and assessment for a circuit unit.
- Thus all students will assess and be assessed on **May 5<sup>th</sup> 2022**.

#### Requirement #7 Rubric on Motor Skill Development [10%].

- Rubric development - Rubric example located on Blackboard - You will create/develop a rubric with your peer teaching group.
- The rubric will be on the basic skills of the sport you peer taught using the *Tactical Game Model* (Requirement #3).
- All rubrics will be turned in on the **April 28<sup>th</sup> 2022**.
- On May 5<sup>th</sup> 2022 you will use the rubric with your group to assess the motor skills of your peers.

**Requirement #8 FINAL EXAM-Written Objectives [10%].**

- Multiple-choice, comprehensive to include classroom lecture, discussion, worksheets, above requirements & text reading references.
- The Final Exam will be posted on Blackboard.

**Requirement #9 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.

**Assignments received past the deadline but within 48 hours of that deadline will be accepted for 50% of its value. No assignments will be accepted beyond 48 hours after the deadline.**

**Other Requirements**

Participation-Attendance at all classes is expected. This is a hands-on, participatory course – your expected to be in attendance. Absenteeism will be reflected in one's final grade.

- Based on quality and quantity of daily participation, behavior, attitude, individual growth and group work in all classes.
- **Students are expected to dress appropriately for activity-athletic attire and shoes. Tank tops, jeans, hats, cut off shirts or shorts, middriifs, offensive logos or designs are not permitted. Points will be deducted for inappropriate dress.**
- **Points are deducted for leaving early or arriving late. Please arrive early to allow for time to check in at the front desk and wash hands.**
- Absences and late arrivals are only excused with a health care provider’s note emailed immediately or presented as a hard copy immediately upon return to class. Students who are absent for any reason are still responsible for lecture material found on Blackboard, assignments, quizzes, exams, and all material presented during class.
- The following will be used:
  - o One (1) absence is 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-
<b>69.9 - 60% = D</b>	< 59.9% = F	

**• Course Performance Evaluation Weighting**

- ✓ Content Quizzes (5 total) 15%
- ✓ Net and Target Game video Presentation 10%
- ✓ Teaching Presentation 15%
- ✓ Teaching Reflection 10%
- ✓ Round Robin Tournament 10%
- ✓ Motor Skill Rubric 10%
- ✓ Motor Skills Development 10%

✓ Final Exam	10%
✓ In-class assignments	10%
<b>TOTAL</b>	<b>100%</b>

### Class Schedule PHED 273 Agenda-Spring 2022

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

#### Assignments are due BEFORE class.

Links to podcast and readings are uploaded to Blackboard.

Date	Lecture/Blackboard/Power Point	Activity/Skill/RAC	Assignments Due
1/27	Introduction Class	Introduction to class Syllabus and policies	Read syllabus
2/3	Net Games Skill Themes Skill Movements	Lecture about net games Skill Theme approach Reflection about teaching	<u>Listening</u> Podcast on OST <u>Reading</u> Skill Theme chapter. <u>Assignment</u> All about you
2/10	Target games Skill Themes	Lecture about target games Developing lesson objectives	<u>Assignment</u> Turn in reflection about professional aspirations <u>Reading</u> VASOL
2/17	Golf Motor development Lesson plan	Lecture about motor development The history of Golf Developing lesson plans	<u>Listening</u> TBA <u>Reading</u> Golf chapter.
2/24	Sitting volleyball Tactical Games approach	Lecture about tactical game approach. Sitting volleyball	<u>Watching</u> Video on Sitting volleyball <u>Reading/Listening</u> TBA
3/3	Sitting volley Assessment	Developing an activity using the tactical game approach in groups during class. Assessing objectives.	<u>Readings</u> TBA <u>Assignment</u> <b>All lesson plans due after class.</b> <b>All video presentations due on Monday March 7<sup>th</sup></b>
3/10	Volleyball Tactical Games Approach	Assessment-developing rubrics.  *Group 1 Teaches Volleyball	<u>Readings</u> Volleyball chapter <u>Watching</u> Volleyball video presentation <u>Assignment</u>

			<b>Volleyball quiz</b>
3/17	Spring break		
3/24	Pickleball Tactical Games Approach	Net game activity. *Group 2 Teaches Pickleball	<u>Readings</u> Pickleball chapter <u>Watching</u> Pickleball video presentation <u>Assignment</u> <b>Pickleball quiz</b>
3/31	Badminton Tactical Games Approach	*Group 3 Teaches Badminton	<u>Readings</u> Badminton chapter <u>Watching</u> Badminton video presentation <u>Assignment</u> <b>Badminton quiz</b>
4/7	Bowling Tactical Games Approach	Target Games Activity  *Group 4 Teaches Bowling	<u>Readings</u> Bowling chapter <u>Watching</u> Bowling video presentation <u>Assignment</u> <b>Bowling quiz</b>
4/14	Tennis Tactical Games Approach	*Group 5 Teaches Tennis	<u>Readings</u> Tennis chapter <u>Watching</u> Tennis video presentation <u>Assignment</u> <b>Tennis quiz</b>
4/21	TBA		
4/28	Round robin Tennis Tournament	Round robin Tennis Tournament-Student directed	<u>Assignments</u> <b>Turn in group rubrics for skill development assessment</b>
5/5	Review of course	Lecture: Review of course for final exam. Skill test-Student- directed (all assess and are assessed).	<u>Assignment</u> <b>Peer assessing motor skill development</b>
12/5	<b>Final Exam on 12/5/22 at 10:30 am in the classroom.</b>		<u>Assignment</u> <b>Final Exam</b>

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

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

### **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**

#### 1. GMU Policies and Resources for students

##### *Policies*

1. Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
2. Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
3. 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.
4. 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>).
5. Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

##### *Campus Resources*

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. 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, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@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>**