

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

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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, VIA, 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 – Sport Specifications Quizzes [10%]

- 5 quizzes on selected field/invasion games.
- Quizzes will be set online via a direct link on BlackBoard and will cover the history, rules, skills, and tactics of selected field/invasion games. Quizzes will open on Monday by 4 pm and must be answered before class (10:30 am) 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, skills, and officiating signals of field and invasion games video presentation [10%].

- You will have to upload a video with an overview of the history, rules, officiating signals, and skills of your assigned field/invasion game.
- The video should be 12-15 minutes long and should include one additional online resource (e.g. YouTube video). This additional resource does NOT count towards the required assignment length. Voice PowerPoint presentations will not be accepted.
- The video must include a minimum of five signals commonly used by officials when officiating the field/invasion game.
- The video must be uploaded to BlackBoard to the designated discussion board.
- The video will be watched by the remainder of the class **before** the peer-teaching class of your assigned field/invasion game.
- 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 field/invasion game you are teaching can guide the presentation but you are encouraged to use additional material.
- All video presentations must be uploaded to BlackBoard no later than **Monday, October 3rd**.
- The documents developed to add to the Portfolio (Requirement #7) will be the script of the video and the officiating support document.

Requirement #3 – Tactical Games Model Teaching Presentation [10%]

- You will be assigned to teach a field or invasion game using the Tactical Games Model.
- Your 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 an explicit role in preparing and presenting the 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 are located on Blackboard under the ‘Assessment’ tab).
- The *Tactical Games Model Teaching Presentation* must be 30-40 minutes long.
- 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).
- Groups will have to use officiating signals from the field or invasion game taught during teaching supported by the document developed in requirement #2.

- The presenting group is responsible for ALL aspects of the presentation.
- All lesson plans must be uploaded to BlackBoard no later than **September 29th** under the ‘Assignments’ tab by one member of the group.
- After reviewing feedback provided by the instructor (delivered at least one week before you peer teach) the final lesson plan must be uploaded to the designated discussion board.

Requirement #4–Tactical Games Model Reflection [15%]

- You will have 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.

Requirement #5 - 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 the skill and then give feedback on what your partner needs to improve on and before Week 14 you will have a post-assessment of that same 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 improve on the skill.
- You and your partner will have to find time to conduct this assessment and skill improvement outside of our lesson hours.
- **Due on December 1st.**

Requirement #6 Rubric on Motor Skill Development and 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 strongly encouraged to practice and even enroll in related activity courses offered on campus to improve their skill level.* You will also develop the activities and rubric for this assessment.
 - Rubric development - You will develop a rubric to assess the motor skill of the field/invasion game you peer taught with your peer teaching group. An example of the rubric is located on Blackboard.
 - The rubric will be on six of the basic skills of the field/invasion game you peer taught using the *Tactical Game Model* (Requirement #3).
 - All rubrics will be uploaded no later than **November 17th** to the ‘Assessment’ tab in Blackboard by one of the group members.
- On **December 1st** you will use the rubric with your group to assess the motor skills of all students in this class.

Requirement #7 Activity Portfolio [5%] - An accumulation of evidence about field and invasion games covered 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 work created in this course (e.g. video, lesson plans, rubrics).
- No spelling errors. Grammar should be correct, neat, clean, and well organized. Rubric located on Blackboard.

Requirement #8 FINAL EXAM Written Objective [10%]

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

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.

• Course Performance Evaluation Weighting

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

Other Requirements^[1]_{SEP}

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 08/25	Introduction to class	Introduction to class Syllabus and Assignments	<u>Reading</u> Read Syllabus <u>Assignment</u> Peer Teaching Groups Selection in class
Week 2 09/01	Invasion Games Models Based Practices in PE	Invasion Games Lecture about Model Based Practice	<u>Reading</u> Podcast 114 and 115 <u>Assignment</u> All about you
Week 3 09/08	Ultimate Frisbee Sport Education Model	Lecture: Sport Education Model Activity: Ultimate Frisbee Sport Ed lesson	<u>Reading</u> Sport Education Chapter McGraw Hill - Ultimate chapter <u>Assignment</u> Quiz on Ultimate Frisbee due before class
Week 4 09/15	Ultimate Frisbee Sport Education Model	Lecture: Developing lesson objectives Activity: Ultimate Frisbee Sport Education Continued	<u>Reading</u> VASOL <u>Assignment</u>

<p>Week 5 09/22</p>	<p>Field games: Cricket Tactical Games Model</p>	<p>Lecture: Game Centered Approach Developing lesson plans Activity: Brazilian Bets skills through tactical games approach</p>	<p><u>Reading</u> Blog on Brazilian Bets <u>Watching</u> Game Centered Approach YouTube videos Cricket video <u>Assignment</u> TBA</p>
<p>Week 6 09/29</p>	<p>Cricket/Brazilian Bets Tactical Games</p>	<p>Lecture: Tactical Games Model Developing lesson plan- Students will teach activities using Tactical Games</p>	<p><u>Reading/Listening</u> Tactical Games Chapter AND/OR Tactical Games Podcast <u>Assignment</u> Be prepared to teach one activity with your group (defined on previous class) All lesson plans due after class. All video presentations due on Monday October 3rd</p>
<p>Week 7 10/06</p>	<p>Softball/Baseball</p>	<p>Motor Skills (critical elements and cues) Group 1 teaches Softball</p>	<p><u>Reading</u> Softball chapter <u>Watching</u> Softball video presentation <u>Assignment</u> Critical elements and cues discussion board</p>
<p>Week 8 10/13</p>	<p>Basketball</p>	<p>Motor skills (Skill Themes approach) Group 2 Teaches Basketball</p>	<p><u>Reading</u> Basketball chapter Chapter on motor skills <u>Watching</u> Basketball video presentation</p>

			<u>Assignment</u> Basketball quiz due before class
Week 9 10/20	Assessment in field and invasion games.	Lecture on assessment and development of rubrics. Groups will work on developing assessments	<u>Reading</u> Chapter on assessment <u>Assignment</u> TBA
Week 10 10/27	Team Handball	Developing Rubrics Group 3 Teaches Team Handball	<u>Reading</u> TBA <u>Watching</u> Handball video presentation <u>Assignment</u> Team Handball quiz due before class
Week 11 11/03	Soccer	Using Rubrics Group 4 teaches Touch Rugby	<u>Reading</u> Soccer chapter <u>Watching</u> Soccer video presentation <u>Assignment</u> Soccer quiz due before class
Week 12 11/10	Flag Football	Group 5 teaches Flag Football	<u>Reading</u> Flag Football chapter <u>Watching</u> Flag Football video presentation <u>Assignment</u> Flag Football quiz due before class
Week 13 11/17	Lacrosse/Hockey Cooperative learning model introduction	Group 6 teaches lacrosse/hockey Practice motor skill circuit	<u>Reading</u> TBA <u>Watching</u> Lacrosse/Hockey video presentation <u>Assignment</u> Turn in group rubrics for skill

			development assessment
Week 14 11/24	No Class: Thanksgiving Break		
Week 15 12/01	Review of course	Lecture: Review of models-based practice and specifics about Sport Ed and Tactical games	<u>Reading</u> TBA <u>Assignment</u> Portfolio Due <u>Rubric/Assessment Due</u> Activity: Skill tests
Finals Week	Final Exam on 12/08/22 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 VIA should be directed to 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, 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.

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