

George Mason University
College of Education and Human Development
Health and Physical Education
PHED 276 (001) – Health-Related Fitness Education
3 Credits, Fall 2023
Tuesdays, 4:30-5:30 pm, RAC 2203, 5:40 -7:10 pm 1200 B

Faculty

Name: Nicholas Thompson
Office hours: By appointment
Office location: NA
Email address: ncthompson@fcps.edu
nthomp11@gmu.edu

Prerequisites/Corequisites

None

University Catalog Course Description

Prepares teacher candidates to develop, implement, and assess fitness concepts and strategies for K-12 students. Incorporates basic nutritional knowledge needed to live a healthy lifestyle. 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, and basic components of nutrition appropriate for K-12 students. Participation will be required in the activity sessions.

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. 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 and methods utilized to measure body composition.
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;
8. Identify safety procedures to prevent injuries when performing fitness exercises;
9. Differentiate the roles of carbohydrates, proteins, fats, vitamins, and minerals in diet across the lifespan;
10. Describe the digestive process as it relates to the utilization of nutrients for energy and metabolism;
11. Explain the importance of nutrition as it relates to exercise and physical activity for a healthy lifestyle.

Professional Standards

Upon completion of this course, students will have met the following professional standards:
National Standards for Initial Physical Education Teacher Education (2008) (National Association for Sport and Physical Education (NASPE))

Standard 1: Scientific and Theoretical Knowledge* Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Standard 2: Skill-Based and Fitness-Based Competence* Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K – 12 Standards.

Required Texts

Corbin, C. B., Le Masurier, G. C. (2014). *Fitness for Life* (6th ed). Champaign, IL: Human Kinetics.

Suggested readings

Ayers, S. F., & Sariscsany, M. J. (2011). *Physical education for lifelong fitness: The physical best teacher's guide* (3rd 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 PE Lesson for the Fitness Center 10%

Students will create 3 teaching tools to be used for 3 different weighted fitness center/weight room exercises. One upper body, one lower body, and one abdominal exercise.

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
- 3 absences or more = 15+ points

*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%
Fitness Center/Weight room tool	10%
Fitness Lesson Plans & Presentation	15%
Weekly Health/Fitness Assignments	15%
Personal Wellness Plan	10%

• Grading Policies

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/policies-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.
- 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 “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/> .

Class Schedule

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

Date	Topic: Classroom	Topic: Gymnasium	Readings
Week 1 Aug 22	Course overview, PE Standards of learning Week 1 Content folder	Intro to fitness in the gym	Corbin & Le Masurier Ch. 1 Introduction
Week 2 Aug 29	Fitness Education standards and Fitness gram & Goal Setting for students in public schools. *Lesson Plan Project given out Week 2 Content folder	Baseline Fitness Testing	Corbin & Le Masurier Ch. 3 Corbin & Le Masurier Ch. 4
Week 3 Sept 5	Pacer, Trunk Test, Sit & Reach test, push up, curl up test and how to apply these to a fitness plan. Week 3 content folder	Baseline Fitness Testing	Corbin & Le Masurier Ch. 2 Health Benefits of Physical Activity and Exercise
Week 4 Sept 12	Chapter 3 Week 4 content folder	Fitness exercises/activities	Corbin & Le Masurier Ch. 3 Changing to a Healthy Lifestyle
Week 5 Sept 19	Intro to the C-SPAP Model Chapter 4 Week 5 Content Folder	Fitness exercises/activities	Corbin & Le Masurier Ch. 4 Preparing for Physical Activity and Exercise
Week 6 Sept 26	Muscle Fitness, Machine vs. Free weights Week 6 Content folder	Fitness exercises/activities	Corbin & Le Masurier Ch. 5
Week 7 Oct 3	Preparing a Virtual PE Lesson Using HR monitors in PE Chapter 6	Fitness exercises/activities	Corbin & Le Masurier Ch. 6 Flexibility
Week 8 Oct 10	Fall recess – No class!		N/A
Week 9 Oct 17	Getting familiar with a fitness center/weight room teaching -Fitness center/weight room teaching expectations	Weight Training focus in the fitness center.	Corbin & Le Masurier Ch. 7
Week 10 Oct 24	Teaching Nutrition to kids/parents Chapter 8 Week 9 Content folder	Fitness Lesson Plan Presentation	Corbin & Le Masurier Ch. 8
Week 11 Oct 31	Nutrition Presentations	Fitness Lesson Plan Presentation	Corbin & Le Masurier Ch. 10
Week 12 Nov 7	Nutrition Presentations	Fitness Lesson Plan Presentation	Corbin & Le Masurier Ch. 11 & 12
Week 13 Nov 14	Strength Training Program Design	Fitness Lesson Plan Presentation	Corbin & Le Masurier Ch. 13 & 14
Week 14 Nov 21	Post Fitness Testing	Post Fitness testing	Corbin & Le Masurier Ch. 15-16
Week 15 Nov 28	Personal Wellness Plan due		