

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Health and Physical Education

PHED 275 (001)– Field & Invasion Games
3 Credits Fall 2024

Thursday, 8/29-12/12 1030-1:10pm, RAC Classroom/Linn Gym

Faculty

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Office hours: Before and After class

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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 3e*. 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.

The textbook is integrated into Canvas for your convenience. The required quizzes are integrated with the McGraw Hill Connect Platform.

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.

Assignments

Requirement #1 – Sport Specifications Quizzes [10%]

- 6 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 be completed by (11:59 pm) on Wednesday prior to the applicable class. You will have one attempts to answer the quizzes. Quizzes are accepted for **50% credit if taken with 48 hours of the due date.** [See *Tentative Class Schedule* - due dates noted].

Requirement # 2-History, rules, skills, and officiating signals of field and invasion games grade appropriate media presentation [10%].

- You and your group will create and upload a media presentation that is grade appropriate that includes an overview of the history, rules, officiating signals, and skills of your assigned field/invasion game.
- Be creative and grab the attention of your audience whether through video, animations, Peardeck, Flipgrid, or other interesting platform. The presentation must have embedded audio.
- Should include one additional online resource (e.g. YouTube video). This additional resource does NOT count towards the required assignment length. Voice over PowerPoint presentations will not be accepted. The resource must be grade level appropriate.
- The presentation must include a minimum of five officiating signals commonly used by officials when officiating the field/invasion game and be grade appropriate.
- The presentation must be uploaded to Blackboard to the designated discussion board.
- The presentation should include images and diagrams to facilitate the understanding of the content and to engage the audience.
- The assigned book chapter for the field/invasion game you are teaching can guide the presentation but you are encouraged to use additional material.

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

- You will be assigned to teach a field or invasion game using the *Tactical Games Model*.
- You and a partner or team will prepare a lesson plan AND peer teach the class using the *Tactical Games Model*. Each group member will teach a specific lesson on the field or invasion game. Each person will prepare and present their part of 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).
- The *Tactical Games Model* Teaching Presentation will be determined by the number of people in the team (15-20 minutes long. This may change due the number of students enrolled in the course).
All team members will teach the warm up and conclusion. Each team member will teach part of the lesson using the tactical game model part of the game. The lessons will support the others and coherently teach the “students” the invasion or field game. The conclusion of the lesson will be the class playing the game.
- 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 before the lesson. A hard copy will be provided to the instructor prior to teaching the lesson.
- After reviewing feedback provided by the instructor the final lesson plan must be uploaded to Blackboard

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

- You will have to complete a reflection about your and your team’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 in Times New Roman, 12pt font, typed, 1 page minimum.
- You can find a guide to your discussion with more information and a few questions in Blackboard.

Requirement #5 - Rubric/Assessment for skill improvement [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 the basic skills of the field/invasion game you peer taught using the *Tactical Game Model* (Requirement #3).
- You will use the rubric with your group to assess the motor skills of all students in this class.

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.

Requirement #7 FINAL EXAM [15%]

- Comprehensive to include lecture, discussion, 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 (6 total)	10%
✓ History, Rules, and Skills Presentation	10%
✓ Teaching Presentation	10%
✓ Teaching reflection	15%
✓ Rubric/Assessment	15%
✓ Motor Skills Development/Rubric	15%
✓ Final Exam	15%
✓ In-class assignments	10%
TOTAL	100%

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.”

Attendance:

The following scale will be used:

- o Two (2) absences are permitted regardless of the reason.
- o Two (2) “tardies”*= 1 absence
- o Two (2) “early departures”* = 1 absence
- o 3-4 absences = 15 grade points
- o 5 absences or more = 20 grade points

*Attendance is taken at 10:30 am and 11:30 am in the Linn Gym. A student will be considered late once attendance has been taken. Leaving more than 10 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	

Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason’s Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

Class Schedule

Course Content and Outline			
Dates	Topic	Content/Activity	Readings/ Assignments
Week 1 08/29	Introduction to class	Introduction to class Syllabus and Assignments Assign peer teaching groups Activity: Adventure Ed Activities	<u>Reading</u> Read Syllabus <u>Assignment</u> Peer Teaching Groups Selection in class <u>Video Intro-Due 9/1</u> <u>All About You due</u> <u>9/4</u>
Week 2 9/5	Invasion Games Models Based Practices in PE	Invasion Games	<u>Reading</u> Podcast-Model-Based Practice <u>Assignment</u> All about you-9/4 Skill Survey 9/4
Week 3 09/12	Ultimate Frisbee Sport Education Model	Lecture: Sport Education Model Activity: Ultimate Frisbee Sport Ed lesson	<u>Reading</u> Sport Education Podcast/Chapter Ultimate chapter <u>Assignment</u> Quiz on Ultimate Frisbee due 9/11
Week 4 09/19	Ultimate Frisbee Sport Education Model	Lecture: Developing lesson objectives Activity: Ultimate Frisbee Sport Education Continued	<u>Reading</u> VASOL <u>Assignment</u> Begin Lesson Plan
Week 5 09/26	Soccer Tactical Games Approach	Lecture: Tactical Games Model Developing lesson plans Activity: Soccer skills through tactical games approach	<u>Reading</u> Soccer in Connect <u>Watching</u> Game Centered Approach YouTube videos <u>Assignment</u> Soccer quiz-9/25

			Work on Lesson Plan
Week 6 10/3	Soccer/Speedball	Lecture: Soccer/Speedball Developing lesson plan Activity: Speedball	<u>Reading/Listening</u> Speedball Tutorial <u>Assignment</u> Lesson Plans for review
Week 7 10/10	Pesäpallo through Tactical Games	Lecture: Soccer/Pesäpallo Developing lesson plan Activity: Pesäpallo	<u>Reading</u> Softball chapter Motor skills chapter <u>Watching/Listening</u> AND/OR Tactical Games Podcast Presentation <u>Assignment</u> Media Presentations due 10/10
Week 8 10/17	Softball	Motor skills (Skill Themes approach) Group 1 Teaches Softball	<u>Reading</u> Softball chapter Chapter on motor skills <u>Watching</u> Softball Video <u>Assignment</u> <u>Softball quiz due 10/16</u>
Week 9 10/24	Team Handball	Lecture on assessment and development of rubrics. Group 2 teaches Team Handball	<u>Reading</u> Chapter on assessment Team Handball chapter <u>Watching</u> Team Handball Video <u>Assignment</u> Team Handball Quiz 10/23

Week 10 10/31	Lacrosse/Hockey	Developing Rubrics Group 3 Teaches Lacrosse/Hockey	<u>Reading</u> TBA <u>Watching</u> Lacrosse/Hockey video presentation <u>Assignment</u> Lacrosse/Hockey
Week 11 11/7	TOUCH RUGBY!!!	Using Rubrics Rugby lead up activities	<u>Reading</u> Touch Rugby chapter <u>Watching</u> Rugby video presentation Review all Rugby readings and Lead Up videos <u>Assignment</u> Begin skill assessment rubric
Week 12 11/14	Flag Football	Group 4 teaches Flag Football	<u>Reading</u> Flag Football chapter <u>Watching</u> Flag Football media presentation Videos football <u>Assignment</u> Flag Football quiz 11/13
Week 13 11/21	Cooperative learning model introduction	Skill Rubrics due Group 5 teaches Basketball	<u>Reading</u> Basketball chapter <u>Watching</u> Lead Up activities <u>Assignment</u> Basketball quiz due 11/20 Turn in group rubrics for skill development assessment 11/21
Week 14 11/23	No Class: Thanksgiving Break		
Week 15 12/4	Review of course	Rubric/skill assessments	<u>Reading</u> TBA

		Skill assessment	<u>Assignment</u> <u>Rubric/Assessment</u> <u>Due</u> Activity: Skill tests
Finals Week	Final Exam Thursday Dec 12th 10:30am-1:15pm		<u>Assignment:</u> Final Exam

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here:

<https://cehd.gmu.edu/about/culture/>

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason’s Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- 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 your LMS should be directed to:
 - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - Canvas: <https://its.gmu.edu/service/canvas/>

- For information on student support resources on campus, see:
<https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
 - Writing Center: <https://writingcenter.gmu.edu/>
- For additional information on the College of Education and Human Development's Student Success Resources, please visit: <https://cehd.gmu.edu/students/>.

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.