

George Mason University
College of Education and Human Development
Health and Physical Education

PHED 202 (001) Teaching Skillful Movement
3 Credits, Fall Semester, 2024

Wednesdays 10:30am – 1:10pm, Recreation Athletic Complex (RAC) room 2203 & gym 1200B
Fairfax Campus

Faculty

Name: Dr. William P. Brady, Jr.
Office Hours: Available by appointment
Office Location: Recreation Athletic Complex PHED Program Offices Room 2109
Office Phone: 703-945-0982
Email Address: WBrady3@gmu.edu

Prerequisites/Corequisites

None

University Catalog Course Description

Provides students with the fundamentals of lesson planning, class management and analysis of teaching in physical education.

Course Overview

The course covers planification and presentations of lesson plans focused on motor skills acquisition in a peer teaching setting. Student teaching must be completed within 5 years of taking this course.

Course Delivery Method

This course will be delivered using a lecture format with integrated labs.

Learning Outcomes

This course is designed to enable students to do the following:

1. Create and implement tasks that utilize developmentally appropriate progressions and instructional strategies.
2. Demonstrate a basic understanding of the history of physical education and its influential leaders.
3. Use managerial and instructional routines to create efficient learning experiences.
4. Organize and manage time, space, people, and equipment in such a way that every learner has an equal chance at learning.
5. Describe and use different behavior management strategies according to the level of misbehaviors.
6. Communicate managerial and instructional information verbally and non-verbally (e.g., demonstration, posters, video) to accommodate various type of learners.
7. Develop lesson plans using the required template.
8. Implement lesson plans that are safe and developmentally appropriate for all learners.

9. Videotape and analyze lessons using various assessment tools in order to reflect and revise practice.

Professional Standards

This course addresses the following professional standards:

National Standards for Initial Physical Education Teacher Education (2017) (SHAPE America – Society for Health and Physical Educators)

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 Texts

Rink, J. (2020). Teaching physical education for learning (8th ed.). McGraw-Hill.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

- **Assignments and/or Examinations**

1. Canvas Posts / Presentations (10 assignments at 15 points each): Discuss your view on; 1) Museum Walk (post), 2) Why do you want to be a physical educator and what kind of educator do you want to be? (post), 3) Highlight your “Glows & Grows” from the Beginning Teacher Standards (post), 4) Gymnasium Theme, Quote, and Bulletin Board (presentation), 5) SAAFE – How to make a lesson “Enjoyable” (post), 6) Qualities of Good vs. Bad Teaching (group presentation), 7) Summarize a TedTalks (post), 8) SAAFE – How can a teacher be “Supportive”? (post), 9) Education...”Science or Art””? (post), and 10) History of Education, Physical Education, and Special Education (post).
2. Peer Teaching Sessions (4 peer teaching sessions at 25 points each):
 - Peer Teaching Session #1: Create and teach a relationship building activity supporting lesson objective, start / stop signal, management of students, providing visual

- demonstration with verbal explanation, and closure statement
- Peer Teaching Session #2: Create and teach a familiar skill / activity, while supporting anticipatory statement (engagement & lesson objective), warm-ups with critical elements, visual demonstration & verbal instruction, management of students, start / stop signals, Inform / Refine / Extension / Application Tasks, constructive feedback, and closure.
 - Peer Teaching Session #3: Identify a specific VDOE standard of learning, create a lesson objective, and then create and teach a 20-minute lesson (addressing components on the provided rubric), including a self-reflection and discussion of your lesson.
 - Peer Teaching Session #4: Identify a specific VDOE standard of learning, create a lesson objective, then create, teach, and video a 20-minute lesson and write up video analysis using ALT-PE.
3. Quiz #1 (25 pts): The content of this quiz will consist from chapters 1, 2, 3, and 9, and from discussions / notes from class. Questions will be multiple choice, fill in the answer, and short answers.
 4. Quiz #2 (25 pts): The content of this quiz will consist from chapters 5, 8, 10, 11, and 12, and from discussions / notes from class. Questions will be multiple choice, fill in the answer, and short answers.
 5. Mid-Term Exam (50 pts): The content of this exam will consist from all readings and class discussion / notes to this point. Questions will be multiple choice, fill in the blank and short answer.
 6. Final Exam (50 pts): The content of this exam is cumulative and will consist from all readings and class discussion / notes throughout the entire semester. Questions will be multiple choice, fill in the blank and short answer.

- **Other Requirements**

Field Observation Experience Requirements:

- A minimum of 3 hours field experience at an elementary school must be completed to pass this course.
- Appropriate Dress - Teaching dress is defined by the *PHED Dress Code* and is required for “teaching days.” You are expected to order clothing with Mason insignia for field experience. If you cannot afford the cost please contact Dr. Brady at the beginning of the semester to make accommodations.

Attendance:

- In accordance with the GMU Attendance Policies (University catalog, 2023-2024), “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 is taken at 10:30am. 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.

The following scale will be used:

Two (2) absences are permitted

Two (2) “tardies”*= 1 absence

Two (2) “early departures”* = 1 absence

3-4 absences = 20 points

5 absences or more = 25 points

- **Grading**

- 10 Posts / Write – ups = 150 pts (15 pts each, 37%)
- 4 Peer Teaching Sessions = 100 pts (25 pts each, 25%)
- 2 Quizzes = 50 pts (25 pts each, 13%)
- Mid-term Exam = 50 pts (13%)
- Final Exam = 50 pts (13%)
- Total = 400 pts

- **Grading Policies**

- 388 – 400 = A+ 372 – 387 = A 360 – 372=A- 352 – 359 =B+
- 332 – 351=B 320 - 331=B- 308 – 319=C+ 292 – 307=C
- 280 – 292=C- 240 - 280=D <240 = 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

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

Date	Topics	Readings/Assignments Due
Week 1 8/28	<ul style="list-style-type: none">• “Museum Walk” – what to expect / syllabus overview (i.e. field experience, professional disposition, etc.)• Introduction of Lesson Plan format – lesson objectives / domains (written B.C.C.), etc.• “Learning Occurs when Relationships are Formed”...Building Relationships – Participate in: 1)Rock, Paper, Scissors...4 Corners, and 2) 22 Skadoo Activities• Reflection of these two activities: “What” vs. “Why” of our activities...did we	<ul style="list-style-type: none">• Read Syllabus• Acquire Text Book• Tour equipment room for sport equipment available for peer teaching lessons / activities.• Dr. Brady Models “Peer Teaching #1”• Hand-out / post: 1) Sample Lesson Plan, 2) Rubric for Peer Teaching #1

	<p>achieve the “Why”?</p> <ul style="list-style-type: none"> • Discussion: Other ways to build relationships and foster a learning environment? Creating a Theme, Class Quote, and Bulletin Boards • PRAXIS Questions • 3 Takeaways from today’s class.....focuses on “glows” from classmates and/or “Ah-ha” moment! • Preview next week’s class 	
Week 2 9/04	<ul style="list-style-type: none"> • Building relationships and creating a welcoming environment • How to manage students....it starts with Rules, Routines, and Expectations • Reflecting upon our peer teaching....did you achieve your “Why” (aka Lesson Objective) within your activity / lesson? • Learning Domains • PRAXIS Questions • 3 Takeaways from today’s class • Preview next week’s class 	<ul style="list-style-type: none"> • Present your Classroom Theme, Quote, and Welcome Back to School Bulletin Board ideas (Presentation #1) • Peer Teach #1 “Relationship Building Activity” • Post your “finding” from last weeks Museum Walk (Post #1) • Conclude class at 11:30 to attend “Welcome2Mason”
Week 3 9/11	<ul style="list-style-type: none"> • In your view, what is “Good Teaching” (Group Activity) • Beginning Teacher Standards • Effective Teacher Standards (FCPS, PWCS) • How do we learn? • PRAXIS Questions • 3 Takeaways from today’s class • Preview next week’s class 	<ul style="list-style-type: none"> • Peer Teach #1 (continued) • “Good Teaching” activity (Presentation #2) • Post your “Why do you want to be an educator & What kind of educator do you want to be” (Post #2) • Read Chapters 1 & 9
Week 4 9/18	<ul style="list-style-type: none"> • How to engage your students / class • Understand anticipatory and closing statements, IREA Tasks, feedback, critical elements, and management strategies • PRAXIS Questions • 3 Takeaways from today’s class • Preview next week’s class 	<ul style="list-style-type: none"> • Read Chapters 2 & 3 • Dr. Brady models Peer Teaching #2 (Post and discuss rubric) • Post your “Glow and Grow” from the Beginning Teachers Standards (Post #3). • Create and get feedback on an anticipatory statement / lesson objectives to teach next week. (meet with me individually)

Week 5 9/25	<ul style="list-style-type: none"> • Discussion / Review of Topics • Discuss Quiz in class • PRAXIS Questions • 3 Takeaways from today’s class • Preview of next week’s class 	<ul style="list-style-type: none"> • Quiz #1 • Post summary of TedTalks (Post #4) • Peer Teaching #2
----------------	--	---

Week 6 10/02	<ul style="list-style-type: none"> • Discuss T.R.E.E.....accommodations for students with special needs. • Discuss U.D.L...."variety" for all students • Developing and Maintaining a Learning Environment....time boundaries...."Slow is smooth, smooth is fast" • Five Requirements to learning Motor Skills • Feedback...When? How much? Types? • PRAXIS Questions • 3 Takeaways from today's class • Preview next week's class 	<ul style="list-style-type: none"> • Read Chapters 4, 6, and 7 • Peer Teaching #2 (continued) • Complete all components of a lesson plan. • Post: SAAFE - What makes a lesson "Enjoyable"? (Post #5)
Week 7 10/09	<ul style="list-style-type: none"> • Discuss / Review of Topics / content for mid-term • Preview of next week's class 	<ul style="list-style-type: none"> • Mid-Term (entire class) • "Parking Lot"....anonymous mid-semester feedback / questions.
Week 8 10/16	<ul style="list-style-type: none"> • Finalizing ALL components of a Lesson Plan • Define Skill Theme / Curriculum Diamond • PRAXIS Questions • 3 Takeaways from today's class • Preview next week's class 	<ul style="list-style-type: none"> • Read Chapters 5, 8, and 10 • Dr. Brady models Peer Teaching #3 (Post & Discuss rubric)
Week 9 10/23	<ul style="list-style-type: none"> • Students teaching a full lesson...providing "self-reflection" • PRAXIS Questions • 3 Takeaways from today's class • Preview next week's class 	<ul style="list-style-type: none"> • Peer Teaching #3 with self-reflection. • Post: SAAFE – How is a teacher "Supportive"? (Post #6) • Visit school for Field Experience *
Week 10 10/30	<ul style="list-style-type: none"> • Behavior Management Strategies.... • Functional Behavioral Analysis (ABC) • Assessment • Review content for Quiz #2 • Field Experience Discussion • PRAXIS Questions • 3 Takeaways from today's class • Preview next week's class 	<ul style="list-style-type: none"> • Read Chapters 11 & 12 • Peer Teaching #3 with self-reflection (continued) • Visit school for Field Experience *
Week 11 11/6	<ul style="list-style-type: none"> • Discuss Quiz #2 in class • How much time a lesson should be for management, instruction, & activity? ALT • Field Experience Discussion • PRAXIS Questions • 3 Takeaways from today's class • Preview next week's class 	<ul style="list-style-type: none"> • Quiz #2 • Dr. Brady models Peer Teaching #4 (Post & Discuss rubric) • Visit school for Field Experience *
Week 12 11/13	<ul style="list-style-type: none"> • Lesson Plan • Video Analysis • Field Experience Discussion • PRAXIS Questions • 3 Takeaways from today's class 	<ul style="list-style-type: none"> • Peer Teaching #4 - Video lesson with recording analysis • Visit school for Field Experience *

	<ul style="list-style-type: none"> Preview next week's class 	
--	---	--

Week 13 11/20	<ul style="list-style-type: none"> Lesson Plan Video Analysis Field Experience Discussion PRAXIS Questions 3 Takeaways from today's class Preview next week's class 	<ul style="list-style-type: none"> Peer Teaching #4 - Video lesson with recording analysis (cont.) Submit your findings / results from your video lesson analysis Post: "Is teaching a 'science' or an 'art'?" (Post #7) Visit school for Field Experience *
Week 14 11/27	<ul style="list-style-type: none"> Thanksgiving Break – No Class 	
Week 15 12/04	<ul style="list-style-type: none"> History of PE...assign specific topic The Teacher as a Continuous Learner Observing Teaching and Student Behavior Review content for Final Exam PRAXIS Questions 3 Takeaways from today's class Preview next week's class 	<ul style="list-style-type: none"> Submit your findings / results from your video lesson analysis Read Chapter 13 - 14 Post "History of Education, Physical Education, & Special Education" (Post #8)
Final Week	Wednesday December 11, 10:30 am – 1:15pm	<ul style="list-style-type: none"> 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.