

George Mason University
College of Education and Human Development
Health and Physical Education
PHED 276 (001) – Health-Related Fitness Education
3 Credits, Fall 2024
Monday, 4:30-5:30 pm, RAC 2203, 5:40 -7:10 pm 1200 B

Faculty

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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 lecture and 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

Thygeson A.L., Thygeson, S. M., & Thygeson, J. S. (2022). *Fit to be well essential concepts* (6th ed). Burlington, MA: Jones & Bartlett Learning.

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 5%

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 5%

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.

Fitness Plan Participation 10%

Students will record their weekly fitness program and submit to blackboard

Teaching a PE Lesson with a Fitness Center focus 10%

Students will create a PE lesson with a focus on resistance training. They will pick one exercise from each group to create a workout students can learn and demonstrate effectively at their ability level. One upper body, one lower body, and one abdominal exercise, once plyometric exercise.

Fitness Lesson Presentations 20%

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 20%

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.

Final Exam 10%

Students will participate in a summative assessment from semester lectures and integrated labs.

• **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	5%
Nutrition Log and Analysis	5%
Weekly Fitness log	10%
Fitness Center/Weight room teaching	10%
Fitness Lesson Plans & Presentation	20%
Weekly Health/Fitness Assignments	20%
Final Exam	10%

Grading Policies

A= 94-100

A- = 90-93

B+ = 88-89

B = 84-87

B- = 80-83

C+ = 78-79

C = 74-77

C- = 70-73

D= 60-69

F= 0-59

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	Topic: Classroom	Topic: Gymnasium	Readings
Week 1 Aug 26	Course overview, PE Standards of learning Week 1 Content folder	Intro to fitness in the gym	Thygerson Ch. 1 Introduction
Week 2 Sept 2	Labor Day, No Class/University Closed		Thygerson Ch. 2 Health Benefits of Physical Activity and Exercise
Week 3 Sept 9	Chapter 2 Week 3 Content folder Fitness Education standards and Fitness gram *Lesson Plan Project given out	Baseline Fitness Testing	Thygerson Ch. 3 Changing to a Healthy Lifestyle
Week 4 Sept 16	Chapter 3 Week 4 Content folder	Fitness exercises/activities	Thygerson Ch. 4 Preparing for Physical Activity and Exercise
Week 5 Sept 23	Intro to the C-SPAP Model Chapter 4 Week 5 Content Folder	Fitness exercises/activities	Ch. 5 Cardiorespiratory Endurance
Week 6 Sept 30	Chapter 6 Week 6 Content folder	Fitness exercises/activities	Thygerson Ch. 6 Flexibility
Week 7 Oct 7	Chapter 7 Week 7 Content folder	Fitness exercises/activities	Thygerson Ch. 7 Muscular Strength and Endurance
Week 8 Oct 14	Fall recess – No class!		
Week 9 Oct 21	Chapter 8 Week 9 Content folder	Weight Training focus in the fitness center.	Thygerson Ch. 8 Nutrition
Week 10 Oct 28	Chapter 9 Week 10 Content folder	Fitness Lesson Plan Presentation	Thygerson Ch. 9 Body Composition and Body Weight
Week 11 Nov 4	Chapter 10 Week 11 Content folder	Fitness Lesson Plan Presentation	Thygerson Ch. 10 Sleep
Week 12 Nov 11	Chapter 11 Week 12 Content folder	Fitness Lesson Plan Presentation	Thygerson Ch. 11 Stress Management
Week 13 Nov 18	Chapter 12 Week 12 Content folder	Fitness Lesson Plan Presentation	Thygerson Ch. 12 Making Informed Decisions
Week 14 Nov 25	Post Fitness Testing	Post Fitness testing	
Week 15 Dec 2	Final Assessment		

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>
 - Timely Care: <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.