



GEORGE MASON UNIVERSITY  
Undergraduate Studies in Education  
School of Recreation, Health and Tourism

PHED 202 – Teaching Skillful Movement  
Spring 2010

DAY/TIME:	M-W 12:00 – 1:15	LOCATION:	Freedom Center Rm 214
PROFESSOR:	Mrs. Linda Krout	OFFICE PHONE:	703-993-2096
OFFICE LOCATION:	Bull Run Hall Rm 210 C	OFFICE HOURS:	M W 10:30- 11:30, 1:30-3:30
FAX NUMBER:	703-993-2025		T R By Appointment
EMAIL ADDRESS:	<a href="mailto:lkrou@gmu.edu">lkrou@gmu.edu</a>		

PREREQUISITES: None

**COURSE DESCRIPTION:**

Designed for student planning and presenting of lessons from the content areas of educational gymnastics, dance, games and fitness. Lesson plans will be developed and the use of varied teaching strategies will be executed in a peer teaching setting.

**COURSE OBJECTIVES**

At the completion of this course teacher candidate should be able to:

1. Develop lesson plans for educational gymnastics, rhythm and dance, games and fitness activities that include: instructional objectives, material and equipment needed, safety considerations, instructional tasks with at least two possible modifications to accommodate different skill levels, instructional cues, and organization and management of space, people and equipment.
2. Develop and implement tasks that utilize appropriate progressions and instructional strategies, and take into considerations skill level, learners readiness, and learners' experience.
3. Use managerial and instructional routines to create smoothly functioning learning experiences.
4. Organize and manage time, space, people, and equipment in such a way that every learner gets a fair 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 and facilitate learning.
7. Use the pedagogical knowledge gained through lectures, lab, peer-teaching, and professional readings to develop and implement lesson plans that are safe and developmentally appropriate for learners
8. Demonstrate the ability to efficiently set up and use videotaping equipment.
9. Videotape and analyze lessons using various assessment tools in order to reflect and revise practice.

**REQUIRED READINGS**

Rink, J. (2010). Teaching Physical Education for Learning. (6th ed), Boston: McGraw-Hill.

**\*\*Students are responsible for all work conducted in class regardless of being absent. NO late work will be accepted.**

## EVALUATION

### *Requirements*

2 TESTS	= 200 pts (40%)
3 peer teaching sessions	= 100 pts (20%)
4 assignments	= 70 pts (14%)
Videotape Analysis	= 30 pts (6%)
Final Exam	= 100 pts (20%)
Total	= 500 pts

### *Grading Scale*

465 – 500=A	450 – 464=A-	435 – 449 =B+	415 – 434=B	400 – 414=B-
385 – 399=C+	365 – 384=C	350 – 364=C-	300-349=D	<300 = F

### Attendance Policy

In accordance with the GMU Attendance Policies (University catalog, 2008-2009 p.35), “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**

- Two (2) absences are permitted
- Two (2) “tardies”\*= 1 absence
- Two (2) “early departures”\* = 1 absence
- 3-4 absences = 10 grade points
- 5 absences = 15 grade points
- Each additional absence= 3 points

There will be **NO LATE WORK ACCEPTED**. Once a grade is posted you will have one class from the post date to bring to my attention mistakes or discrepancies in the assignment.

## TENTATIVE COURSE OUTLINE

### **Week 1**

Jan. 19 (T): GMU classes begin.

Jan. 20 (W): Course content, expectations. Personal Information Worksheet. Define Physically Educated Person. Chapter 1 pp. 3-12. 4 Criteria for a Learning Experience READ: Hall of Shame

### **Week 2**

Jan. 25 (M): Chapter 10 Planning. Writing lesson objectives and lesson plans. The 3 Learning Domains ppt. Behavioral Objectives Performance Objective Self-Check

READ: Hall of Shame II

Jan. 27 (W): Chapter 5 Content Development and Analysis. Bring in 2 objectives written for each of the 3 domains of learning. Methods of Extension  
Assign: Content Development & Behavioral Worksheet

### **Week 3**

Feb. 1 (M): Continue Chapter 5. Application Tasks Review Methods of Extension  
Discuss Behavior and Content Worksheets  
GMU Sample Lesson Plan  
READ: Hall of Shame III  
Assignment for Peer Teaching #1.

Feb. 3 (W): Demonstrations and Teaching Cues  
Review Lesson Plan Template and Evaluation.  
Review Camera and video equipment. Discuss Lesson Plan Rubric.  
Evaluate Sample Lesson Plan

### **Week 4**

Feb. 8 (M): Group #1 Peer Teaching and Film Lesson #1. **Bring DVD-R Lesson Plan Due**

Feb. 10 (W) Group #2 Peer Teaching and Film Lesson #1 **Bring DVD-R Lesson Plan Due**  
**Evaluation from Group #1 Due**

Mid- Term

### **Week 5**

Feb. 15 (M): Chapter 2, Factors that Influence Learning  
READ: Instant Activity Article Assign: Management Lab Preparation Phase.  
Assign Video Analysis  
**Evaluation from Group #2 Due**

Feb. 17 (W): **EXAM # 1**  
**Management Lab (IA) Preparation Phase Due**

### **Week 6**

Feb. 22 (M): **Management Lab (IA) Execution Phase Due**  
**Video Analysis Due**

Feb. 24 (W): TBA

### **Week 7**

March 1 (M): Chapter 3 Designing Learning Experiences and Tasks  
Assign: Management of People (Social Grouping)

March 3 (T) Chapter 4 Task Presentation  
READ: Voicing Concerns About Noisy Classroom  
Assign Peer Teaching #2  
**Management Preparation & Execution Phase Due**

### **Week 8**

March. 8 (M): SPRING BREAK

March 10(W): SPRING BREAK

### **Week 9**

March 15 (M): Group #1 Peer Teach Lesson #2. **Bring DVD-R and Lesson Plan #2.**

March 17 (W): Continue with Group #2 Peer Teach Lesson #2. **Lesson plan #2 due and**  
**Evaluation from Group #1.**

### **Week 10**

March 22 (M): Giving Directions ppt. Voice Lab  
Assign Show and Tell Lab  
**Evaluation from Group #2 Due.**  
READ: Giving Directions-It's How You Say It

March 24 (W): **SHOW & TELL LAB** in the gymnasium. Review Lab Report  
**Video Analysis II due**

### **Week 11**

March 29 (M): Chapter 6 Developing & Maintaining a Learning Environment  
READ: Knowing the Names of your Students  
**Show and Tell Lab Report Due**  
Assignment for Peer Teaching #3

March 31 (W): **EXAM # 2**

### **Week 12**

April 5 (M): Chapt. 6, Establishing Class Rules, pp. 113-127  
April 7 (W ): Chapt. 6, Handling Misbehaviors pp. 122-128  
Discipline Case Study #1, Discipline Lab  
Breaking up Fights Handout

### **Week 13**

April 12 (M): Peer Teach and film Lesson Plan #3. **Lesson Plan #3 Due**  
**Submit Lesson Plan #3 online, [www.taskstream.com](http://www.taskstream.com)**  
Password will be given in class.  
April 14 (W): Peer Teach and Film Lesson Plan #3 from Group #2. **Lesson Plan #3 Due**  
**Evaluation from Group #1.**

### **Week 14**

April 19 (M): Chapter 7, Teaching Functions during Activity`  
Assign: Shopping Frenzy  
**Evaluation from Groups #2 Due**  
April 21 (W):Chapter 8, Teaching Strategies.  
**Video Analysis III Due.**

### **Week 15**

April 26(M): Teaching Games for Understanding. Badminton Activity.  
**Shopping Frenzy Due**  
April 28 (W): Chapt. 12, Teaching Games, pg. 276-286. The Game Stages Worksheet.

### **Week 16**

May 3 (M): Step Aerobics. Practice Cueing. Create 32 Count Sequences. Last Day of Class!  
May 4 (T): Reading Day

***FINAL EXAM:*** Per Final Exam Schedule, Monday, May 10, 2010, **10:30 am – 1:15 pm**

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- ❖ All students are held to the standards of the George Mason University Honor Code.
- ❖ **STUDENTS WITH DISABILITIES:** Students having documentation on file with the Disability Support Services Office should bring this to the attention of the professor.
- ❖ All electronic devices must be turned off during classes.
- ❖ For more information on the School of Recreation, Health and Tourism, please go to <http://rht.gmu.edu>