

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

PHED 202 – Teaching Skillful Movement  
Spring 2011

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 T R By Appointment
FAX NUMBER:	703-993-2025		
EMAIL ADDRESS:	<a href="mailto:lkrou@gm.u.edu">lkrou@gm.u.edu</a>		

PREREQUISTES: None

**COURSE DESCRIPTION:**

Covers planning and presenting lessons on numerous motor skills using varied teaching strategies in a peer teaching session.

**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.**

**REQUIRED FLIP MINO HD VIDEO CAMERA, 8 GB, 2 Hours (2<sup>nd</sup> Generation) by Flip Video. Amazon.com**

**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

\*Attendance is taken at 12:00 pm. 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.

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. 24 (M): GMU classes begin. Course content, expectations. Define Physically Educated Chapter 1 pp. 3-12. 4 Criteria for a Learning Experience READ: Hall of Shame
- Jan. 26(W): Chapter 10 Planning. Writing lesson objectives and lesson plans. The 3 Learning Domains ppt. Behavioral Objectives Performance Objective Self-Check Assign: 2 objectives for each learning domain. READ: Hall of Shame II

**Week 2**

- Jan. 31 (M): Chapter 5 Content Development and Analysis. **6 objectives due.** Methods of Extension. Juggling Scarves. Assign: Content Development & Behavioral Worksheet
- Feb. 2 (W): Continue Chapter 5. Application Tasks Review Methods of Extension Discuss Behavior and Content Worksheets GMU Sample Lesson Plan Assignment for Peer Teaching #1

### **Week 3**

- Feb. 7 (M): Demonstrations and Teaching Cues  
Review Lesson Plan Template and Evaluation.  
Assign Lesson plan  
Evaluate Sample Lesson Plan
- Feb. 9 (W): TBA Building a Better Teacher Assignment Online

### **Week 4**

- Feb. 14 (M): Peer Review of Lesson Plan. Discuss Lesson Plan Rubric.  
Review Camera and video equipment  
READ: Hall of Shame III
- Feb. 16 (W): Chapter 2, Factors that Influence Learning  
READ: Instant Activity Article Assign: Management Lab Preparation Phase.
- Mid- Term

### **Week 5**

- Feb. 21 (M): **Management Lab (IA) Preparation Phase Due**  
**Instant Activity Lab**
- Feb. 23 (W): **EXAM # 1**  
**IA Execution Phase due**

### **Week 6**

- Feb. 28 (M): Group #1 Peer Teaching and Film Lesson #1. **Lesson Plan Due**
- March 2 (W): Group #2 Peer Teaching and Film Lesson #1 **Lesson Plan Due**  
**Evaluation from Group #1 Due**

### **Week 7**

- March 7 (M): Chapter 3 Designing Learning Experiences and Tasks  
Assign: Management of People (Social Grouping)  
Assign Video Analysis  
**Evaluation Group #2 Due**
- March 9 (W): Chapter 4 Task Presentation  
READ: Voicing Concerns About Noisy Classroom  
Assign Peer Teaching #2  
**Management Preparation & Execution Phase Due**

### **Week 8**

- March 14 (M): SPRING BREAK
- March 16 (W): SPRING BREAK

### **Week 9**

- March 21(M): Giving Directions ppt. Voice Lab  
READ: Giving Directions-It's How You Say It  
Assign Show and Tell Lab  
**Video Analysis Due #1**
- March 23(W): **SHOW & TELL LAB** in the gymnasium. Review Lab Report

### **Week 10**

- March 28(M): Group #1 Peer Teach Lesson #2. **Lesson Plan #2**

March 30(W): Group #2 Peer Teach Lesson #2. **Lesson plan #2 and Evaluation Group #1**

**Week 11**

April 4 (M): **EXAM # 2**                    **Evaluation Group #2 due**

April 6 (W): Chapter 6 Developing & Maintaining a Learning Environment  
READ: Knowing the Names of your Students  
**Show and Tell Lab Report Due**

**Week 12**

April 11(M): Chapt. 6, Establishing Class Rules, pp. 113-127  
Assignment for Peer Teaching #3

April 13(W): Chapt. 6, Handling Misbehaviors pp. 122-128  
Discipline Case Study #1, Discipline Lab  
Breaking up Fights Handout

**Week 13**

April 18(M): Chapter 7, Teaching Functions during Activity`  
Assign: Shopping Frenzy

April 20(W): Chapter 8, Teaching Strategies.  
**Shopping Frenzy Due**

**Week 14**

April 25(M): Peer Teach and film Lesson Plan #3. **Lesson Plan #3 Due**  
**And Submit Lesson Plan #3 online, [www.taskstream.com](http://www.taskstream.com)**  
Password will be given in class.

April 27(W): Peer Teach and Film Lesson Plan #3 from Group #2. **Lesson Plan #3 Due**  
**And submit Lesson Plan #3 online, [www.taskstream.com](http://www.taskstream.com)**  
**Evaluation from Group #1 and submit online**

**Week 15**

May 2 (M): Teaching Games for Understanding. Badminton Activity.  
**Evaluation from Groups #2 Due and submit online**  
**Video Analysis III Due**

May 4 (W): **LAST DAY OF CLASS.** Chapt. 12, Teaching Games, pg. 276-286. The Game  
Stages Worksheet

**Week 16**

May 9 (M): **READING DAY.**

**FINAL EXAM:** Per Final Exam Schedule, Monday, May 16, 2011 **10:30am-1:15 pm**

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#### ACADEMIC INTEGRITY

- Mason is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

#### MASON EMAIL ACCOUNTS

- Students must use their Mason LIVE email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

#### OFFICE OF DISABILITY SERVICES

- If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

#### OTHER USEFUL CAMPUS RESOURCES:

- WRITING CENTER: A114 Robinson Hall; (703) 993-1200; <http://writingcenter.gmu.edu>
- UNIVERSITY LIBRARIES "Ask a Librarian"
- <http://library.gmu.edu/mudge/IM/IMRef.html>
- COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380;
- <http://caps.gmu.edu>

#### UNIVERSITY POLICIES

- The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.
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