



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

PHED 202 – Teaching Skillful Movement
Fall 2011

DAY/TIME:	M-W 12:00 – 1:15 pm	LOCATION: Freedom Center Rm 214
PROFESSOR:	Mrs. Linda Krout	OFFICE PHONE: 703-993-2096
OFFICE LOCATION:	Occoquan Bldg. Rm 220	OFFICE HOURS: M W 10:30- 11:30, 1:30-3:30
FAX NUMBER:	703-993-2025	T R By Appointment
EMAIL ADDRESS:	lkrou@gm.u.edu	

PREREQUISITES: 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. Email is encouraged when absent but you MUST bring in the assignment the following class to receive full credit.**

REQUIRED FLIP MINO HD VIDEO CAMERA, 8 GB, 2 Hours (2nd 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 absences = 10 grade points
- 4 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**. Email is encouraged when absent but you MUST bring in the assignment the following class to receive full credit. Once a grade is posted you will have one class from the post date to bring to my attention any discrepancies in the assignment.

TENTATIVE COURSE OUTLINE

Week 1

- Aug. 29 (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
- Aug. 31(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

Week 2

Sept. 5 (M): LABOR DAY

Sept. 7 (W): **PHED Majors Meeting** 10:30 am at the green and white tent, PW campus

Sept. 7 (W): Freedom Center Closed. Class will meet at BRH

Chapter 5 Content Development and Analysis. **6 objectives due.** Methods of Extension. Juggling Scarves. Assign: Content Development & Behavioral Worksheet

Week 3

Sept. 12 (M): Continue Chapter 5. Application Tasks Review Methods of Extension
Discuss Behavior and Content Worksheets

GMU Sample Lesson Plan

Assignment for Peer Teaching #1

READ: Hall of Shame II

Sept. 14 (W): Demonstrations and Teaching Cues

Review Lesson Plan Template and Evaluation.

Assign Lesson plan

Evaluate Sample Lesson Plan

Week 4

Sept. 19 (M): Peer Review of Lesson Plan. Discuss Lesson Plan Rubric.

Review Camera and video equipment

READ: Hall of Shame III

Sept. 21 (W): Chapter 2, Factors that Influence Learning

READ: Instant Activity Article Assign: Management Lab Preparation Phase

Mid- Term

Week 5

Sept. 26 (M): **Management Lab (IA) Preparation Phase Due**

Instant Activity Lab

Sept. 28 (W): **EXAM # 1**

IA Execution Phase due

Week 6

Oct. 3 (M): Group #1 Peer Teaching and Film Lesson #1. **Lesson Plan Due**

Oct. 5 (W): Group #2 Peer Teaching and Film Lesson #1 **Lesson Plan Due**

Evaluation from Group #1 Due

Week 7

Oct. 10 (M): COLUMBUS DAY

Evaluation Group #2 Due

Oct. 11 (T): 3 Designing Learning Experiences and Tasks

Assign: Management of People (Social Grouping)

Assign Video Analysis

Evaluation Group #2 Due

Oct. 12 (W): Chapter 4 Task Presentation

READ: Voicing Concerns About Noisy Classroom

Assign Peer Teaching #2

Management Preparation & Execution Phase Due

Week 8

Oct. 17 (M): TBA

Oct. 19 (W): TBA

Week 9

Oct. 24 (M): Giving Directions ppt. Voice Lab
READ: Giving Directions-It's How You Say It
Assign Show and Tell Lab

Video Analysis Due #1

Oct. 26(W): Chapt. 6 Establishing Class Rules, pp. 113-127
Assignment for Peer Teaching #3
Voice Lab in the Gym

Week 10

Oct. 31 (M): Group #1 Peer Teach Lesson #2. **Lesson Plan #2**

Nov. 2 (W): Group #2 Peer Teach Lesson #2. **Lesson plan #2 and Evaluation Group #1**
READ: Knowing the Names of your Students

Week 11

Nov. 7 (M):Chapter 6 Developing & Maintaining a Learning Environment
Review Knowing the Names of your Students

Evaluation Group #2 due

Nov. 9 (W) **EXAM # 2**

READ: Redefining Classroom Management

Nov. 11-13 (F-S) **VAHPERD CONVENTION**, Hyatt Regency, Reston, VA

Week 12

Nov. 14(M): Chapt. 6, Handling Misbehaviors pp. 122-128
Show Tai Chi, Review Redefining Classroom Management
Discuss "Breaking up Fights" Assign Show and Tell Lab

Video Analysis II Due

Nov. 16(W): **SHOW & TELL LAB** in the gymnasium. Review Lab Report

Week 13

Nov. 21 (M): Chapter 7, Teaching Functions during Activity **READ: Redefining Classroom Management**
Chapter 8, Teaching Strategies.

Nov. 23 (W): THANKSGIVING RECESS

Week 14

Nov. 28(M): Peer Teach and film Lesson Plan #3. **Lesson Plan #3 Due and Submit Lesson Plan #3 online, www.taskstream.com**
Password will be given in class.

Nov. 30(W): Peer Teach and Film Lesson Plan #3 from Group #2. **Lesson Plan #3 Due and submit Lesson Plan #3 online, www.taskstream.com Evaluation from Group #1 and submit online**

Week 15

Dec. 5 (M): Teaching Games for Understanding. Badminton Activity.
Evaluation from Groups #2 Due and submit online
Video Analysis III Due

Dec. 7 (W): **LAST DAY OF CLASS.** Chapt. 12, Teaching Games, pg. 276-286. The Game Stages Worksheet

Week 16

Dec. 12 (M): READING DAY.

FINAL EXAM: Per Final Exam Schedule, Monday, Dec. 19, 2011 **10:30am-1:15 pm**

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

