



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

PHED 202 – Teaching Skillful Movement  
Fall 2012

DAY/TIME:	M-W 12:00 – 1:15 pm	LOCATION: Freedom Center Rm 214
INSTRUCTOR:	Mrs. Linda Krout	OFFICE PHONE: 703-993-2096
OFFICE LOCATION:	Bull Run Hall. Rm 228B	OFFICE HOURS: M W 10:30- 11:30
FAX NUMBER:	703-993-2025	M W 1:30-330
EMAIL ADDRESS:	<a href="mailto:lkrou@gm.u.edu">lkrou@gm.u.edu</a>	

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

**NATURE OF COURSE DELIVERY:** Face-To Face

**\*\*Students are responsible for all work conducted in class regardless of being absent. Email is encouraged when absent but you MUST bring in the assignment the following class to receive full credit.**

## EVALUATION

### *Requirements*

Exam #1	= 100pts (20%)
Exam #2	= 100 pts (20%)
3 peer teaching sessions	= 60 pts (12%)
5 assignments listed:	= 60 pts (12%)
Build a Teacher	-30
Instant Activity	-10
Social Group	-10
Show & Tell	-10
Videotape Analysis	= 30 pts (6%)
Field Observations (2)	= 50 pts (10%)
Exam # 3	= 100pts (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 = 15 grade points
- Each additional absence= 10 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.

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.

### Description of Assignments:

- Peer Teaching Session: Develop a lesson plan for 15 minutes using the criteria given in class to present to your group. A lesson plan must be provided and an evaluation will be given after each session.
- Video Analysis. Video tape your 15 minute lesson and complete a critical analysis of your teaching. You may use a flip camera or a smart phone. Please make arrangements to have your own equipment available on the day you teach.
- Field Observations: You will be given a pre-arranged elementary and secondary school to visit and observe for 1 ½ hours. A questionnaire will be completed.

- d. Build a Better Teacher: Read the New York Times article on blackboard and observe the videos to complete the assignment. All entries will be submitted online.
- e. Instant Activity: Develop an instant activity to present to your peers.
- f. Show and Tell: Present an activity using verbal cues or visual demonstrations only.
- g. Social Grouping: Organize and manage your group according to specific criteria given.

## **TENTATIVE COURSE OUTLINE**

### **Week 1**

- Aug. 27 (M): GMU classes begin. Course content, expectations. Student Inventory  
 Define Physically Educated Chapter 1 pp. 3-12. Teaching Goal-Oriented  
 “Goal Setting: The Ground Rules” 4 Criteria for a Learning Experience
- Aug. 29(W): “Mrs. Fizz Gym Class” LAB Discuss Reflection of Behavior  
 Sign up for elementary and secondary field observation.  
 Review Professional Disposition

### **Week 2**

- Sept. 3 (M): LABOR DAY UNIVERSITY CLOSED
- Sept. 5 (W): Chapter 1, Instructional Process Chapter 10 Establishing Goals and Objectives  
 The 3 Learning Domains ppt. Behavioral Objectives  
 The Virginia Standards of Learning  
 Performance Objective Self-Check  
 READ Hall of Shame I

### **Week 3**

- Sept. 10 (M): Chapter 5. Content Development and Analysis Establish a Progression  
 Discuss Hall of Shame Behavior and Content Worksheets  
 Review Performance Objectives GMU Sample Lesson Plan  
 Assign 6 objectives
- Sept. 12 (W): Peer Review Objectives Chapter 5. Content Development and Analysis  
 Methods of Extension Juggling Scarves Review Lesson Plan Template  
 READ: Hall of Shame II  
 Assignment for Peer Teaching Session #1  
 Assign: Lesson Plan page 1 using GMU template

### **Week 4**

- Sept. 17 (M): Peer Review of Lesson Plan. Discuss Lesson Plan Rubric.  
 Demonstrations and Teaching Cues  
 Assign: Lesson Plan page 2 (typed)  
 Read: Instant Activity
- Sept. 19 (W) Chapter 2, Factors that Influence Learning  
 Peer Review: Lesson Plan pg 2  
 Assign: Instant Activity Lab

Mid- Term

### **Week 5**

- Sept. 24 (M): **EXAM # 1**
- Sept. 26 (W) **Instant Activity Lab presented to peers.** Assignment #1  
 READ: Hall of Shame III  
 Peer Review Lesson Plan pg 2

## Assign Build a Better Teacher

### Elementary Observation Week

#### Week 6

Oct. 1 (M): TBA

Oct. 3 (W): **Build and Better Teacher Due Online** (Assignment #2)

#### Week 7

Oct. 8 (M): **Columbus Day – Monday classes meet Tuesday**

Oct. 9 (T): Group #1 Peer Teaching and Film Lesson #1 **Elementary Field Observation Due**

Oct. 10 (W): Group #2 Peer Teaching and Film Lesson #1 **Evaluation Group #1 Due**

#### Week 8

Oct. 15 (M): 3 Designing Learning Experiences and Tasks

Assign: Management of People (Social Grouping)

Assign Video Analysis **Evaluation Group #2 Due**

Oct. 17 (W): Chapter 4 Task Presentation

READ: Voicing Concerns About Noisy Classroom

**Management Preparation & Execution Phase Due** (Assignment #3)

#### Week 9

Oct. 22 (M): Giving Directions ppt. Voice Lab

READ: Giving Directions-It's How You Say It

Voice Command Lab in the Gym

**Video Analysis Due #1**

Oct. 24 (W): Chapt. 6 Developing a Learning Environment, Management Plan and Routines

Assignment for Peer Teaching #2

#### Week 10

Oct. 29 (M): Group #1 Peer Teach Lesson #2. **Lesson Plan #2**

Oct. 31 (W): Group #2 Peer Teach Lesson #2. **Lesson plan #2 and Evaluation Group #1**

READ: Knowing the Names of your Students

#### Week 11

Nov. 5 (M): Chapter 6 Establishing Class Rules 113-127 **Evaluation Group #2 due**

Chapt. 6, Handling Misbehaviors pp. 122-128

Show Tai Chi, Review Redefining Classroom Management

Discuss "Breaking up Fights" Assign Show and Tell Lab

Review Knowing the Names of your Students

Nov. 7 (W) **EXAM #2**

READ: Redefining Classroom Management

### Secondary Field Observation

#### Week 12

Nov. 12 (M): Chapter 7, Teaching Functions during Activity Student Motivation

**Video Analysis II Due** Review Show and Tell Assignment

Nov. 14 (W): **SHOW & TELL LAB** in the gymnasium. Review Lab Report (Assignment #4)

#### Week 13

Nov. 19 (M): READ: Redefining Classroom **Secondary Field Observation Due**

Management Chapter 8, Teaching Strategies

Assign Peer Teaching #3

Nov. 21 (W): Teaching Games for Understanding. Badminton Activity

**Week 14**

Nov. 26 (M): Peer Teach and film Lesson Plan #3. **Lesson Plan #3 Due**  
**Field Observation #2 questionnaire due**

Nov. 28(W): Peer Teach and Film Lesson Plan #3 from Group #2. **Lesson Plan #3 Due**  
**Evaluation from Group #1**

**Week 15**

Dec. 3 (M): Badminton Activity, TGFU **Professional Disposition**  
**Evaluation from Groups #2 Due Video Analysis III due**

Dec. 5 (W): Chapter 12, Teaching Games, pg. 276-286. The Game Stages Worksheet

**Week 16**

Dec. 10 (M): READING DAY.

**FINAL EXAM:** Per Final Exam Schedule, Monday, Dec. 17, 2012 **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>].

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

