

GEORGE MASON UNIVERSITY
School of Recreation, Health and Tourism

PHED 202-001- Teaching Skillful Movement (3)
Fall 2013

DAY/TIME:	M-W 12:00 – 1:15 pm	LOCATION:	Freedom Center Rm 214
INSTRUCTOR:	Mrs. Linda Krout	EMAIL ADDRESS:	lkrou@gmu.edu
OFFICE LOCATION:	Bull Run Hall. Rm 228B	PHONE NUMBER:	703-993-2096
OFFICE HOURS:	M W 10:30-11:30 M W 1:30-3:30	FAX NUMBER:	703-993-2025

PREREQUISITES: None

COURSE DESCRIPTION:

Covers planning and presenting lessons on numerous motor skills using varied teaching strategies 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

NATURE OF COURSE DELIVERY: Face-To Face

****Students are responsible for all work conducted in class regardless of being absent. Email is strongly encouraged when absent with assignment attached on the date due to receive full credit for the assignment.**

EVALUATION

Requirements

Exam #1	= 100pts (20%)
Exam #2	= 100 pts (20%)
3 peer teaching sessions	= 60 pts (12%)
4 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 strongly encouraged when absent and all assignments are due on the date posted on the syllabus to receive full credit.

Description of Assignments:

- a. 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.
- b. Video Analysis. Videotape your 15 minute lesson and complete a critical analysis of your teaching. You may use an ipad or a smart phone. Please make arrangements to have your own equipment available on the day you teach. A video analysis template will be provided on blackboard.
- c. Field Observations: You will be given a pre-arranged elementary and secondary school to visit and observe for 1 ½ hours. A reflection on the experience will be submitted.
- d. Build a Better Teacher: Read the New York Times article on blackboard and observe the videos and answer questions to complete the assignment. All entries will be submitted online.

- e. Instant Activity: Develop an instant activity to begin class and present it to your peers. The activity needs to be creative keeping all students active with minimal instruction.
- f. Show and Tell: Present an activity or a task using verbal cues or visual demonstrations only.
- g. Social Grouping: Organize and manage your group according to specific criteria given.
- h. Exam #1: The content of the exam will consist of Chapter 1, 2, 5, 10 and the Virginia standards of learning. Questions will be multiple choice, fill in the blank and short answer.
- i. Exam #2: The content of the exam will consist of Chapters 3, 4, 6 and Giving Directions PowerPoint. Questions will be multiple choice, fill in the blank, true/false and short answer.
- j. Final Exam: The content of the exam will be partially cumulative and will specifically focus on Chapters 6, 7, 8, 12 and Handling Misbehaviors Power point.

TENTATIVE COURSE OUTLINE

Week 1

Aug. 26 (M) Course content, expectations. Student Inventory of smart phones, apple products
 Define Physically Educated Chapter 1 pp. 3-12. Teaching Goal-Oriented
 “Goal Setting: The Ground Rules” 4 Criteria for a Learning Experience
 Great Teacher Characteristics

Aug. 24 (W): “Mrs. Fizz Gym Class” LAB Discuss Reflection of Behavior
 Sign up for elementary and secondary field observation.
 Review Professional Disposition
READ: Hall of Shame 1

Week 2

Sept. 2 (M): LABOR DAY UNIVERSITY CLOSED

Sept. 4 (W): **Freedom Center Closed: Classes will meet in Bull Run Hall, Room 131.**
 Chapter 1, Instructional Process pp. 12-16 Chapter 10 Establishing Goals and Objectives pp. 210-215
 The 3 Learning Domains ppt. Behavioral Objectives
 The Virginia Standards of Learning
 Performance Objective Self-Check
READ: Hall of Shame II
PHED Majors Meeting 10:00-10:30 am Bull Run Hall Atrium, 2nd floor

Week 3

Sept. 9 (M): Chapter 5. Content Development and Analysis Establish a Progression pp.217-227

Discuss Hall of Shame Behavior and Content Worksheets
 Review Performance Objectives GMU Sample Lesson Plan
 Assign Lesson Plan page 1 in class assignment
Assign: Build a Better Teacher Article Content vs. Pedagogy

Sept. 11(W):Chapter 5, pg 83-93 Content Development and Analysis
 Methods of Extension pp. 88-93, 102-103 Juggling Scarves
READ: Hall of Shame III

Peer Review of Lesson Plan Discuss Lesson Plan Rubric
Demonstrations and Teaching Cues pp. 69-80
Assignment for Peer Teaching Session #1
Assign: Lesson Plan page 1 using GMU template
Build a Better Teacher Assignment due (Assignment #1)

Week 4

Sept. 16 (M):Peer Review Lesson Plan Methods of Extension Demonstrations and Teaching Cues,

Assign: Instant Activity Lab READ: Instant Activities: Active Learning Tasks that Start

a Lesson Out Right Assign page 2 lesson plan

Sept. 18 (W):Chapter 2 Factors that Influence Learning

Peer Review Lesson Plan page 2

Instant Activity Lab presented to peers due. Assignment #2

Week 5

Sept. 23 (M): **EXAM # 1**

Sept. 25 (W): Peer Review of Lesson Plan – Group #1 Peer Teaching Lesson #1 **Lesson Plan #1**

Due

Trial Runs of Lesson using the Swivl and upload to YouTube

Video analysis Trial – IREA Tasks

Mid-Term

Week 6

Sept. 30(M):Group #2 Peer Teaching Lesson #1 **Lesson Plan Due**

Oct. 2 (W): Group #3 Peer Teaching Lesson #1 **Lesson Plan Due**

Video Analysis Sample

Elementary Observation Week

Week 7

Oct. 7 (M): Designing Learning Experiences and Tasks

Assign: Management of People (Social Grouping) **Video Analysis #1 due**

Oct. 9 (W) **Management and Execution Phase Due** (Assignment #3)

Elementary Observations Due

Week 8

Oct. 14(M):COLUMBUS DAY UNIVERSITY CLOSED

Oct. 15 (T): Giving Directions ppt. Voice Lab

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

Oct. 16 (W):Chapt. 6 Developing a Learning Environment, Management Plan and Routines – Learning Time Analysis

Week 9

Oct. 21 (M): Group #1 Peer Teach Lesson #2 **Lesson Plan #2 Due**

Oct. 23 (W): Group #2 Peer Teach Lesson #2 **Lesson Plan #2 Due**

Secondary Observation Week

Week 10

Oct. 28 (M): TBA READ: Knowing the Names of your Students

Oct. 30 (W): Group #3 Peer Teach Lesson #2 **Lesson Plan #2 Due**
Secondary Observations Due

Week 11

Nov. 4 (M) Chapt. 6 Establishing Class Rules 113-127

Nov. 6 (W): Chapt. 6, Handling Misbehaviors pp. 122-128
Show Tai Chi Review Redefining Classroom Management
Discuss "Breaking up Fights"
Assign Show and Tell
#2 Video Analysis Due

Week 12

Nov. 11 (M): **EXAM #2**

Nov. 13 (W): **SHOW AND TELL LAB (Assignment #4)**

Nov. 8-10: VAHPERD CONVENTION, Virginia Beach

Week 13

Nov. 18 (M): TBD Peer Teaching Lesson #3 **Lesson Plan #3 Due**

Nov. 20 (W): TBD Peer Teaching Lesson #3 **Lesson Plan #3 Due and Evaluation**

Week 14

Nov. 25 (M): TBD Peer Teach Lesson #3 **Lesson Plan #3 Due**

Chapt. 7 Teacher Functions during Activity - Student Motivation ppt

Nov. 27 (W): THANKSGIVING RECESS UNIVERSITY CLOSED

Week 15

Dec. 2 (M): Chapt. 8 Teaching Strategies

Chapter 12, Teaching Games, pg. 276-286. The Game Stages Worksheet

Dec. 4 (W): Teaching Games for Understanding. Badminton Activity

Week 16

Dec. 9(M): Reading Day.

FINAL EXAM: Per Final Exam Schedule, Monday, Dec. 16, 2013 **10:30am-1:15 pm**

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- 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/policies/responsible-use-of-computing/>].

- 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.

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/>].



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