

GEORGE MASON UNIVERSITY  
School of Recreation, Health and Tourism

PHED 202-001- Teaching Skillful Movement (3)  
Spring 2015

DAY/TIME: M-W 12:00 – 1:15 pm  
INSTRUCTOR: Mrs. Linda Krout  
EMAIL ADDRESS: [lkrou@gmU.edu](mailto:lkrou@gmU.edu)  
LOCATION: Freedom Center Rm 214

OFFICE LOCATION: Bull Run Hall, Rm 228  
OFFICE HOURS: M W 10:30-11:30, 1:30-3:30  
PHONE NUMBER: 703-993-2096  
FAX NUMBER: 703-993-2025

PREREQUISTES: 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. (7th ed), Boston: McGraw-Hill

NASPE STANDARDS RELATED TO COURSE:

**Standard 3: Planning and Implementation**

*Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.*

**Standard 4: Instructional Delivery and Management**

*Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.*

**Standard 5: Impact on Student Learning**

*Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.*

**Standard 6: Professionalism**

*Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.*

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**

Exam #1	= 100pts (20%)
Exam #2	= 100 pts (20%)
Assignments	= 150 pts (30%)
Field Observations (2)	= 50 pts (10%)
Final Exam	= 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 = 20 grade points
- Each additional absence= 15 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:**

1. 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.
2. 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.
3. 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.
4. 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.
5. Show and Tell: Present an activity or a task using verbal cues or visual demonstrations only.
6. Social Grouping: Organize and manage your group according to specific criteria given.
7. 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.
8. 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.

9. 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**

Jan. 19 (M): MARTIN LUTHER KING DAY NO CLASSES

Jan. 21 (W): Course content, expectations. Student Inventory of smart phones, apple products  
Define Physically Educated Chapter 1 pp. 1-5. Teaching Goal-Oriented  
“Goal Setting: The Ground Rules, READ Knowing the Names of your Students

### **Week 2**

Jan. 26 (M): “Mrs. Fizz Gym Class” LAB Discuss Reflection of Behavior  
Teacher functions Box 1.5 pg. 13  
Review Professional Disposition Great Teacher Characteristics  
READ: Hall of Shame 1  
PHED Opening Meeting 10:00, Bull Run Hall

Jan. 28 (W): Chapter 1, Instructional Process pp. 1-17.  
The 3 Learning Domains ppt. (pg. 5)  
The Virginia Standards of Learning  
Writing Performance Objectives  
READ: Chapter 10

### **Week 3**

Feb. 2 (M): Chapter 10, Planning, Writing Learning Outcomes *Chapter 10 Quiz*  
Sample Lesson Plan, Evaluation, Video Analysis  
Self Check on Performance Objectives, Behavioral Objectives WS  
Read Hall of Shame II

Feb. 4 (W): Chapter 3, Designing Learning Experiences and Tasks  
4 Criteria for a Learning Experience  
READ: Hall of Shame III

### **Week 4**

Feb. 9 (M): Chapter 5, Content Development and Analysis, pgs 83-95  
Methods of Extension: Sample Lesson Plan, Table 10.2, pg. 229 Juggling Scarves  
Improving Communication, Box 4.2, pg. 70  
Assign Instant Activity

Feb. 11(W): Chapter 4, Task Presentation, Getting the Attention of the Learner,  
Demonstrations and Learning Cues  
Assign Elementary Field Observations  
*Instant Activity*

### **Week 5**

#### **Mid-Term**

Feb. 16 (M): Peer Lesson Plan #1, Group #1  
Feb. 18 (W): Peer Lesson Plan #1, Group #2

### **Week 6**

#### **Elementary Observation Week**

Feb. 23 (M): Chapter 2 Factors that Influence Learning, Stages of Motor Learning, Box 2.2, pg. 24  
Open vs. Closed Skill  
Motivation, Transfer of Learning

Feb. 25 (W): **EXAM #1**

### **Week 7**

March 2 (M): Chapter 3 Management of Learning Experience  
Organizational Arrangements for Tasks, Assign Management of People Lab

March 4 (W): ***Management of People Lab***  
***Elementary Field Observation Questions Due***

**Week 8**

March 9 (M):SPRING BREAK NO CLASSES

March 11 (W):SPRING BREAK NO CLASSES

**Week 9**

March 16 (M):Chapter 5 Guidelines for Types of Content, pgs. 96-105

Games Stages, Box 5.9, pgs. 106-115

Assign Show & Tell

Assign Secondary Observations

March 18 (W):Chapter 6, Developing and Maintaining a Learning Environment, Routines, pgs.117-123

Establishing Rules, pgs. 123-126, Strategies for Student Responsibility

**Week 10**

March 23(M): Peer Lesson Plan #2, Group #1

March 25 (W):Peer Lesson Plan #2, Group #2

*Secondary Field Observations*

**Week 11**

March 30 (M): Chapter 7, Teaching During Activity, pgs. 139-148

Types of Feedback, pgs. 148-152

Assign Show & Tell

April 1 (W): ***Show & Tell Lab***

***Video Analysis 1 Due***

**Week 12**

April 6 (M): Chapter 8 Teaching Strategies, Direct and Indirect Instruction, pgs. 160-180

April 8 (W): ***EXAM #2***

**Week 13**

April 13 (M): Peer Lesson Plan #3, Group #1 Lesson Plan #3

April 15 (W): Peer Lesson Plan #3, Group #2 Lesson Plan #3

***Secondary Field Observation Questions Due***

**Week 14**

April 20 (M): Chapter 9 Student Motivation, Personal Growth

April 22 (W): TBA

***Video analysis II Due***

**Week 15**

April 27 (M): Giving Directions ppt. Voice Lab

READ: Giving Directions-It's How You Say

April 29 (W): Teaching Games for Understanding, Badminton

**Week 16**

May 4 (M): Reading Day

***FINAL EXAM:*** Per Final Exam Schedule, Monday, May 11th **12:00pm-1:15 pm**

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code-2/>]
- 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/>].

**PROFESSIONAL BEHAVIOR:** Students are expected to exhibit professional behaviors and dispositions at all times.

**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.

