

GEORGE MASON UNIVERSITY  
School of Recreation, Health and Tourism

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

DAY/TIME:	M-W 12:00 – 1:15 pm	OFFICE LOCATION:	Bull Run Hall, Rm 204
INSTRUCTOR:	Dr. Matthew Ferry	OFFICE HOURS:	M W 1:30-3:30
EMAIL ADDRESS:	<a href="mailto:mferry2@gmu.edu">mferry2@gmu.edu</a>	PHONE NUMBER:	703-993-2026
LOCATION:	Freedom Center Rm 214	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. (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. NO LATE WORK WILL BE ACCEPTED FOR CREDIT.**

**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**

- Aug. 31 (M): Course content, expectations. Student Inventory of technology  
Define Physically Educated  
READ Knowing the Names of your students
- Sept. 2 (W): “Coach Rolletball’s 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  
**10:00am PETE SOCIETY MEETING, Bull Run Hall, 2<sup>nd</sup> floor**

### **Week 2**

- Sept. 7 (M): LABOR DAY NO CLASSES
- Sept. 9 (W): Chapter 1, Instructional Process pp. 1-17.  
The 3 Learning Domains ppt. (pg. 5)  
Movement task – Student Response,  
The Virginia Standards of Learning  
READ: Hall of Shame II  
Assign Instant Activity READ: Instant Activity Article

### ***Elementary Observation Week***

### **Week 3**

- Sept. 14 (M): Chapter 2 Factors that Influence Learning, Stages of Motor Learning, Box 2.2, pg. 24  
Open vs closed skill  
Motivation, Transfer of Learning  
**Instant Activity Lab**  
Read Hall of Shame III
- Sept. 16 (W): Chapter 3, Designing Learning Experiences and Tasks  
4 Criteria for a Learning Experience  
Organizational Arrangements for Tasks, Social Grouping Lab

### **Week 4**

- Sept. 21 (M): Chapter 4, Task Presentation, Getting the Attention of the Learner,  
Demonstrations and Learning Cues  
Improving Communication, Box 4.2, pg. 70
- Sept. 23 (W): Chapter 5, Content Development and Analysis, pgs 83-95  
Methods of Extension: Sample Lesson Plan, Table 10.2, pg. 229 Juggling Scarves

### **Week 5**

#### ***Mid-Term***

- Sept. 28 (M): Chapter 10, Planning, Writing Learning Outcome  
Peer Review Lesson Plan
- Sept. 30 (W): Chapter 10, Planning, Writing Learning Outcomes  
Peer Review Lesson Plan for first session, swivl application

### **Week 6**

- Oct 5 (M): ***Exam #1***
- Oct. 7 (W): TBA

### **Week 7**

- Oct. 13 (T): Peer Lesson Plan #1, Group #1
- Oct. 14 (W): Peer Lesson Plan #1, Group #2

**Week 8**

Oct. 19 (M): Chapter 5 Guidelines for Types of Content, pgs. 96-105  
Games Stages, Box 5.9, pgs. 106-115  
Assign Show & Tell

Oct. 21 (W): **Show and Tell Lab**  
Assign Groups for Flipped Classroom

**Week 9**

Oct. 26 (M): Chapter 6, Developing and Maintaining a Learning Environment, Routines, pgs.117-123

Oct. 28 (W): Chapter 6, Establishing Rules, pgs. 123-126  
Strategies for Student Responsibility

**Week 10**

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

Nov 4 (W): Peer Lesson Plan #2, Group #2

**Week 11**

Nov. 9 (M): Chapter 7, Teaching During Activity, pgs. 139-148  
Types of Feedback, pgs.  
148-152

Nov. 11 (W): TBA

**Week 12**

Nov. 16 (M): Chapt. 8 Teaching Strategies, Direct and Indirect Instruction, pgs. 160-180

Nov. 18 (W): **EXAM #2**

**Week 13**

Nov. 23 (M): Giving Directions ppt. Voice Lab  
READ: Giving Directions-It's How You Say

Nov. 25 (W): THANKSGIVING RECESS NO CLASSES

**Week 14**

Nov. 30 (M): Peer Lesson Plan #3, group #1

Dec. 2 (W): Peer Lesson Plan #3, Group #2

**Week 15**

Dec. 7 (M): Chapter 9 Student Motivation, Personal Growth  
**Video analysis Due**

Dec. 9 (W): Teaching Games for Understanding, Badminton

**FINAL EXAM:** Per Final Exam Schedule, Monday, Dec. 14th **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.

