

George Mason University
College of Education and Human Development
Health and Physical Education
PHED 202 (002) – Teaching Skillful Movement
3 Credits

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Prerequisites/Corequisites

None

University Catalog Course Description

Provides students with the fundamentals of lesson planning, class management and analysis of teaching in physical education.

Course Overview

The course covers planification and presentations of lesson plans focused on motor skills acquisition in a peer teaching setting. Student teaching must be completed within 5 years of taking this course.

Course Delivery Method

This course will be delivered using a Lecture format with integrated labs.

Learner Outcomes or Objectives

This course is designed to enable students to do the following

1. Demonstrate a basic understanding of the history of physical education and its influential leaders.
2. Create and implement tasks that utilize developmentally appropriate progressions and instructional strategies.
3. Use managerial and instructional routines to create efficient learning experiences.
4. Organize and manage time, space, people, and equipment in such a way that every learner has an equal 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.
7. Develop lesson plans using the required template.
8. Implement lesson plans that are safe and developmentally appropriate for all learners.
9. Videotape and analyze lessons using various assessment tools in order to reflect and revise practice.

Professional Standards

Upon completion of this course, students will have met the following professional standards:

National Standards for Initial Physical Education Teacher Education (2017) (SHAPE America – Society for Health and Physical Educators)

Standard 3: Planning and Implementation

Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

Standard 4: Instructional Delivery and Management

Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

Standard 5. Assessment of Student Learning

Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

Standard 6. Professional Responsibility

Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

Required Texts

Rink, J. (2020). Teaching physical education for learning (8th ed.). McGraw-Hill.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, or hard copy as requested).

Assignments and Examinations

1. Posts / Write-ups (10): Discuss your view on ; 1) Beginning Teacher Standards, 2) Qualities of Good vs. Bad Teaching, 3) Beginning of the year procedures for Rules, Routines, and Expectations, 4) "Objectives vs Goals" and "Lessons vs Units", 5) TED Talk summary, 6) Maslows Hierarchy of Needs vs Blooms Taxonomy, 7) Academic Learning Time – PE (ALT-PE), 8) Education... "Science or Art"?, 9) Functional Behavioral Analysis (include "antecedent, behavior, and consequence"), and 10) History of Education, Physical Education, and Special Education.
2. Peer Teaching Sessions (4):
 - Peer Teaching Session #1: Create and teach a "relationship building activity" while supporting rules, routines, and expectations
 - Peer Teaching Session #2: Create and teach 1) familiar topic you select, and 2) a challenging topic Dr. Brady selects for you, topic focusing on "opening", "goal", and warm-ups.
 - Peer Teaching Session #3: Identify a specific standard and objective, then create and teach a 20 minute lesson and reflect and discuss.
 - Peer Teaching Session #4: Identify a specific standard and objective, then create, teach, and video a 20 minute lesson and write up video analysis.
3. Quiz #1: The content of this quiz will consist from chapters 1, 2, 3, and 9, and from discussions / notes from class. Questions will be multiple choice, fill in the answer, and short answers.

4. Quiz #2: The content of this quiz will consist from chapters 5, 8, 10, 11, and 12, and from discussions / notes from class. Questions will be multiple choice, fill in the answer, and short answers.
5. Mid-Term Exam: The content of this exam will consist from all readings and class discussion / notes to this point. Questions will be multiple choice, fill in the blank and short answer.
6. Final Exam: The content of this exam is cumulative and will consist from all readings and class discussion / notes throughout the entire semester. Questions will be multiple choice, fill in the blank and short answer.

Other Requirements

In accordance with the GMU Attendance Policies (University catalog, 2020-2021), “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

- o Two (2) absences are permitted
- o Two (2) “tardies”*= 1 absence
- o Two (2) “early departures”* = 1 absence
- o 3-4 absences = 20 points
- o 5 absences or more = 25 points

*Attendance is taken at 10:30am. A student will be considered late once attendance has been taken. Leaving more than 15 minutes before the end of the class will be considered an early departure.

Course Performance Evaluation Weighting

10 Posts / Write – ups	= 150 pts (15 pts each, 37%)
4 Peer Teaching Sessions	= 100 pts (25 pts each, 25%)
2 Quizzes	= 50 pts (25 pts each, 13%)
Mid-term Exam	= 50 pts (13%)
Final Exam	= <u>50 pts</u> (13%)
Total	= 400 pts

Grading Policies

372 – 400=A	360 – 372=A-	352 – 359 =B+	332 – 351=B	320 – 331=B-
308 – 319=C+	292 – 307=C	280 – 292=C-	240-280=D	<240 = F

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. “See <https://cehd.gmu.edu/students/polices-procedures/>

Technology Use During Class

Any use of laptops, tablets, or cell phones during class is restricted to class use only. Examples of acceptable use, note taking, setting calendars for assignments, looking for class related information, and completing class assignments (video peer teaching, music for dance, or related activity).

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: <http://cehd.gmu.edu/values/>.

Policies

- a. Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- b. Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their Mason 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.
- d. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu>).
- e. Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- f. Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing titleix@gmu.edu.

For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <http://cehd.gmu.edu/>.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topics	Readings/Assignments Due
Week 1 8/26 F2F	<ul style="list-style-type: none">• “Learning Occurs Through Relationships”...Building Relationships – Participate in: 1) Parachute, 2)Rock, Paper, Scissors...4 Corners, and 3) 22 Skadoo Activities• Reflection of these three activities: “What” vs. “Why” of our activities...did we achieve the “Why”? Organization / Management of students first?	<ul style="list-style-type: none">• Read Syllabus• Acquire Text Book

	<ul style="list-style-type: none"> • Introductions and sharing....”What kind of educator do you want to be?” • Discussion: Other ways to build relationships and foster a learning environment? Creating a Theme, Class Quote, and Bulleting Boards • Overview of Syllabus; F2F vs. Asynch, Book, etc. • 3 “Take Aways” from todays class. • Preview next weeks class...F2F. 	
Week 2 9/2 F2F	<ul style="list-style-type: none"> • Building relationships and creating a welcoming environment • Reflecting upon our teaching....did you achieve your “Why” within your activity? • 3 “Take Aways” from todays class....management of students • Preview of next weeks class....Asynch. 	<ul style="list-style-type: none"> • Share your Classroom Theme, Quote, and Welcome Back to School Bulletin Board ideas • Teach “Relationship Building Activity” • Have students pick a topic to create an engagement / opening statement and goal / objective.
Week 3 9/9 Asynch.	<ul style="list-style-type: none"> • Table 1.1 (pg. 3); Highlight one standard you excel and one you want to grow • In your view, what is “Good Teaching” vs. “Bad Teaching”? And share one individual (teacher or not) that you look up to, admire, respect, etc. and identify their qualities. • Define and give example of Rules, Routines, and Expectations, and why are they so important to establish? 	<ul style="list-style-type: none"> • Read Chapters 1 & 9 • Post via BlackBoard: Beginning Teacher Standard; Good vs. Bad Teaching; Rules, Routines & Expectations
Week 4 9/16 Asynch.	<ul style="list-style-type: none"> • Complete Disposition provided by GMU (if provided by this date) • Define “Objective” vs “Goal” • Understand statements that “engage” or “hook” • View the assigned TED Talks for statements of engagement. • Create an engagement statement and objective • Describe Maslows Heirarchy of Needs, Blooms Taxonomy, and Academic Learning Time - PE 	<ul style="list-style-type: none"> • Chapter 2 & 3 • Create and teach “opening” to include “hook / engagement” and “objective” • Submit paper via Blackboard: Maslows Heirarchy of Needs, Blooms Taxonomy, and ALT-PE • Create an engagement statement and objective to teach next week. • Study / prepare for Quiz #1
Week 5 9/23 F2F	<ul style="list-style-type: none"> • Discussion / Review of Topics • Discuss Quiz in class • Discuss Lesson Plan format • Discuss T.R.E.E. • Identify Extensions, Refinements, etc. • 3 Take Aways • Preview of next week....asynchronous 	<ul style="list-style-type: none"> • Quiz #1 • Share engagement statement and objective • Select topic, create engagement and objective, and present

Week 6 9/30 Asynch.	<ul style="list-style-type: none"> Identify Professional Organizations and related Standards Developing and Maintaining a Learning Environment Communicating / Presenting Task Feedback 	<ul style="list-style-type: none"> Read Chapters 4, 6, and 7 Complete and send Lesson Plan for preview
Week 7 10/7 F2F	<ul style="list-style-type: none"> Discuss / Review of Topics Preview of next week...asynchronous 	<ul style="list-style-type: none"> Mid-Term (entire class) Pick a number for order of teaching next week.
Week 8 10/14 Asynch	<ul style="list-style-type: none"> Planning Content Development Teaching Strategies 	<ul style="list-style-type: none"> Read Chapters 5, 8, and 10 Pick a number for order of teaching next week Read of Hall of Shame #1
Week 9 10/21 F2F	<ul style="list-style-type: none"> Create and teach lesson 	<ul style="list-style-type: none"> Teach Lesson with Reflection
Week 10 10/28 Asynch	<ul style="list-style-type: none"> Behavior Management Strategies Functional Behavioral Management Assessment 	<ul style="list-style-type: none"> Read Chapters 11 & 12 Read Hall of Shame #2
Week 11 11/4 F2F	<ul style="list-style-type: none"> Create and teach lesson Discuss Quiz #2 in class Discuss Observation Analysis Recording System (OARS) Target Duration Timelines 	<ul style="list-style-type: none"> Quiz #2 Teach Lesson with Reflection (cont.)
Week 12 11/11 F2F	<ul style="list-style-type: none"> Lesson Plan Video Analysis 	<ul style="list-style-type: none"> Video lesson with recording analysis
Week 13 11/18 F2F	<ul style="list-style-type: none"> Lesson Plan Video Analysis 	<ul style="list-style-type: none"> Video lesson with recording analysis (cont.)
Week 14 11/25	<ul style="list-style-type: none"> Thanksgiving Break – No Class 	
Week 15 12/2 Asynch.	<ul style="list-style-type: none"> History of PE...assign specific topic The Teacher as a Continuous Learner Observing Teaching and Student Behavior 	<ul style="list-style-type: none"> Video lesson with recording analysis (cont.) Read Chapter 13 - 14 Read Hall of Shame #3 History Research Post on Blbd “Science or Art” Post on Blbd
Week 16 12/11 Online	Per University Exam Schedule	<ul style="list-style-type: none"> Final Exam