

George Mason University
College of Education and Human Development
Health and Physical Education
PHED 202 (002) – Teaching Skillful Movement
3 Credits
Wednesdays 10:30 am – 1:10 pm
Recreation Athletic Complex (RAC) classroom 2203 & gym 1200B

Faculty Name: Dr. William Brady
Office hours: Available by appointment
Office location: N/A
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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. Blackboard Posts / Presentations (10 assignments at 15 points each): Discuss your view on ; 1) Museum Walk (post) , 2) Why do you want to be a physical educator and what kind of educator do you want to be? (post), 3) Highlight your "Glows & Grows" from the Beginning Teacher Standards (post), 4) Gymnasium Theme, Quote, and Bulletin Board (presentation), 5) Five components of Learning...which do you view as most important and why? (post), 6) Qualities of Good vs. Bad Teaching (group presentation), 7) Summarize a TedTalks (post), 8) Beginning of the year procedures for Rules, Routines, and Expectations (post), 9) Education..."Science or Art"? (post), and 10) History of Education, Physical Education, and Special Education (presentation).
2. Peer Teaching Sessions (4 peer teaching sessions at 25 points each):
 - Peer Teaching Session #1 (25 pts) : Create and teach a "relationship building activity" while supporting lesson objective, start / stop signal, management of students, providing visual demonstration with verbal explanation, and closure statement
 - Peer Teaching Session #2 (25 pts): Create and teach a familiar skill / activity, while supporting anticipatory statement (engagement & lesson goal), warm-ups with critical elements, visual demonstration & verbal instruction, management of students, start / stop signals, Inform / Refine / Extension / Application Tasks, constructive feedback, and closure.
 - Peer Teaching Session #3: Identify a specific VDOE standard of learning, create a lesson objective, and then create and teach a 20 minute lesson (addressing components on the provided rubric), including a self reflection and discussion of your lesson.

- Peer Teaching Session #4: Identify a specific VDOE standard of learning, create a lesson objective, then create, teach, and video a 20 minute lesson and write up video analysis using ALT-PE.
- 3. Quiz #1 (25 pts): 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 (25 pts): 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 (50 pts): 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 (50 pts): 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

Field Experience Requirement:

- Background Investigation Requirement - All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to beginning the internship. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are strongly advised to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the internship.
- A minimum of 3 hours field experience at an elementary school and / or secondary must be completed to pass this course.
- Appropriate Dress - Teaching dress is defined by the *PHED Dress Code* and is required for “teaching days.” You are expected to order clothing with Mason insignia for field experience. If you cannot afford the cost please contact Dr. Brady at the beginning of the semester to make accommodations.

Attendance:

- In accordance with the GMU Attendance Policies (University catalog, 2023-2024), “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
- 3-4 absences = 20 points
- 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/>.

GMU Policies and Resources for Students

Policies

1. Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
2. Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
3. 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.
4. 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>).
5. Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- a. Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/> (New Window).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Non-Confidential 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 8/23	<ul style="list-style-type: none"> • “Museum Walk” – what to expect / syllabus overview (i.e. field experience, professional disposition, etc.) • Introduction of Lesson Plan format – lesson objectives / domains (written B.C.C.), etc. • “Learning Occurs when Relationships are Formed”...Building Relationships – Participate in: 1)Rock, Paper, Scissors...4 Corners, and 2) 22 Skadoo Activities • Reflection of these two activities: “What” vs. “Why” of our activities...did we achieve the “Why”? • Discussion: Other ways to build relationships and foster a learning environment? Creating a Theme, Class Quote, and Bulletin Boards • 3 Takeaways from today’s class.....focuses on “glows” from classmates and/or “Ah-ha” moment! • Preview next week’s class 	<ul style="list-style-type: none"> • Read Syllabus • Acquire Text Book • Tour equipment room for sport equipment available for peer teaching lessons / activities. • Dr. Brady Models “Peer Teaching #1” • Hand-out / post: 1) Sample Lesson Plan, 2) Rubric for Peer Teaching #1 <p>*Possibly conclude class early to attend “Welcome to GMU / PHED”</p>
Week 2 8/30	<ul style="list-style-type: none"> • Building relationships and creating a welcoming environment • How to manage students....it starts with Rules, Routines, and Expectations • Reflecting upon our peer teaching....did you achieve your “Why” (aka Lesson Objective) within your activity / lesson? • Learning Domains • 3 Takeaways from today’s class 	<ul style="list-style-type: none"> • Present your Classroom Theme, Quote, and Welcome Back to School Bulletin Board ideas (Presentation #1) • Peer Teach #1 “Relationship Building Activity” • Post your “finding” from last weeks Museum Walk (Post #1)

	<ul style="list-style-type: none"> Preview next week's class 	*Possible guest to initiate / discuss background clearance.
Week 3 9/6	<ul style="list-style-type: none"> In your view, what is "Good Teaching" (Group Activity) Beginning Teacher Standards Effective Teacher Standards (FCPS, PWCS) How do we learn? 3 Takeaways from today's class Preview next week's class 	<ul style="list-style-type: none"> Peer Teach #1 (continued) "Good Teaching" activity (Presentation #2) Post your "Why do you want to be an educator & What kind of educator do you want to be" (Post #2) Read Chapters 1 & 9
Week 4 9/13	<ul style="list-style-type: none"> How to engage your students / class Understand anticipatory and closing statements, IREA Tasks, feedback, critical elements, and management strategies 3 Takeaways from today's class Preview next week's class 	<ul style="list-style-type: none"> Read Chapters 2 & 3 Dr. Brady models Peer Teaching #2 (Post and discuss rubric) Post your "Glow and Grow" from the Beginning Teachers Standards (Post #3). Create and get feedback on an anticipatory statement / lesson objectives to teach next week. (meet with me individually)
Week 5 9/20	<ul style="list-style-type: none"> Discussion / Review of Topics Discuss Quiz in class 3 Takeaways from today's class Preview of next week's class 	<ul style="list-style-type: none"> Quiz #1 Post summary of TedTalks (Post #4) Peer Teaching #2
Week 6 9/27	<ul style="list-style-type: none"> Discuss T.R.E.E.....accommodations for students with special needs. Discuss U.D.L...."variety" for all students Developing and Maintaining a Learning Environment....time boundaries...."Slow is smooth, smooth is fast" Five Requirements to learning Motor Skills Feedback...When? How much? Types? 3 Takeaways from today's class Preview next week's class 	<ul style="list-style-type: none"> Read Chapters 4, 6, and 7 Peer Teaching #2 (continued) Complete all components of a lesson plan. Which of the five "requirements" to learning motor skills do you view most important...and why? (Post #5)
Week 7 10/4	<ul style="list-style-type: none"> Discuss / Review of Topics / content for mid-term Preview of next week's class 	<ul style="list-style-type: none"> Mid-Term (entire class) "Parking Lot"....anonymous mid-semester feedback / questions.
Week 8 10/11	<ul style="list-style-type: none"> Finalizing ALL components of a Lesson Plan Define Skill Theme / Curriculum Diamond 3 Takeaways from today's class Preview next week's class 	<ul style="list-style-type: none"> Read Chapters 5, 8, and 10 Dr. Brady models Peer Teaching #3 (Post & Discuss rubric)

Week 9 10/18	<ul style="list-style-type: none"> • Students teaching a full lesson...providing “self-reflection” • 3 Takeaways from today’s class • Preview next week’s class 	<ul style="list-style-type: none"> • Peer Teaching #3 with self-reflection. • Post which requirement to learning motor skills you feel is most important and why (Post #6)
Week 10 10/25	<ul style="list-style-type: none"> • Behavior Management Strategies.... • Functional Behavioral Analysis (ABC) • Assessment • Review content for Quiz #2 • 3 Takeaways from today’s class • Preview next week’s class 	<ul style="list-style-type: none"> • Read Chapters 11 & 12 • Peer Teaching #3 with self-reflection (continued)
Week 11 11/1	<ul style="list-style-type: none"> • Discuss Quiz #2 in class • How much time a lesson should be for management, instruction, & activity? ALT • 3 Takeaways from today’s class • Preview next week’s class 	<ul style="list-style-type: none"> • Quiz #2 • Dr. Brady models Peer Teaching #4 (Post & Discuss rubric)
Week 12 11/8	<ul style="list-style-type: none"> • Lesson Plan • Video Analysis • Field Experience Discussion • 3 Takeaways from today’s class • Preview next week’s class 	<ul style="list-style-type: none"> • Peer Teaching #4 - Video lesson with recording analysis • Visit school(s) for Field Experience
Week 13 11/15	<ul style="list-style-type: none"> • Lesson Plan • Video Analysis • Field Experience Discussion • 3 Takeaways from today’s class • Preview next week’s class 	<ul style="list-style-type: none"> • Peer Teaching #4 - Video lesson with recording analysis (cont.) • Submit your findings / results from your video lesson analysis • Post “Is teaching a ‘science’ or an ‘art’?” (Post #7) • Visit school(s) for Field Experience
Week 14 11/22	<ul style="list-style-type: none"> • Thanksgiving Break – No Class 	
Week 15 11/29	<ul style="list-style-type: none"> • History of PE...assign specific topic • The Teacher as a Continuous Learner • Observing Teaching and Student Behavior • Review content for Final Exam • 3 Takeaways from today’s class • Preview next week’s class 	<ul style="list-style-type: none"> • Submit your findings / results from your video lesson analysis • Read Chapter 13 - 14 • Post “History of Education, Physical Education, & Special Education” (Post #8)
Final Week	Per University Exam Schedule: Wednesday December 6, 10:30 am – 1:15 pm	<ul style="list-style-type: none"> • Final Exam