Physical Education 452 F01
Strategies for teaching games in physical education
Old title - Instructional Techniques in Team Activities Secondary
Methods of teaching team activities to secondary school and related groups.

Physical Education 487 F01
Teaching Games for Understanding
The participants in these courses will examine innovative methods for teaching and assessing the games from a teaching game for understanding approach.

Instructor: Tim Hopper
Website: http://web.uvic.ca/~thopper/
Office: McKinnon 185
E-mail: thopper@uvic.ca
Office Hrs. TW - 1.30 – 2.30 am
Class Time MTWR - 10:30 – 12.50 pm
Term P – July 3 to July 25 – (13 classes 30 1/2 hours)

Assigned Readings

Required
Teaching Sport Concepts and Skills: A Tactical Games Approach
Linda Griffin, Stephen Mitchell, Judith Oslin 1997

Articles listed at the back of this course outline and placed in reserved reading sections of McKinnon Reading Room.

Recommended
DEVELOPING TEACHING SKILLS IN PHYSICAL EDUCATION
Fourth Edition, Daryl Siedentop, The Ohio State University
http://www.mayfieldpub.com/catalog/physed/04171.htm

Course Objectives
By the end of this course the student should understand and be able to demonstrate:

a. Knowledge of and use of effective teaching strategies and evaluation procedures for games taught in physical education.

b. Knowledge of games classification systems and their application to the teaching of games taught in physical education.

c. Knowledge of and use of teaching progressions for skill and tactical development in games taught in physical education.

d. Knowledge of and use of effective lesson plans for the teaching of games taught in physical education.
Course Assignments and Evaluation

Attendance and professional conduct marks: (20%)
All classes must be attended with tasks completed to get full marks. If any class is missed, evidence of how work is caught up must be presented to get full marks.

Professional Assignments
1. Read three scholarly articles from available resource on teaching games.
   Do one professional summary based on format suggested (see examples on-line).
2. Complete all in class tasks related to assignments listed below.

Each student will do only three of the following assignments based on their course.

Assignments to be completed by all students
Student teaching and peer assessment process: (30%)
Plan and implement a game centered lesson with skill progression for 8 to 12 year olds. Plan and implement a peer assessment process for 13 to 18 year olds based on ideas developed in class. Develop a critical analysis of one of the teaching experiences. Joint mark with partner(s) unless alternative arrangements made before assignment handed in.
Date due: Thursday, July 24th.

Mid-term based on course material: (20%)
See online example from previous years.
Date due: Monday, July 14th at 10.30 - 11.30. Location Mck 150.

Students in PE452 Only Assignment
Unit Resource: (30%)
Unit plan based on the structure of web outlines on website except the focus is creating resources for a unit not planning individual lessons. Focus is a progression of games, management and organizational strategies for a class of 30 students, support resources and assessment process.
Date due: Wednesday, July 23rd

Students in PE487 Only Assignment
Final take home paper: (30%)
Based on assistant given to undergraduates on Unit plan resource assignment, an assay of Unit Plan Based on assay question presented in class create approximately a 3000 words essay stating your positioning with supporting references.
Date Due: Monday, July 28th

Any student can request a different combination of assignments as long as they do three assignments and the final percent adds up to 100%.
Grading Breakdown:

<table>
<thead>
<tr>
<th>GRADING (Please note School of Physical Education grading criteria) 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ = 95-100</td>
</tr>
<tr>
<td>A  = 90-94.5</td>
</tr>
<tr>
<td>A- = 85-89.5</td>
</tr>
<tr>
<td>F  = &lt;50</td>
</tr>
</tbody>
</table>

A+ Outstanding work. Reserved for few students but definitely part of the distribution if warranted.
A  Excellent work, displaying strong knowledge, synthesis and application of concepts.
A-  Very good work showing depth of knowledge and analytical ability.
B+  Good work, high knowledge level and good application of information.
B   Steady performance, not outstanding in knowledge or application.
B-  Good knowledge but some lack of understanding in knowledge or application.
C+  Satisfactory knowledge, limited application and demonstration of understanding.
C   Satisfactory knowledge, definite lack of some information, no application.
D  Marginally satisfactory, noticeable gaps in knowledge and understanding.
E   Failing grad; conditional supplement.
F   Unsatisfactory performance.
N   Failing grade; did not write examination or otherwise complete course requirements

NOTE:
1. It is expected that for all written assignments you will use appropriate referencing format. A special note on plagiarism: A writer is plagiarizing when he or she uses another's work and presents it as his or her own work without referencing. This applies to summarizing, reiterating, paraphrasing, or directly quoting another author's (or student's) material without giving proper credit to that writer. Diagrams, charts, pictures, and illustrations along with any other materials or ideas originating from another source must also be clearly referenced. Any plagiarism is a serious matter. Depending upon circumstances, the penalty for plagiarizing may vary from a mark of zero on the assignment to ultimate suspension from the university. To avoid such penalties, the student must take responsibility for understanding what constitutes plagiarism and for completing work in a manner that is academically honest.
2. Any late assignments will be deducted 10% per day from the due date. This rule will be applied unless a student is given an extension, prior to the due date, for extenuating circumstances.
3. As a professional course attendance in this class is compulsory. The majority of the course material will be taught through practical experiences such experiences cannot be repeated. Students who are forced to miss class must make a professional commitment to catch up material with notes, extra reading and dialogue with peers. Inform instructor of any expected absence from class during office hours or after class. Evidence of professional commitment must be shown to the course instructor to avoid penalty.
ARTICLES ON RESERVE

The articles listed below represent literature that has examined how we teach games in physical education lessons. The articles have been arranged into four sections. A copy of each article is on reserve in the Education curriculum library, however most of the articles can also be found in the McPherson Library. In this course you are expected to read at least three articles from the list, one article from three of the four sections, and then be able to speak to those articles in class discussion throughout the course. Only two people can sign up for any one article in each section. Be prepared to select your articles in the first class. This professional expectation will be a key part of your professional participation mark.

Theoretical perspectives on TGFU


Content and Method for TGFU


Practitioners’ Responses to TGFU


### Research on TGFU


[http://www.educ.uvic.ca/Faculty/thopper/WEB/articles/Sport/Respond.pdf](http://www.educ.uvic.ca/Faculty/thopper/WEB/articles/Sport/Respond.pdf)


### Subscribing to Class Listserv.

Only subscribe if I tell you that you are not on the listserv

To: listserv@uvvm.uvic.ca

Subject: SUB PE452sum

Then send the e-mail.
Scholarly Summary

PURPOSE: Enable the whole class to access the critical issues and developing ideas for the advanced teaching of games. This is a professional assignment that will give you confidence in knowing what current scholars and researchers are studying to support the effective teaching of games in instructional physical education. This assignment will inform your practice in schools and feed into your unit resource, student teaching assignment and final examination.

From the three articles you have selected choose one on which to do a scholarly summary. As a guide the following headings should be used to focus your writing. You are only expected to type 200 words. You summary should be posted on the class listserv in the time period for each section (Theoretical, Content/Method, Practitioner response, Research) as indicated in class (see notice board and this course outline).

Each person in class is expected to post one summary in the term. Failure to do so will result in a loss of professional marks. If the summary is not professional enough I will request that you develop it further or submit another.

The class listserv should be used to exchange ideas. I encourage you to ask questions of each others postings in attempt to connect theory to your own experiences and developing expertise from the course experience. As part of this assignment authors of summaries are expected to respond to colleagues questions. Class members are expected to read summaries and use the listserv to develop a professional dialogue on readings and experience teaching students games. A minimum of summary posting two meaningful responses is required to pass this assignment with full marks.

Issue/focus
What is the key problem identified by the author(s)? What is the purpose of the article?

Reasoning
What do the author(s) offer to explain how they address the issue? What supports their argument?

Assumptions
What do the author(s) assume about elements in PE such as students, teachers, games content, schools?

Conclusion
So what…After reading the article what did you find out?

Significant Information
Key information that the article offers that would be worth remembering.

Personal Comments
Share your personal thoughts about the article. How do you see yourself and your colleagues using the information?

POSTING dates

<table>
<thead>
<tr>
<th>READING SECTION</th>
<th>Period to post Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical perspectives on TGFU</td>
<td>July 3 to 7</td>
</tr>
<tr>
<td>Content and Method for TGFU</td>
<td>July 8 to 11</td>
</tr>
<tr>
<td>Practitioners’ Responses to TGFU</td>
<td>July 12 to 15</td>
</tr>
<tr>
<td>Research on TGFU</td>
<td>July 16 to 24</td>
</tr>
</tbody>
</table>