Department of Kinesiology Course Syllabus

PE 1243 Methods of Teaching Games and Sports

Credit Hours: Three (3) credit hours

Method of Instruction: Lecture

Catalog Description: Three hours lecture: Theory of and participation in non-traditional games and sports. Classroom management and methods of teaching games and sports, skill analysis, discussion of developmental appropriateness, basic rules and teaching strategies.

College of Education Conceptual Framework

The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students’ educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit https://www.educ.msstate.edu/about/framework/

Course Objectives
1. Provide learners with information and skills concerning non-traditional and traditional games and sports. (INTASC 1, 4; CFPO 1, 1.9, 3, 9, 10; CAPE 1.3; CRT 8.1)
2. Understand and be able to incorporate the idea of integrating various subject areas into the teaching of games and sports. (INTASC 1, 3, 4; CFPO 1, 3, 9, 10; CAPE 1.5; CRT 2.2)
3. Demonstrate a basic knowledge of the fundamental skills and application of skill to specific games and sports. (INTASC 1, 2, 7; CFPO 1, 1.1, 1.5, 2, 3, 5, 7, 8, 9; CAPE 1.5; CRT 12.1)
4. Demonstrate the ability to perform and analyze basic skills in each game and sport. (INTASC 1, 4; CFPO 1, 2.1, 3, 4, 5, 9; CAPE 1.3; CRT 8.1)
5. Demonstrate cognitive information involved in a number of games and sports. (INTASC 8; CFPO, 1, 1.2, 1.3, 1.5, 2, 3, 4; CAPE 1.4; CRT 2.2)
6. Recognize and utilize the overlapping of skill knowledge from one activity to another. (INTASC 1, 2, 3, 4; CFPO 1, 2, 2.1, 3, 4, 6, 6.7, 7, 8, 9; CAPE 1.3; CRT 2.1)
7. Demonstrate an ability to apply basic rules and approaches necessary for safe instruction and enjoyable participation in each game or sport. (INTASC 7, 9, 10; CFPO 1, 2, 3, 4, 4.3, 5, 6, 6.2, 7, 8, 9, 10; CAPE 1.2, CRT 12.1)
8. Compile in order all handouts, activity plans, and outlines in a notebook. (INTASC 1, 9; CFPO 1, 3, 7, 8, 9; CAPE 1.3; CRT 12.1)
9. Understand modifications and adaptation of skills for students with special needs. (INTASC 2, 3, 4, 5; CFPO 1, 2, 2.2, 3, 3.2 4, 5, 6, 7, 8, 9; CAPE 1.2; CRT 11.1)
10. Demonstrate professional attitudes toward the teaching profession. (INTASC 9; CFPO 1; CAPE 1.5; CRT 14.1)

**Detailed Course Outline/Topics Covered in the Course**

1. Issues in Teaching Games and Sport:
   a. Methods of Teaching Activities (6 hours)
      1) Traditional Sports (3 hours)
      2) Non-traditional Sports (3 hours)
   b. Maximum Participation (3 hours)
   c. Motivation (3 hours)
   d. Inclusion (3 hours)
   e. Methods of Teaching Lead-up Games (3 hours)
   f. Methods of Teaching Small Sided Games (3 hours)
   g. Becoming an Effective Teacher and Motivator (3 hours)
   h. Classroom Management Techniques for Teaching Games & Sports (3 hours)
   i. Progression and Sequencing (3 hours)
   j. SHAPE Standards/What is a Physically Education Person (3 hours)
   k. Types of Games (9 hours)
      1) Invasion (3 hours)
      2) Cooperative (3 hour)
      3) Tactical (3 hour)

2. Exams (3 hours)

**Text(s)/Course Materials**

**Description of Instruction**
Lecture. The instructor will lecture on various topics, teach the first team sport, and provide instruction, evaluation, and corrective feedback for the remaining sports. Lab Hours will derive from the students applying lecture topics into formal lesson plan and peer teaching, combined with observation and analysis of currently licensed teachers.

**Mississippi State University Honor Code**
“As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

_Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code._

For additional information visit: [http://students.msstate.edu/honorcode](http://students.msstate.edu/honorcode)
Technology
Technology will be used in the classroom. Canvas, PowerPoints and other video will be used to supplement the lecture and provide a guideline for the topics to be covered.

Diversity
It is important to help students understand the significance of the diverse learner. We will address professionalism and how to help individuals or groups who are diverse in age, disability, ethnicity, gender, race, sexual orientation, socioeconomic class, and other characteristics. We will address these issues in our topics to be covered.

Accommodations for Students with Disabilities
Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall and can be reached via telephone at (662) 325-3335. http://www.sss.msstate.edu.

Field Component
The course has a field component defined by Teaching Observations and subsequent analysis of observations. Students will be expected to observe a combination of 8 hours at the elementary, middle, and high school levels. The purpose of these teaching observations with analysis is to provide students with practical understanding of the strategies and daily experiences of PE Teachers at the Secondary level. These experiences are designed to augment each unit of study within this course and help the student to observe their practical implications as it pertains to team sport activities. A background check must be completed before the student is allowed to enter the formal teaching setting.

Evaluation of Student Progress
Student Activities/Assessments:
1. Tests: There will be two (2) tests in this class, a midterm and a final. The dates of these tests will be announced in class, as well as additional information. (Objective: 1,2,5,9)
2. Teaching Episodes: Each student will be expected to teach physical education lessons to the class. Individual students will be assigned games/sports and dates from the instructor. Students will be responsible for lesson plans, setting up and taking down the equipment, and delivering the assigned content. Students should plan to present a brief history, basic rules, equipment, field/court dimensions, playing procedures, adaptation/modifications, basic terminology, and specific sport etiquette. Teaching episodes will be discussed in more detail during class. Please refer to Canvas for specific information and instructions about teaching episodes. (Objective: 1,2,3,6,7,10)
3. Lesson Plans: Each student will be responsible for completing and turning in lesson plans that align with their teaching episodes. A lesson plan outline will be posted on Canvas for the class. Further information regarding lesson plans will be discussed in class. Lesson Plans are to be submitted online by midnight of each assigned teaching episode. Students will complete a Lesson Plan for each of their teaching episodes. Please refer to Canvas for specific information and instructions about lesson plans. (Objective: 1,2,5,8,9)
4. Reflections: Reflections are to be submitted online by midnight of each assigned teaching episode. Students will complete a reflection for each of their teaching episodes. Please refer to Canvas for specific information and instructions about reflections. (Objective: 4,7,9,10)
5. Notebook/Portfolio: Students will create a professional notebook/portfolio that will consist of outlines (power points), lesson plans, teaching cues, peer questions, and skills of the sports covered.
during the course. Please refer to Canvas for specific information and instructions about the notebook/portfolio. (Objective: 8)

Final course grade will be determined by the following:
   Two Exams – 200 points
   Teaching Episodes – 300 points
   Field Experience/Observations – 140 points
   Notebook/Portfolio – 100 points
   Participation – 60 points
   TOTAL = 800 points

Grading Scale
A = 720 – 800 points
B = 640 – 719 points
C = 560 – 639 points
D = 480 – 559 points

Attendance Policy
In accordance with university policy (AOP 12.09), students are expected to attend all classes. AOP 12.09 also defines what is an excused absence. When an absence from class is essential, the student must inform the instructor via email prior to the absence and provide appropriate documentation.

Due to the importance of participation, attendance is required. Participation will consist of active involvement in each daily activity. Attendance without participation will be allowed with a physician’s note or with instructor’s permission.
   • Attendance will be taken each class period.
   • Two absences will be excused without penalty.
   • For each absence thereafter 5 points will be deducted.
   • Students are considered tardy if they arrive after their name has been called for attendance.
   • 3 tardies will be considered as one absence...5 pts. deducted.
   • Valid MSU excuse (e.g. doctor’s note, student athlete note, obituary, military orders) will be accepted as long as the time/dates coincide with our class meetings.
   • Prior notification of absence is required.

Title IX Policy
MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU’s educational programs and activities must be free from discrimination based on sexual orientation, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IIEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at http://www.msstate.edu/web/security/title9-12.pdf, and at http://students.msstate.edu/sexualmisconduct/.

University Safety Statement
Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency,
call 911. For more information regarding safety and to view available training resources, including helpful videos, visit ready.msstate.edu.

**Mississippi Educator Code of Ethics**

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder’s ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics standards is available at [https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf](https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf)

Each student will be required to read the code of ethics and write a self-analysis of the importance of the code of ethics and how they plan on abiding by the code of ethics. Students will upload this reflection into Canvas to be assessed.

**Mississippi College and Career-Ready Standards**

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

The philosophy that quality physical education is an essential component of a student’s overall education is taught throughout the semester. Therefore, a variety of student-centered activities are utilized to teach movement skills and concepts in a safe-positive environment. Students are taught to provide students the opportunity to achieve and maintain their own level of physical activity. In addition, students are taught to promote to k-12 students the importance of social and personal responsibility while being provided with the confidence in their physical skills necessary for a lifetime of physical activity.

**Bibliography**

www.pecentral4u.org www.aahperd.org

*Strategies: Journal of Teaching Physical Education: JOPERD: The Physical Educator*


Fronske, H. & Wilson, R. (2001) *Teaching Cues for Basic Sport Skills*. Allyn and Bacon, Boston. (This one will be required in a later class)