



**PE 4900 -- FALL 2008**

**METHODS OF TEACHING SECONDARY PHYSICAL EDUCATION**

**2 Credit Hours**

**MWF 9:00 – 9:50 a.m. PEB 121/111**

**Dr. Jean Lopour**

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**Text:** DISPE – A Total Instructional System for Physical Education.

Dunham, Reeve, Morrison -- Recommended

Responsible Healthy Lifestyles Core Curriculum – Utah State Board of Education  
Levels 7-12, 1994, [www.usoe.k12.ut.us](http://www.usoe.k12.ut.us)

Packet of Readings -- Required

**Course Description:**

Coursework consists of exploring the problems, methods and techniques of teaching physical education in secondary schools. Required of prospective secondary physical education teachers.

**Objectives:**

**Upon completion of the course, each student will be able to:**

1. Discuss the contribution of secondary physical education to the goals of secondary education. (Exam, article review) NASPE 1.6, 2.1, 3.1, 4.4, 5.1, 5.3 TEAC 1.1, 1.2, 1.3 INTASC 1, 4
2. Discuss the relationship between physical education, athletics, health, and recreation. (Exam, article review) NASPE 6.6, 10.1, 10.3, 10.4 TEAC 1.3 INTASC 1, 7
3. Discuss how social, economic, and political factors of a community have an influence on the physical education curriculum. (Exam) NASPE 1.5, 3.2, 5.3, 6.6, 10.3, TEAC 1.1, 1.2, 1.3 INTASC 1, 2, 3, 4, 6, 7, 8

4. List the impact a physical education program should have on the personal development (physical, emotional, social, cognitive) of a 6-12 student as a result of participation in that program. (Exam, article review) NASPE 2.1, 3.1, 4.3, 4.4 5.3, 6.6, 10.1, 10.2 TEAC 1.2, 1.3 INTASC 1, 4, 5, 6, 7, 8, 10
5. Outline the emphasis of physical fitness in current programs. (Exam, readings lesson plan, peer teaching) NASPE 1.3, 1.4, 2.1, 4.3 TEAC 1.1, 1.2 INTASC 1, 2, 3, 4, 6, 7, 8
6. Discuss the psychosocial impact on students on such things as cooperation, competition, sportsmanship and leadership in physical education. (Exam, peer teaching, article review) NASPE 2.1, 3.1, 4.4, 5.3 TEAC 1.2, 1.3 INTASC 4
7. Design and demonstrate lessons that are developmentally appropriate and incorporate instruction, evaluation, and activity appropriate for the secondary physical education setting. (Peer teaching, lesson plan) NASPE 2.1, 2.2, 2.3, 3.1, 3.2, 4.2, 4.3, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 7.1, 7.2, 7.3, 7.4 TEAC 1.2, 1.3 INTASC 1, 4, 5, 6, 7, 8, 10
8. Develop teaching techniques suitable to mastery learning. (Peer teaching) NASPE 8.1, 8.2, 8.3, 10.2 TEAC 1.3 INTASC 1, 4, 5, 6, 7, 8, 10
9. Demonstrate the ability to change and adapt games to meet the developmental needs of 6-12 students. (Assignment, peer teaching, lesson plan) NASPE 2.1, 2.2, 2.3, 3.1, 3.2, 6.2, 6.3, 6.5 TEAC 1.2 INTASC 1, 2, 3, 4, 6, 7, 8
10. Develop programs for individual needs and include opportunities for special populations. (Peer teaching, lesson plan.) NASPE 2.1, 2.2, 2.3, 3.1, 3.2, 5.3, 6.2, 6.3, 6.4 TEAC 1.2 INTASC 1, 2, 3, 4, 6, 7, 8
11. Develop programs for lifetime sport and activity pursuit. (Peer teaching, readings, lesson plan) NASPE 1.2, 4.3, 10.1, 10.3, 10.4 TEAC 1.1, 1.2, 1.3 INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
12. Design and utilize cognitive activities appropriate for secondary students and incorporate cognitive evaluation into the total calculation of grades. (Quizzes, peer teaching, lesson plan) NASPE 2.1, 7.2, 7.4 TEAC 1.2, 1.3 INTASC 1, 2, 3, 4, 6, 7, 8, 9
13. Explain how the sub-disciplines of physical education (exercise physiology, biomechanics, motor learning and motor development evaluation) contribute to the curriculum and instructional processes at the secondary level. (Exam) NASPE 1.4, 6.5, 6.6 TEAC 1.1, 1.2 INTASC 1, 2, 3, 4, 6, 7, 8
14. Demonstrate an understanding of the methods of teaching analysis. (Peer teaching reflections, self reflection) NASPE 2.1, 4.1, 8.1, 8.2, 8.3 TEAC 1.2, 3.1, 3.2 INTASC 1, 2, 3, 4, 6, 7, 8
15. Utilize technique assessment strategies appropriate for secondary PE students (peer teaching, lesson plan, article review). NASPE 7.1, 7.2, 7.3, 7.4 TEAC 1.3, 2.1, 2.2 INTASC 4, 5, 6, 7, 8, 10

16. Access information using current technologies to enhance learning in physical education. (Assignments, readings, lesson plan) NASPE 9.1, 9.3 TEAC 1.3 INTASC 1, 2, 5, 6
17. Identify the sources for state and national content standards. (Test, lesson plan) NASPE 1.6 TEAC 1.1 INTASC 1, 7

### **Course Requirements:**

1. **Changing Game:** You will change a major game into a game that will meet the objectives of a specific lesson you plan to teach. The changed game should take into consideration the maturation and developmental needs of the learner (i.e. a game for 7<sup>th</sup> grade would not necessarily be appropriate for 12<sup>th</sup> grade). Take into consideration the cognitive, physical, social, and emotional differences of the 7-12 learner. A handout will be given on how to change games.

**10%**

2. **Article Review:** You will review one article on any component of teaching that relates to secondary physical education. In order to avoid duplication, I will keep a list of articles selected by students in class. That list will be taped to my office window. After you have my approval on the article, you will add your name and the title of the article to the list. You may not review an article I have not approved. Articles may be selected from journals such as Strategies, CAHPER, JOPERD, and Research Quarterly, or online web sites. This review will be given orally to the class on the day you teach. The review will also be handed in along with a Xerox copy of the article.

**10%**

### **The format for the article will be as follows:**

- a. Introduction (what the article is about)
  - b. Purpose statement (Why is the article written)
  - c. Body of the article (arguments which support the purpose of the article)
  - d. Conclusion of the article (how the article is summated)
  - e. Your opinion (value to you as a prospective teacher, value to the profession, our likes and dislikes in the article, and your recommendation for articles, and your recommendation for articles related to this topic.)
3. **Peer Teaching:** Two days a week, we will do a practicum composed of peer teaching. I will structure this class and teach the first four lessons. After the first 4 lessons, students in pairs will conduct succeeding classes. Oral critiques of the lessons will be done to allow for the development of teaching methods and techniques. If a class is poorly taught, those who

conducted the class will be asked to re-teach the class the following period. A lesson plan will be submitted the day you teach. The lesson will also be evaluated on the appropriateness of the activity for a 7-12 setting. **20%**

4. **Lesson Plan:** The lesson plan will address the affective, cognitive, and psychomotor domains in the form of a behavioral objective. They should be developmentally suitable for a 7-12 student (i.e. 7<sup>th</sup> grade lesson would not be the same as the 12<sup>th</sup> grade). Based on the grade level you choose to teach to the fitness, instructional, practice, and activity phases of the lesson should match the development needs of the learner. You will identify which standard and objectives in the Utah State Office of Education Core Curriculum your lesson supports. Suggest one adaptation to your lesson activity that would be appropriate for a special needs child who is in a wheelchair, is mentally challenged, or has cerebral palsy.

The lesson plan will be composed of the task sheet on one side and the activity information on the other. You will provide a copy for each person in class and get necessary equipment from cage for your lesson. Teaching resources include textbooks, manuals, pamphlets, professional web sites, and professional organizations materials.

( See [www.usoe.k12.ut.us](http://www.usoe.k12.ut.us)). Presentation of lesson material can include, but not limited to, use of overhead projector, verbal description along with demonstration and handouts.

5. **Quizzes:** A cognitive quiz will be given at the beginning of each class period covering the cognitive material that was presented during the previous lesson. You will be responsible for writing and administering the quiz on the material you taught. Both teachers need to be in class on the day they give the quiz in order to get their 5 pts.

**20%**

**LATE ASSIGNMENTS WILL NOT BE ACCEPTED!**

**Tests:**

**40%**

Midterm	20%
Final	20%

**FINAL EXAM – Tuesday, December 11, 2008 -- 9:00-10:50 a.m.**

## **Course Content:**

- I. Definition of a Physically Educated Person NASPE Document
- II. Review Components of Health Related Fitness including criteria on how to develop each.
- III. Information on curriculum components K-12. This includes the cognitive, social, emotional, and physical aspects and differences by age group.
- IV. Discuss information from “Hall of Shame” article and other inappropriate practices used in secondary physical education.
- V. Discuss how the sub-disciplines of physical education contribute to curriculum development and the instructional processes.
- VI. Information on lesson development, class management evaluation techniques appropriate for the 6-12 student.
- VII. Discussion of direct and indirect teaching styles.
- VIII. Discussion of teaching/coaching dilemma
- IX. Discussion of the differences and similarities of a discipline and profession
- X. Discussion of the importance of professional organizations and membership therein.
- XI. Discussion of Old PE, New PE Document

## **Readings:**

- A. Healthy People 2000  
Dept. of Health & Human Services, Washington, D. C.
- B. Rhodes, S. PE 2000; “Climb rocks, not ropes.” USA Weekend, Nov. 6, 1998, pg. 26
- C. Virshup, A. “Why Janey Can’t Run,”  
American Health, 1999, pg. 134-152
- D. Krucoff, C. “Got Game.” The Washington Post,  
September 19, 2000, pg. 208

- E. NASPE – Definition of the Physically Educated Person
- F. A Life Complete—Handout
- G. Dodge Ball Statement – Utah State Office of Education
- H. 25 Ways to Line Up
- I. Non-participant Report
- J. Conduct Slip
- K. Common Teaching Errors
- L. Weir, T., USA Today, May 2, 2000 – “The New PE”
- M. Weir, T., Obesity of Youth Epidemic Part III, USA Today
- N. Weir, T., Illinois School Sets Pace as PE Model, USA Today
- O. NASPE, Shape of the Nation Report
- P. Old PE, New PE

**Electronic Reserves -- Library:**

1. Williams, N. F., The Physical Education Hall of Shame, Part I, JOPERD, August 1992, pp. 57-60
2. Williams, N. F., The Physical Education Hall of Shame Part II, JOPERD, February 1994, pp 17-20
3. Williams, N. F. The Physical Education ‘Hall of Shame’, JOPERD, October 1996, pg. 45-48
4. The Field of Physical Education—Common Goals, Not Common Roles JOPERD, January 1993
5. Stevens-Smith, D. A., “Help! It’s My First Year of Teaching and I Don’t Know Where to Start.” JOPERD, Vol. 71, April 2000. Pg. 50-54
6. Soccer Task Sheets
7. Tennis Task Sheets
8. Badminton Task Sheets

### **Learning Activities:**

Lecture, discussion, peer teaching, videos, assignments, readings, exams, reflection

### **Absences:**

Since this class has a practicum portion, more than three unexcused absences will result in a reduction of a letter grade for the total class grade.

### **Clothing:**

For the practicum part of the course, students will be required to be properly dressed for activity. Proper clothing means: good court shoes, shorts, t-shirts, sweats, tights, socks. No cut-offs, dress shirts, excessive jewelry or hats will be allowed. If you are not dressed appropriately, you will be awarded an unexcused absence!!

### **Grades:** (Based on Percentage)

A	95 – 100	C	73 – 76
A-	90 – 94	C-	70 - 72
B+	87 – 89	D+	67 – 69
B	83 – 86	D	63 – 66
B-	80 – 82	D-	60 – 62
C+	77 – 79	F	59 & below

***Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.***

***Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.***

***Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor.***

**COMPLETE ON-LINE COURSE EVALUATION AT END OF SEMESTER**

## LESSON FORMAT

Lesson Title:

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Behavioral Objectives:

1. Affective
2. Cognitive
3. Psychomotor

EQUIPMENT:

PREPARATION:

FITNESS:

INSTRUCTION:

PRACTICE:

ACTIVITY:

DISMISSAL:

USOE CORE STANDARD:

ADAPTATION FOR A SPECIAL NEEDS STUDENT (wheelchair bound, cerebral palsy, mentally retarded)

