

The University of Texas at Arlington  
College of Education  
Department of Kinesiology

**KINE 2301 – Teaching Games for Understanding**

**I. Course Information:**

Instructor: Dr. Larry Nelson  
Office: Physical Education Building, Room 308  
Office Hours: MWF: 10-11am or by appointment  
Office Phone: (817) 272-1102  
Email: [lnelson@uta.edu](mailto:lnelson@uta.edu)  
Class Meetings: **MW- 11-12, F- 11-1pm; PEB Rms. 202A & Gym 114**

**Course Description:** The course will provide students with theoretical concepts with which they can design and analyze various short- and long-term plans related to the Teaching Games for Understanding theoretical model. Students will learn various tactical strategies and modification principles for applying learned concepts in instructional settings. The instructor will use expertise from given sports and activities to help students transfer the common themes across the spectrum of the model's category of games. **Prerequisites:** KINE 1315.

**Texts:**

- 1) Rohnke & Butler (1995). Quicksilver: Adventure Games, Initiative Problems, Trust Activities and a Guide to Effective Leadership. Human Kinetics, Champaign, IL.
- 2) Morris & Stiehl (1999). Changing Kids' Games. Human Kinetics, Champaign, IL.

**II. Course Assignments & Evaluation:**

**Attendance (30%):** Just like many teaching contracts, grades in this course will be competitive, subjective, and comparative - punctuality & participation in all class meetings is essential. Initiative, leadership, professional language/communication, appropriate dress, performance, and other professional dispositions will be factored into your overall evaluation.

**Teacher Dispositions (5%):** Each candidate's performance and ability to conduct him or herself professionally will be monitored at all times in the program (see dispositions assessment - <http://ossa.uta.edu/dispositions.asp>). If an event emerges where a candidate does not meet the expectations expressed in the dispositions assessment a documented report will be filed to their program portfolio and corrective actions plans will be discussed.

**Online Portfolio Assignments & Journal (20%):** Candidates will begin building their electronic portfolio via a sequence of assignments (see Portfolio Scoring Rubric [http://ossa.uta.edu/Kinesiology\\_Portfolio\\_rubric.pdf](http://ossa.uta.edu/Kinesiology_Portfolio_rubric.pdf)). Within the portfolio, candidates will keep a journal with a record of events, games, reading assignments, and questions posed throughout the course. Entries must be made at regular intervals and should serve as indicators of learning and successful participation. Entries should reflect honest records of behavior and conditions that contribute to, enhance, or limit participation, leadership, classroom management, and overall teaching and learning effectiveness (see Journal Scoring Rubric <http://ossa.uta.edu/a7rubric.pdf>).

[http://www.usc.edu/programs/cet/private/pdfs/statements\\_of\\_teaching\\_phil.pdf](http://www.usc.edu/programs/cet/private/pdfs/statements_of_teaching_phil.pdf)

**Teaching & Curriculum Lesson Presentation (15%):** Each student will prepare and teach a 20-minute lesson based on pedagogy and content presented in class. Lesson plans must be completed and turned in at the time of facilitation (**Bring 3 Copies**). See Curriculum and Instruction Plan Rubric <http://ossa.uta.edu/A3rubric.pdf>.

**Note:** Prepare and submit an equipment list at least a week in advance outlining all the necessary items you will need for your lesson. Turn this list in to the equipment desk across from the PEB pool (See and print “*Equipment List*” - *below*).

**Mid-Term Exam (10%):** A written exam will be administered throughout the semester negotiating material and concepts from the lectures, labs, and readings (100 pts)

**Self-Evaluation (20%):** Each candidate will take responsibility establishing goals and assessing his or her effort, creativity, behavior, contribution, and professionalism. Self-evaluations must be typed and presented to the class as a final assignment.

### III. Tentative Meeting Schedule (M & F in PEB 114, W in PEB 202)

<u>Week</u>	<u>Topic</u>
1-3	Initiative Name Games and Icebreakers for New Groups Team Building and Adventure Education Strategies for Leading Large Groups in Physical Education (APPLE Leadership Model)
4-5	Active Learning & Functions of Good Leadership Group Problem-Solving Activities (Keypunch Variations) Cooperative Games vs. Competitive Games
6	Net/Wall Games Management & Motivational Techniques Portfolio Development
7	Psychomotor & Performance Assessment Strategies Affective Assessment Strategies
8	Mid-Term Exam Review Exam and Prepare Teachings
9-15	Scheduled Teachings Portfolio/Journals Due
16	Final Exam Self Evaluations/Reflection Paper

### IV. Course Policies:

**Attendance and Drop Policy:** Due to the heavy emphasis on group interaction and experiential pedagogy in the course, **attendance at all class meetings is mandatory**. Even though it is my goal and responsibility to motivate and challenge each one of you, it is ultimately your responsibility as a competent student teacher to attend meetings, make a genuine effort, master the material, and improve your teaching ability.

**Americans with Disabilities Act (ADA):** If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation.

Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center), which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

**Student Support Services:** The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, as well as federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at (817) 272-6107 for more information and appropriate referrals.

**Academic Honesty:** Academic dishonesty is a unacceptable mode of conduct and will not be tolerated in any form at the University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

## **V. Student Learning Outcomes:**

- TEExES 1.** Demonstrate and understand a variety of human movement skill competencies and help students develop these skills **(1.14k, 1.15k, 1.11s-1.13s)**.
  - TEExES 2.** Understand principles and benefits of developing physically active lifestyles and utilize motivation strategies that inspire students to participate and value physical education for life **(2.13k-2.15k, 2.14s-2.16s)**.
  - TEExES 3.** Use knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment that promotes students’ self-management, self-motivation, and social skills through participation in physical activities **(3.13k-3.15k, 3.12s-3.14s)**.
  - TEExES 4.** Use knowledge of how students learn and develop to provide opportunities that support students’ physical, cognitive, social, and emotional development **(4.1k-4.5k, 4.1s-4.7s)**.
  - TEExES 5.** Provide equitable and appropriate instruction for all students in a diverse society **(5.1k, 5.3k, 5.4k, 5.1s-5.4s)**.
  - TEExES 6.** Use effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals **(6.1k-6.8k, 6.1s-6.12s)**.
  - TEExES 7.** Understand and use formal and informal assessments to promote students’ physical, cognitive, social, and emotional development in physical education contexts **(7.1k-7.4k, 7.1s-7.5s)**.
  - TEExES 8.** Reflect and evaluate the effects of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally **(8.1k-8.4k, 8.1s-8.4s)**.
  - TEExES 9.** Collaborate with colleagues, parents/caregivers, and community agencies to support students’ growth and well being **(9.1k)**.
  - TEExES 10.** Understand the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management **(10.1k, 10.3k-10.6k, 10.2s-10.5s)**.
- NASPE-2004-1 STANDARD:** Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person **(1.1-1.6)**.
- NASPE-2004-2 STANDARD:** Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development **(2.1-2.3)**.
- NASPE-2004-3 STANDARD:** Physical education teachers understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences **(3.1, 3.2)**.

**NASPE-2004-4 STANDARD:** Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation **(4.1-4.5)**.

**NASPE-2004-5 STANDARD:** Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings **(5.1-5.4)**.

**NASPE-2004-6 STANDARD:** Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards **(6.1-6.9)**.

**NASPE-2004-7 STANDARD:** Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity **(7.1-7.4)**.

**NASPE-2004-8 STANDARD:** Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, and fellow professionals), and seek opportunities to grow professionally **(8.1-8.3)**.

## **VI. The University of Texas at Arlington College of Education Mission, Core Values and Professional Dispositions**

**MISSION:** To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and to be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service. The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
- Technology
- Field Experiences
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

### **Demonstrates excellence**

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

### **Participates in a learner centered environment and shows respect for self and others**

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

### **Research-based pedagogy**

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

### **Participates in on-going collaboration with peers and professionals**

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and

instructors.

- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

#### Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

#### Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

#### Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.

## KINE 2301 - Equipment List

**Must be turned in to the equipment desk at least 48 hours prior to scheduled teaching time**

STUDENT TEACHER NAME \_\_\_\_\_

DATE OF LESSON \_\_\_\_/\_\_\_\_/\_\_\_\_

TIME OF LESSON \_\_\_\_\_

EQUIPMENT DESCRIPTION:	AMOUNT NEEDED:
1	
2	
3	
4	
5	
6	
7	
8	