



Department of Kinesiology & Physical Education - EDKP-223-001/002
Games: Principles and Practice 1 (3 Credits)

General Information:

Instructor: Jessica Mocella

E-mail: Jessica.mocella@mcgill.ca

Location: Fielhouse

Office hours: Office hours: Tuesday 12:15-1:15pm Open door policy: When my door is open please drop in!

Class meeting time: Section 001: Monday/Wednesday 1:35-2:55, Section 002:

Tuesday/Thursday 1:35-2:55pm

Course Description: This course will allow students to develop a theoretical understanding of practical experiences in a variety of activity situations. Within this course, students will explore how carefully selected games can develop fundamental movement skills and tactical awareness at the elementary level. **Teaching Games for Understanding** will be highlighted (TGFU) as a means of understanding skill development.

Students will also be introduced to the Quebec education program (QEP) at the elementary level, with emphasis placed on the following competency

- **Competency 2 (Interacts with others in different physical activity settings)**

Learning Outcomes: At the completion of this course, students will be to:

- Demonstrate understanding and application of the TGFU model
- Understand how to apply the progressions of learning within the QEP
- Demonstrate effective methods for presenting a game to a class
- Demonstrate fundamental techniques for basic game play

Professional Teaching Competencies

Methods of Evaluation and Learning Activities

Action plan: Students will set appropriate goals toward developing targeted skills which are essential in the profession. Students will develop a plan of action and measure the effectiveness of this plan as they develop their skill technique throughout the semester.

Resource Binder and Process account: In team, students will collaborate to create a website of activities which align with the progressions of learning. This large document will encompass videos of skill develop for their own continuous development. A process account will be created to demonstrate appropriate time management and communication between members aiding in the completion of this task.

Peer Teaching: In teams, students will teach a category of game and apply appropriate progressions of learning. and Presentation of content, lesson delivery, organization and management of students and materials, safety procedures will be emphasized.

Targeted Professional Competencies within EDKP 217

PC1	PC2	PC3	PC4	PC5	PC6	PC7	PC8	PC9	PC10	PC11	PC12	PC13
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course format: Game principles and Practice 1 will be delivered in person, students are responsible for attending their registered section

Instructional methods:

Assignments which build in complexity
 Individual assignments which emphasize reflective practices
 Group projects which reinforce learning developed throughout semester.

Assignments and Evaluation:

Participation ongoing. (Scavenger hunt 2% of participation grade-individual)	10%
Action plan (smart goal approach) (individual)	20%
Process account for digital binder.	10%
Games resource binder (teams of 3)	45%
Peer teaching team of 2	15%

Attendance policy:

In order to better equip students with the professional behaviours required as a teacher, the following must be respected. Student may miss a total of 2 classes. If you are not feeling well, use the allotted (missed days) or have a doctor's note available. Doctor's notes must be dated and provided no more than 3 days after your absence.

At the start of each class you are expected to sign the attendance sheet. If you miss the sign in and I cannot verify your attendance it will automatically be considered a missed class. Due to The frequent absences in the past, the following will apply to peer teaching. "Unless excused by a valid doctors note or a signed attestation by a varsity coach for an exterior competition, ANY student absent from class during peer teaching will lose 5% from their peer teaching grade. Tow absences during this time will result in a 10% lose etc..."

Please note that there will be no changes to the dates and times that this course section is offered without the written permission of the Undergraduate Program Director. You are required to attend the course section that you have been assigned to

Additional Information

The work submitted for this assessment is expected to be your own. The use of technologies such as ChatGPT are prohibited and will be considered a violation of the Code of Student Conduct.

Please note that each student will always be assessed on content, grammar, coherence, clarity, and writing techniques as this evaluation procedure will assist you in the development of MEES Core Professional Competency 2 for Teachers in Training.

Caveat:

Once you have submitted an assignment, it will be considered a final submission. No additional submissions will be accepted. Assignments should be submitted at the specified time or a 5% penalty per day will be applied. Late assignments surpassing 5 days (including weekends) will be counted as a zero. If you perceive that you will miss a deadline. You must communicate with the instructor at least a week prior to the submission date and two weeks prior to the submission of your activity website. Acceptability for missing an assignment may be limited to medical and personal emergencies, and will be evaluated on a case-by-case basis.

To protect your privacy, the Faculty of Education will only reply to you at your official e-mail address at McGill. Please be sure that you check your McGill e-mail on a regular basis. Email response: you can expect an email reply with 24-48 hours during the work week.

Please note that you will be assessed on content, grammar, coherency, clarity, and writing techniques as this evaluation procedure will assist in the development of your professional Professional competency #2

The Faculty of Education has enacted, effective Summer 2020, the “*McGill Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates*” Please familiarize yourself with these policies.

<https://www.mcgill.ca/isa/student/principles>

McGill University Policy on Academic Integrity, Written Work, and Accommodation of Religious Holy Days

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see <http://www.mcgill.ca/integrity/> for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site (<http://www.mcgill.ca/integrity/>)).

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. (approved by Senate on 21 January, 2009)

Students who because of religious commitment cannot meet academic obligations, other than final examinations, on certain holy days are responsible for informing their instructor, with two weeks' notice of each conflict. Possible solutions include: (a) rescheduling the evaluation, or (b) preparing an alternative evaluation for that particular student, or (c) shifting the weight normally assigned to the evaluation to the weight assigned to the remaining evaluation. When the instructor and student are unable to agree on suitable accommodation, the matter will be referred to the Associate Dean, who may request official documentation confirming the student's religious affiliation. The Associate Dean will convey the decision to the instructor and student.

University Grading Scale

(a grade of C or better is needed to fulfill program requirements)

<u>Letter Grades</u>	<u>Percentages</u>
A	85-100
A-	80-84
B+	75-79
B	70-74
B-	65-69
C+	60-64
C	55-59
D	50-54
F (fail)	0-49

EDKP 223 WEEKLY SCHEDULE: EDKP 223 WEEKLY SCHEDULE: Please take note that this schedule may be adjusted. Please monitor your emails and mycourse page for updates

WEEKS AND ASSIGNMENT DUE DATES		SECTION 001	
WEEK 1 Introduction August 30th	2%	Monday	Wednesday
			August 30 th Classes begin: introduction to course and ice breaker games. Scavenger Hunt due (2%) in online discussion forum Friday September 2nd 11:59 am
WEEK 2		September 4 th Labour day: No classes	September 6 th Ice breakers and pursuit and evade
WEEK 3:		September 11 th Pursuit and evade	September 13 th Skill test and action plan (Smart goal)
WEEK 4		September 18 th Territorial invasion	September 20 th Territorial invasion
WEEK 5		September 25 th Foundational movements BBB	September 27 th Foundational movements
WEEK 6		October 2 nd Extraordinary Games	October 4 th Net and wall
WEEK 7 October Thanks Giving		Monday October 9 th Fall Break no classes	Wednesday October 11 th Fall Break no classes

WEEK 8 Friday		October 16 th video preparation for website	October 18 th Net and wall
WEEK 9		October 23 rd Preparation for formative assessment/mini peer teaching practice (not graded)	October 25 th Arctic Games Sign up for peer teaching (Teams of 2)
WEEK 10)		October 30 th Halloween Games	November 1 st Second Skills test
WEEK 11	20%	November 6 th Striking and fielding	November 8 th Action plan due by midnight online 20% Striking and fielding
WEEK 12	45%+ 10%	November 13 th Parachute games	November 15 th PEER TEACHING DAY 1
		Games website (45%) and Process account (10%) DUE MONDAY the 13th BY 5 pm ONLINE IN MYCOURSES	
WEEK 13	15%	November 20 th PEER TEACHING 15% Day 2	November 22 nd PEER TEACHING 15% Day 3
WEEK 14	15%	November 27 th PEER TEACHING 15% Day 4	November 29 th Peer teaching 15% Day 5 November 30th is a Monday schedule Day 6 peer teaching
Week 15	15%	December 4 th	