

Department of Kinesiology & Physical Education - EDKP-223-001/002
Games: Principles and Practice 1 (2 Credits)

General Information: Currie 124/1

Time and place: Section 001:Monday/Wednesday 1:05-2:55pm currie 124/1

Section 002: Tuesday/Thursday:2:05-3:55pm currie 124/1

Instructor: Jessica Mocella

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Office hours: *Office hours:* Tuesday/Thursday from: 12:00pm to 1:00pm

As of October 10th, office hours will change: Friday 12:00-1:00 pm or by appointment

Course Description: This is a practical course (**attendance is required**) that will allow students' to develop a theoretical understanding and practical experience in the use of games as a teaching strategy to develop physical fitness, tactical understanding, technical ability, game sense and social skills.

We will explore how carefully selected games can develop fundamental movement skills in early grades and how more complex games can allow older children to refine their movement patterns in order to solve the tactical problems of various different game formats.

Students will actively participate in a variety of different games to experience how game play allows children to develop a better understanding of (a) themselves physically, intellectually and emotionally and (b) their interaction with their environment and with others in that environment. Various different teaching methods will be considered but the emphasis will be placed on the **Teaching Games for Understanding** (TGFU) constructivist approach. The students will also be introduced to the Quebec education program (QEP) at the elementary level, with special emphasis placed on:

- Competency 1 (Demonstrates movements in different physical activity settings)
- Competency 2 (Interacts with others in different physical activity settings)

Connections will also be made to the twelve core professional teaching competencies.

Students will develop, demonstrate and be assessed on:

COMPETENCY 1

To act as a professional who is inheritor, critic and interpreter of knowledge or culture when teaching students.

COMPETENCY 2

To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.

COMPETENCY 3

To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.

COMPETENCY 4

To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study.

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

- Demonstrate a basic understanding of the TGFU model
- Locate the use of games as a teaching strategy within the context of the QEP
- Understand the tactical similarities of games and place games in tactical categories
- Select and teach a variety of different games for different grade levels and teaching situations
- Demonstrate a variety of effective methods for presenting a game to a class
- Refine games to meet situational requirement ensuring that ALL children are involved
- Present a comprehensive games resource binder

Recommended Course Text:

1. Launder, A., & Piltz, W. (2013). *Play Practice: Engaging and Developing Skilled Players from Beginner to Elite* (2nd ed.). Champaign, IL: Human Kinetics

Assignments and Evaluation:

45% Games Resource Binder

(15%) + (5%) Questions from Readings

15% Teaching

15% Technique Development and Personal Fitness (Action Plan + skills test: juggling and skipping)

5% Attitude, Effort and Participation

All assignments (excluding games resource binder) must be: typed (Times New Roman 12 point font, text double spaced, 1 inch margins on all sides), stapled when submitted, have a title page, and referenced properly (including internet items). **All assignments are due at the start of class unless otherwise stated.**

Please note that each student will be assessed on content, grammar, coherency, clarity, and writing techniques as this evaluation procedure will assist you in the development of Exit Competency #2.

Games Resource Binder 40%

Students will produce a professional games resource binder following specific requirements. The games must be set up in a format that I will give to you. **Games must be originals (i.e. no photocopies or direct downloads from other sources).** You must include **some** of the games that are presented in class. More information will be provided at a later date. Late submissions will be penalized 5% per day

Questions from Readings 30%

Two sets of questions will be given out during the semester to assess your understanding of the main ideas presented in the readings and discussions in class. Late assignments will be penalized 5% per day late including weekend days

Teaching 10%

We will go through the process of teaching games and then you will be given opportunities to develop your teaching ability in a supportive and positive environment.

Technique Development and Personal Fitness 10%

Since demonstrating is an important aspect of all teaching, a certain level of technical proficiency and physical fitness is necessary in order to teach physical and health education. As a reflective physical and health education specialist you will be expected **to develop a 2 page written plan of action** to improve your personal physical fitness. This plan of action will be based on the test of physical fitness that we do in class.

You will also be expected to learn how to:

- Three ball cascade juggling, and expected to complete 20
- Double Dutch skipping: jump in-10 jumps-jump out

5%

Attitude, Effort and Participation 5%

I will be constantly evaluating you as a potential physical education specialist looking for enthusiasm, creative problem solving, cooperation, initiative, effort and the ability to work effectively in a variety of different situations, effective communication, respecting time and due dates.

Caveat:

This is one of your mandatory professional courses and as such students are expected to attend every class. Every student is permitted to have two class absences without requiring a make-up assignment. However, **three unexcused absences** will result in a make-up assignment that will be 5 pages in length. It is a research-based assignment that will involve gathering additional information about a specific topic. The assignment will be evaluated as a pass or a fail. The assignments are due one week after the missed class. Failure to hand in the assignment will result in a penalty of 7% off of your final course grade. Additionally, each class missed after 4 total absences (classes) will result in a penalty of 10% subtracted from your final course grade per missed class. 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...”

Thus, the 2 absences allotted during the semester do not apply to peer teaching.”

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

**** The course is on MyCourses. You are required to regularly check MyCourses for course updates and information**.**

**** 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**.**

**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