



Department of Kinesiology & Physical Education - EDKP-225-001/002

Games: Principles and Practice 2 (3 Credits)

General Information:

Instructor: Michael Creamer

Office # 211A

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Office hours: Office hours: Monday: 10:30-12:00pm Open door policy: When my door is open please drop in!

Class meeting time: Section 001: Monday/Thursday 8:35am-9:55am
Section 002: Tuesday/Friday 8:35am-9:55am

Course Description: This course will allow students to develop a theoretical and practical understanding about various sports and their application for high school while applying the frameworks for evaluation within the Quebec curriculum. Throughout this course, students will explore how carefully selected games can be applied to the sport education curricular model and examine how this approach effects student involvement in activity. Students will develop a sense of autonomy and self-reflection through principles of self-regulated learning.

Students will also be introduced to the Quebec education program (QEP) at the high school level, with emphasis placed on: **Competency 2 (Interacts with others in different physical activity settings)**

Special emphasis will be placed on 8 of the **13 Core Professional Competencies** required by the *Ministère de l'Éducation et de l'Enseignement supérieur*.

Instructional method:

Discussions and reflections through various forums
Emphasis on teamwork through group assignments
Individual application of skills

Assignments and Evaluations:

Peer Teaching #1 Lesson plan (15%), Execution (10%) and Reflection #1 (10%)
Peer Teaching #2 Lesson plan (15%), Execution (10%) and Reflection #1 (10%)

Tournament organization (10%), execution (10%), Reflection (10%)

Course Specific Application of Professional Competencies



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Methods of Evaluation and Learning Activities

Practical Peer Teaching: Students will teach a specific activity or skill and apply appropriate progressions of learning. Methods of evaluation for this task target lesson planning and presentation of content, lesson delivery, organization and management of students and materials, safety procedures, and methods of data collection.

Peer Teaching Reflection: Individually, Students will reflect on their peer teaching act. With the help of feedback from the instructor and the grading rubric, students produce a document identifying solutions to areas requiring improvement and identifies areas of mastery.

Tournament Organization and Planning: Students will work as a team to plan and implement a culminating event for their selected activity. Students will be assessed on their collaboration, planning and execution of the event.

Targeted Professional Competencies within EDKP 225

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

Professional Competency 1: Act as a cultured professional who is at once an interpreter, facilitator and critic of culture when carrying out duties;

Professional Competency 2: Communicate appropriately in the language of instruction, both orally and in writing, in all contexts associated with the performance of duties;

Professional Competency 3: Design and plan teaching and learning activities and situations that are appropriate for the students, the learning content and the education objectives;

Professional Competency 4: Implement and supervise teaching and learning situations appropriate to the students and the educational aims;

Professional Competency 6: Organize and manage a class in such a way as to maximize student development, learning and socialization;

Professional Competency 7: Implement, as part of an inclusive teaching approach, strategies for differentiating teaching practices so as to support the full participation and success of all students;

Professional Competency 8: Cultivate the students' natural desire to learn, their sense of discovery and their curiosity by bringing together the conditions required to help them all thrive;

Professional Competency 12: Use digital technologies in order to benefit students and all education stakeholders;

Learning Outcomes:

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

- Define and Understand the sport education model
- Demonstrate and understand the sport education model through its integration in teaching and learning situations
- Select tactics and strategies for various games and integrate them into a lesson
- Identify and apply specific roles associated to various sports

Course Format: Game Principles and Practice 2 will be delivered in person. Students are responsible for attending their registered section

For information about the sport education model please take a look at the following texts (not required)

- Siedentop, D, Hasties, ., & Van Der Mars, H. (2011). *Complete Guide to Sport Education* (2nd ed). Champaign, IL: Human Kinetics
- Mitchell, S., Oslin, J., & Griffin, L. (2006). *Teaching Sport Concepts and Skill: A Tactical Games Approach* (2nd ed). Champaign, IL: Human

Additional information:

No late assignments accepted.

Three unexcused absences may result in a 'F' for this course

Students are expected to check daily all course notes, PowerPoints, announcements, discussion boards and forum

Furthermore

All written assignments should adhere to APA format and must be typed (Times New Roman, 12-point font, double-spaced, 1 -inch margins on all sides), be fully secured when submitted, have a title page, and be properly referenced (including Internet items).

Please consult the library website and content on MyCourses for guidance in literature searches, citation management software, and APA format:

<https://flash1r.apa.org/apastyle/basics/index.htm>

Caveat:

Attendance for all assigned matters is mandatory. A missed test / assignment will result in a grade of zero for that evaluation. Students expecting to miss an assignment / test must contact the instructor as soon as possible, provide documentation to support the reason for absence, and be given permission to miss the assignment. Acceptability for missing an assignment may be limited to medical and personal emergencies, but will be evaluated on a case-by-case basis.

McGill University Policy on Academic Integrity, Written Work & 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 .

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 4

autres infractions académiques, ainsi que les conséquences que peuvent avoir de telle 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) (not applicable to courses in which acquiring proficiency in a language is one of the objectives) **Les étudiants peuvent écrire et présenter tous les examens et travaux en français.**

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.

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 Cond

WEEKLY TIME TABLE
EDKP 225 – Games: Principles and Practice Fall 2023

Weekly schedule and assignment due dates

Monday Section 001 8:35 am-9:55pm	Tuesday Section 002 8:35 am-9:55pm	Thursday Section 001 8:35 am-9:55pm	Friday Section 002 8:35 am-9:55pm
		August 31st Introduction	September 1st Introduction
September 4 th Labor day No classes	September 5 th Basketball 1	September 7 th Basketball 1	September 8 th Basketball 2
September 11 th Basketball 2	September 12 th Basketball 3	September 14 th Basketball 3	September 15 th Basketball 4
September 18 th Basketball 4	September 19 th Basketball 5	September 21st Basketball 5	September 22nd Badminton 1
September 25 th Badminton 1	September 26 th Badminton 2 Group 1 Peer Teaching Serving/Scoring	September 28 th Badminton 2 Group 1 Peer Teaching Serving/Scoring	September 29 th Badminton 3 Group 2 Peer Teaching Offensive Shots
October 2nd Badminton 3 Group 2 Peer Teaching Offensive Shots	October 3rd Badminton 4 Group 2 Peer Teaching Positioning	October 5th Badminton 4 Group 3 Peer Teaching Positioning	October 6 th Thanksgiving no classes

<p>October 9th</p> <p>Thanksgiving no classes</p>	<p>October 10th</p> <p>No classes Fall break</p>	<p>October 12th</p> <p>Independent Work Peer Teaching Prep</p>	<p>October 13th</p> <p>Independent Work Peer Teaching Prep</p>
<p>October 16th</p> <p>Badminton 5 Tournament Fun</p>	<p>October 17th</p> <p>Badminton 5 Tournament Fun</p>	<p>October 19th</p> <p>Tchoukball 1</p>	<p>October 20th</p> <p>Tchoukball 1</p>
<p>October 23rd</p> <p>Pickleball 1</p>	<p>October 24th</p> <p>Pickleball 1</p>	<p>October 26th</p> <p>Ultimate 1</p>	<p>October 27th</p> <p>Ultimate 1</p>
<p>October 30th</p> <p>Ultimate 2 Group 2 Peer Teaching Sending/Receiving</p>	<p>October 31st</p> <p>Ultimate 2 Group 2 Peer Teaching Sending/Receiving</p>	<p>November 2nd</p> <p>Ultimate 3 Group 1 Peer Teaching Offensive Skills/Strategies</p>	<p>November 3rd</p> <p>Ultimate 3 Group 1 Peer Teaching Offensive Skills/Strategies</p>
<p>November 6th</p> <p>Ultimate 4 Group 3 Peer Teaching Defensive Skills/Strategies</p>	<p>November 7th</p> <p>Ultimate 4 Group 3 Peer Teaching Defensive Skills/Strategies</p>	<p>November 9th</p> <p>Ultimate 5 Tournament Fun</p>	<p>November 10th</p> <p>Ultimate 5 Tournament Fun</p>
<p>November 13th</p> <p>Tournament organization written document 10% and execution 10% Group 1 (Pickleball)</p>	<p>November 14th</p> <p>Tournament organization written document 10% and execution 10% Group 1 (Pickleball)</p>	<p>November 16th</p> <p>Tournament organization written document 10% and execution 10% Group 1 (Pickleball)</p>	<p>November 17th</p> <p>Tournament organization written document 10% and execution 10% Group 1 (Pickleball)</p> <p>J. WALL in PM</p>
<p>November 20th</p> <p>Tournament organization written document 10% and execution 10% Group 2 (Tchoukball)</p>	<p>November 21st</p> <p>Tournament organization written document 10% and execution 10% Group 2 (Tchoukball)</p>	<p>November 23rd</p> <p>Tournament organization written document 10% and execution 10% Group 2 (Tchoukball)</p>	<p>November 24th</p> <p>Tournament organization written document 10% and execution 10% Group 2 (Tchoukball)</p>
<p>November 27th</p>	<p>November 28th</p>	<p>November 30th Monday Schedule</p>	<p>December 1st</p>

Tournament organization written document 10% and execution 10% Group 3 (Futsal)	Tournament organization written document 10% and execution 10% Group 3 (Futsal)	Tournament organization written document 10% and execution 10% Group 3 (Futsal)	Tournament organization written document 10% and execution 10% Group 3 (Futsal)
December 4 th TBD Tournament Reflections Due	December 5 th TBD Tournament Reflections Due		