Utah State University  
Department of Health, Physical Education and Recreation  
PEP 4900 – Methods of Teaching Physical Education  
Fall 2014

Instructor: Peter Mathesius  
Credit: 3  
Office: HPER 157  
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Office Hours: 10:30 to 12 Noon M/W, 10:30 to 12 Noon T/H  
Time: 10:30 to 11:45 T/H  
Room: 111-E/209/Field  
Email: peter.mathesius@usu.edu

Required Text: SHAPE America (2014). *National Standards & Grade-Level Outcomes for K-12 Physical Education*. Human Kinetics, Champaign, IL.

Course Description  
This course is designed to provide sound strategies and materials for future physical education teachers. Prospective teachers will develop; a personal resources file for professional teaching assignments K-12, teaching and planning skills, and philosophies and rationale for making curriculum decisions. The course will include lecture/discussion on the text and clinical experiences as well as peer teaching experiences. Students will prepare lesson plans for several activities and sports as well as Fitness for Life which is a required component of Healthy Life Styles in the Utah State Curriculum Guide. The course will demonstrate a knowledge of designing learning experiences, task presentation, content analysis and student development, how to develop and maintain proper learning environment, teacher function during lessons, teaching strategies, motivation, personal growth, inclusion, lesson planning and assessment. Students will understand the use of technology in the classroom as well as in the physical education setting.

Assessment: Students will submit for evaluation; a personal resource file. They will also complete peer teach experiences, self-reflections assignments and abstracts from current research in both education and physical education. Students will understand content specific pedagogy, professionalism, continuing education and have observation skills and be able to assess teaching of physical education.

Assessment: Students will be assessed as above and through instructor observation and critique of teaching practices and journal entries of their clinical experiences.

Course Assignments  
Teaching Portfolio – 3 ring binder with title page, table of contents and tabs

1. Peer Teaching Lessons (2) each student will teach one activity lesson in a gym, field or pool and a second lesson in a lecture format in the classroom, 100 pts/lesson, 200 points. After the student has received their critique on their teaching from the instructor they will submit a self-assessment, 10pts/lesson, 20 points total.

2. Students will complete a 3 week unit plan. A handout will be provided for the unit plan requirements, 200 points.
3. Students will keep a journal of their observation during their clinical experience. These observations will be shared in-class each week. **Duel enrollment in PEP 4300 for PE Majors or PEP 3300 for Minors is required.** Thirty hours of clinical observation are necessary to complete the student’s observation requirements, 100 points.
   
   A. Observation Journal Format
   1. Date, hour(s), cumulative time.
   2. Description of class session observed
   3. Final review statement at end summarizing observation experience; 250 – 500 words.

Point Breakdown

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>PEP 4900 Peer Teaching Lessons</td>
<td>220</td>
</tr>
<tr>
<td>Term paper (PE unit plans or Ex Sci) topic to be discussed w/instructor</td>
<td>200</td>
</tr>
<tr>
<td>14 Abstracts, in area of interest (teaching PE or Exercise Sci)</td>
<td>90</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>510</strong></td>
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PEP 4300 & PEP 3300 Only

- Observation journal
  - 100 points

**All course assignments must be typed.**

**Attendance**

Students are expected to attend all class meetings and grades will be affected if students miss more than 10% of the course. Grades will be lowered one grade level for each absence after three (3). University standard grading breakdown will apply to the class.

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. PEP 4900 Methods of Teaching Physical Education.
Daily Schedule

August 26  Introduction/Orientation – syllabus, class roster, clinical assignments, writing abstracts, unit plan handout.

August 28  Teaching Assignment Lottery
**Assignment:** Read Chapter 1, Developing a Curriculum Framework

September 2  Peer Lesson Planning and Evaluation
Discuss Chapter 1
**Due:** Abstract for Chapter 1

September 4  Evaluation Techniques for Physical Education Students and Teachers
Discuss Chapter 14
**Due:** Abstract for Chapter 14
**Assignment:** Read Chapter 2, National Standards for K-12 Physical Education

September 9  Lecture Planning – Outline and Evaluation
Discuss chapter 2 and clinical experience
**Due:** Abstract for Chapter 2

September 11  Teaching Activity – HPER East Field (Soccer)
* Ultimate -
* Disc golf -
**Assignment:** Read Chapter 3, Elementary School-Level Outcomes (K-Grade 5)

September 16  Classroom - discuss chapter 3 and clinical experience
* Nutrition Lecture -
* Obesity -
**Due:** Abstract for Chapter 3

September 18  Teaching Activity – HPER East Field (Soccer)
* Swimming -
* Water Polo -
**Assignment:** Read Chapter 4, Middle School-Level Outcomes (Grades 6-8)

September 23  Classroom – discuss chapter 4 and clinical experience
* Flexibility -
* Diabetes -
**Due:** Abstract for Chapter 4

September 25  Teaching Activity – HPER East Field (Soccer)
* Touch Rugby -
* Aussie Rules -
**Assignment:** Read Chapter 5, High School-Level Outcomes (Grades 9-12)

September 30  Classroom – discuss chapter 5 and clinical experience
* Body Composition –
* Heart Rates -
**Due:** Abstract for Chapter 5

October 2  Teaching Activity – Gym 209
**Assignment:** Read Chapter 6, Outcomes Skills and Knowledge Across Grade Levels
October 7  Classroom - discuss chapter 6 and clinical experience
*Home Exercise Equipment
* Body Image - Katelyn

**Due:** Abstract for Chapter 6

October 9  Teaching Activity – Gym 209
*Goalball -
*Pessapallo -

**Assignment:** Read Chapter 7, Teaching for Content and Skill Mastery

October 14  Classroom – discuss chapters 7 and clinical experience
*Rest –
* Steroids -

**Due:** Abstract for Chapter 7

October 16  Friday Class Schedule for Fall Break

**Assignment:** Read Chapter 8, Evidence of Student Learning

October 21  Classroom – discuss chapter 8 and clinical experience
*Strength Training -

**Due:** Abstract for Chapter 8

October 23  Teaching Activity – Gym 209
*Badminton -
*Pickleball -

**Assignment:** Read Chapter 9, Resources for Teaching the Standards & Outcomes

October 28  Classroom – discuss chapter 9 and clinical experience
*Stress Management

**Due:** Abstract for Chapter 9

October 30  Teaching Activity – Gym 209
* Field Hockey -
* Floor Hockey -

November 4  Classroom – discuss clinical experience
* Heart Disease -
* Diabetes -

November 8  Classroom – discuss clinical experience
* Hydration -

November 11 Classroom – discuss chapter 10 and clinical experience

November 13  Teaching Activity – Gym 209
* Table Tennis

November 18  Teaching Activity – Gym 209
*Team Handball

November 20  Teaching Activity – Gym 209
* Cricket -
* Netball

November 25  Classroom –
* Fad Diets -
November 27  Thanksgiving Holiday
December 2  Classroom –
December 4  **Teaching Portfolio Due:** peer teaching assessments, clinical journal, unit plan/term paper. All assignments presented in one 3 ring binder with dividers, title page and table of contents.