

**University of Georgia**  
**College of Education**  
**Department of Kinesiology**  
**KINS 3120: Teaching Methods of Team Activities II**

Activities: Volleyball, Floor Hockey, Softball

Instructor: Mrs. Ilse Mason

Office hours: By appointment

E-mail: isannen@uga.edu

Class time: M/W/F 10:10 – 11:00

Office: 369 Ramsey Student Center

Office Phone: 706-542-4383

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Course Description: Teaching methods and strategies, including organization, management, and assessment of skills in softball, volleyball, and floor hockey.

Course Objectives:

The purpose of this class is to introduce the student to softball, volleyball, and floor hockey. Each activity will be taught in 5 week blocks, allowing students to plan, perform and evaluate appropriate teaching and learning situations, in each activity unit.

Upon completion of this course, students will be able to:

1. Understand physical education content and disciplinary concepts (of individual sports) related to the development of a physical educated person (NASPE Standard 1)
  - Identify critical elements of motor skill performance and combine them into appropriate sequences (NASPE Standard 1.1)
  - Demonstrate competent motor skill performance in a variety of physical activities (NASPE Standard 1.2)
  - Describe performance concepts and strategies related to skillful movement and physical activity (NASPE Standard 1.3)
2. Understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development (NASPE Standard 2)
  - Monitor individual and group performance in order to design safe instruction that meets students developmental needs in the physical, cognitive, and social, and emotional domains (NASPE Standard 2.1)
  - Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task (NASPE Standard 2.2)
3. Understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences (NASPE Standard 3)
  - Identify, select, and implement appropriate instruction that is sensitive to students' strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g. cultural, personal, family, community) (NASPE Standard 3.1)
4. 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 (NASPE Standard 4)
  - Effectively use managerial routines, organize, allocate, and manage resources (NASPE Standards 4.1, 4.2)
5. Use the knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity setting (NASPE Standard 5)
  - Describe and demonstrate effective communication skills (NASPE Standard 5.1)
6. Plan and implement a variety of developmentally appropriate instruction strategies to develop physically educated individuals, based on state and national (NASPE K-12)

standards (NASPE Standard 6)

- Identify, develop, and implement appropriate program and instructional goals (NASPE Standard 6.1)
- Select and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction (NASPE Standard 6.4)
- Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences (NASPE Standard 6.8)
- Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance (NASPE Standard 6.9)

7. Be reflective practitioners who evaluate the effects of their actions on others and seek opportunities to grow professionally (NASPE Standard 8)
  - Use a reflective cycle involving description of teaching, justification of teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change, and use available resources (NASPE Standard 8.1, 8.2)
  - Construct a plan for continued professional growth based on the assessment of personal teaching performance (NASPE Standard 8.3)
8. Use information technology to enhance learning and to enhance personal and professional productivity (NASPE Standard 9)
  - Use technologies to communicate, network, locate resources, and enhance continuing professional development (NASPE Standard 9.3)

Required Textbooks:

- Viera, B., Ferguson, F. (1996). *Volleyball: Steps to Success*. 2<sup>nd</sup> Edition. Champaign, IL: Human Kinetics.
- Anders, E. (1999). *Field Hockey: Steps to Success*. Champaign, IL: Human Kinetics.
- Potter, D., Brockmeyer, G. (1999). *Softball: Steps to Success*. 2<sup>nd</sup> Edition. Champaign, IL: Human Kinetics.
- Hanlon, T. (2004). *The Sports Rules Book: Essential Rules for 47 Sports*. 2<sup>nd</sup> Edition. Champaign, IL: Human Kinetics.

Topical Outline:

**VOLLEYBALL:**

- Rules and regulations, assessment
- Serving: underhand, overhand
- Forearm Passing, reception
- Overhead passing, setting
- Attack, block
- Offense, defense
- Peer-teaching

**FLOOR HOCKEY:**

- Rules, regulations, assessment
- Stick handling, passing, receiving
- Ball control, dribbling
- Shooting
- Tackling, goalkeeping
- Attack, defense
- Peer-teaching

**SOFTBALL:**

- Rules, regulations, assessment
- Catching and throwing
- Fielding
- Hitting
- Baserunning, situational play
- Peer-teaching

University Honor Code and Academic Honesty Policy:

**UGA Student Honor Code:** "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at [www.uga.edu/ovpi](http://www.uga.edu/ovpi).

**Academic Honesty Policy:** All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work. Each Student is expected to closely adhere to the University of Georgia Honor Code.

Attendance Policy

Regular attendance and class participation are required and are important factors in your final and overall grade for PEDS 3120. Being on time is one element of professional conduct you should develop as it demonstrates responsibility and dependability. Therefore any absences and tardies will affect your grade. Two tardies equal one absence. **More than three overall absences will result in a deduction of one letter grade** in your overall grade for PEDS 3120. Students who miss 5 or more classes will fail the class.

Proper Attire

Students should dress appropriately for physical activity. Volleyball and floor hockey classes will be held in the gym. Therefore gym shoes are required. Softball classes are held outdoor, so adjust your clothing to the weather. No hats/caps will be worn during the volleyball and floor hockey sessions. Failure to dress appropriately will result in ½ absence.

***The course syllabus is a general plan for the course: deviations announced to the class by the instructor may be necessary.***

Grading Policy

Volleyball	100 points
Floor Hockey	100 points
Softball	<u>100 points</u> 300 points

Each sport section's points are divided as following:

Attendance:	25 pts
Project:	10 pts
Peer Teaching	20 pts
Lesson Plan	10 pts
Skill test	10 pts
Written Test	25 pts

A = 4.0	300-285.1
A- = 3.7	285-270
B+ = 3.3	269.9-260.1
B = 3.0	260-250.1
B- = 2.7	250-240
C+ = 2.3	239.9-230.1
C = 2.0	230-220.1
C- = 1.7	220-210
D = 1.0	210-200
F = 0.0	<200

A grade will not be assigned until the online course evaluation has been completed.  
([http://www.coe.uga.edu/course\\_evaluation](http://www.coe.uga.edu/course_evaluation))

Course Assignments:

**VOLLEYBALL:**

-Peer Teaching:

Students will be teaching a volleyball skill to a small group of peers. The lesson will consist of drills that incorporate an assigned skill. Drills will be graded on appropriateness, creativity, management of class environment, space and students. The student who is teaching will correct peer student and will increase or decrease the drills' difficulty according to the level of the students. Students will turn in their lesson plan: including objectives, equipment used, management, skill cues.

-Project:

Students will use the internet to find a website related to the game of volleyball. They will summarize the content of the website and assess its value and usefulness for a physical education teacher. They will turn in a 2 page typed paper.

**FLOOR HOCKEY:**

-Peer Teaching:

Student will come up with a *fun* mini-game that is hockey-related (use of the hockey equipment). Mini-games are used to practice specific skills/techniques in a 'game-like' situation. 'Game-like' is defined as when scoring of some type or elimination takes place. This eliminates drills (!!), which primarily take place without any consequences for improper execution of skills. BE *CREATIVE!!* The typed paper with modified/Mini-game must include name of the game, equipment needed, describe the procedure of set-up, diagram (if needed), and your reference.

-Project:

Students will compare and contrast written rules for their choice of two 'hockey' games (floor hockey, field hockey, ice hockey). Students can obtain rules through various information sources (books, magazines, internet). Their written report will include a copy of the rules and a reflection on the rules and heir appropriateness in a Physical Education setting.

**SOFTBALL:**

- Peer Teaching:

Students will come up with 4 drills (2 for a certain skill). Students will think of ways to increase and decrease the difficulty of the drills. Students will turn in their drills typed (with explanation, set-up, diagram, modifications), and will be teaching some of the drills to their peers.

-Project:

Students will observe and analyze a softball game. They will analyze the skill level (what is player's strength, weakness), what made the difference in the game, in regard to their skills what would you tell to the winner, and what to the loser. Turn in a typed paper.

Make-up Policy

Assignments can be turned in before or on the due date. **No late assignments will be accepted or graded.** No one will be allowed to make up the written test or take it on a different date without *unusual circumstances that must be accompanied by written documentation.*