

Syllabus

KIN 444: Exploring Alternative Methods for Teaching Games and Sports (3 Credits) – (Previously KIN 415)

Section 002 and L2A – January 12-April 13, 2021



UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓ am (Musqueam) people. The land is situated on what has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

Course Structure	Tuesday – Combination of lectures, group work, and self-directed work.
Time & Location	Tuesdays 10:30 – 12:30pm PST for theory discussion and 2:00-4:00pm PST for group work. We will be meeting online through Zoom. Your attendance is expected and necessary for you to participate in classroom activities. Follow the course schedule, read the material for each topic before class, and arrive on time.
Course Website	All correspondence for the course will be posted on the KIN 444 Canvas course website (https://canvas.ubc.ca): use your CWL to login. You are responsible for attending class on this website and regularly checking it to be aware of any updates or changes to the course content, schedule, or learning activities.
Instructor	Course Instructor – Janka Corewyn Office Hours: Available after class A class discussion will be set up on CANVAS for any student assignment and exam questions. For any questions or issues of a personal matter can be discussed via email janka.samuhel-corewyn@ubc.ca

Course Description

We will analyze how to teach and coach sports games that involve the use of activities to stimulate and motivate cognitive and physical learning. We will examine the evolution of team game instruction and differences between skill-based and tactical-based approaches through literature review and practical discussion. We will learn how to design activities that are creative, innovative, challenging, and developmentally appropriate. As well, we will practice leadership skills especially in the area of sports games teaching and coaching. It is expected that all students will demonstrate a commitment to the objectives of the course by following the course policies and requirements. Furthermore, students are expected to adhere to the principles of equity, inclusion, and integrity throughout the duration of the course.

Instructor Bio

I am a practitioner in the field of sports and recreation delivery. I was an elite athlete and represented Canada on the international stage in Swimming. After my swimming career, I have had many different employment

opportunities in the delivery of leisure opportunities. One of those opportunities included working for the Vancouver Park Board for over 40 years. During this time, I provided sport and recreation opportunities for diverse populations. As well, I have been teaching at UBC as a School of Kinesiology sessional instructor for 25 years. I take my expertise and translate it into active class delivery that includes theory, research, and experiential learning.

Learning Material

There is not a required textbook for the course, however, there will be a series of references on the course outline; <https://canvas.ubc.ca>. Students will be responsible for having access to these notes.

Learning Outcomes

As an **instructor**, I will be responsible for integrating instructional strategies that support collaborative and active learning and accommodate students' different learning styles, as a **student** you will be responsible for developing new knowledge by engaging in critical dialogue and self-directed inquiry with your classmates: **together**, we will both be responsible for ensuring respectful, engaging, inclusive, effective, and productive learning environment.

At the end of the course students will be able to:

1. Apply the philosophy, principles, and methods used in a variety of conceptually based approach to teaching and coaching team games.
2. Plan to teach both technical and tactical skills by using the teaching games for understanding approach.
3. Design team "games with aims" that are fun, inclusive, developmentally appropriate, safe, and active.
4. Practice being professional, respectful, and cooperate in a team environment.

Learning Activities

The course will have three main learning platforms. The first, will be self-directed learning, where students will read reference material and answer questions. The second, will be lecture presentation through the zoom platform. This session will be recorded for further reference. The third, will student lead discussion and presentation of relevant material. The material will be reviewed and documented by all students.

Assessment Type	Weight %
Group Work Reflection Journal Submissions (10) – April 14 ^h , 2021	15%
Individual Lesson Plan (3) – April 13 th , 2021	15%
Lab group presentations (11)	15%
Individual Activity Hand-ins (8)	15%
Mid Term February 9 th during class – 11:00-12:15pm PST	15%
Final Exam (during April TBA)	25%
Total (must complete all segments above to successfully to complete the course)	100%

Schedule

Dates	Topics
Jan 12	<p>LECTURE: Introduction and Term of Reference Course Introduction Course Assessment Purpose of Games and Play</p> <p>#1. Assignment - Due January 19</p> <p>#1. LAB: Introduction and Expectations/Group assignments</p>
Jan 19	<p>LECTURE: Games and Game Categories Game Classifications Teaching Games for Understanding Learning Domain</p> <p>#2. Assignment – Due January 26</p> <p>#2. LAB: Target Game activities and the 3 domains Group #1/2 – Golf Group #3/4 – Bowling Group #5/6 – Curling</p>
Jan 26	<p>LECTURE: Learning Lesson Plan Learning Process Blooms' Taxonomy</p> <p>#3. Assignment – Due February 2</p> <p>#3. LAB: Net/Wall Game activities – create a lesson plan for the game using all 6 segments introduced Group #1 – Badminton Group #2 – Squash Group #3 – Tennis Group #4 - Handball Group #5 – Volleyball Group #6 – Table Tennis</p>
Feb 2	<p>LECTURE: Teaching Bloom's Taxonomy Objective Wiggins and McTighe taxonomy Teaching and Corrective Methods</p> <p>MIDTERM REVIEW</p> <p>#4. LAB: Striking/Fielding Game activities – Lesson plan and 3 domains Group #1/2 – Baseball</p>

	<p>Group #3/4 – T-Ball Group #5/6 – Soft-ball</p>
Feb 9	<p>LECTURE: Motivation Optimal Learning Environment</p> <p>#4 Assignment - Due February 23</p> <p>#5. LAB: Invasion and Territory Games and Bloom’s Taxonomy Group #1 – Basketball Group #2 – Netball Group #3 – Team Handball Group #4 – Ultimate Group #5 – Soccer Group #6 – Rugby</p>
	<p><i>Mid Term Exam during class time 11:15am-12:00pm PST</i></p>
Feb 23	<p>LECTURE: History of Physical Education BC School Curriculum</p> <p>#5 Assignment – Due March 2</p> <p>#6. LAB: Invasion and Territory Games and Bloom’s Taxonomy Group #1 – Football Group #2 – Floor Hockey Group #3 – Lacrosse Group #4 – Ice Hockey Group #5 – Basketball Group #6 – Soccer</p>
Mar 2	<p>LECTURE: Cultural Games</p> <p>#6. Assignment – Due March 9</p> <p>#7. LAB: Cultural Games – where it is from/what game category would it fall into and why - describe the rules of the game/create a lesson plan Group #1/2 – Pickle Ball Group #3/4 – Bossaball Group #5/6 – Australian Football</p>
Mar 9	<p>LECTURE: Indigenous Games</p> <p>#7. Assignment – Due March 16</p> <p>#8. LAB: Indigenous Games – What game category and why/create a lesson plan Group #1/2 – One Foot High Kick Group #3/4 – Double Ball/Nobbies Group #5/6 – Traditional Lacrosse</p>

Mar 16	<p>LECTURE: LTAD Model Active for Life Lesson Plan Ideas Professional Resources Games for Learning Lesson Plans</p> <p>#8. Assignment – March 23</p> <p>#9. LAB: Pick a game in the category and answer the continuum question Group #1/2 – Net and Wall games Group #3/4 – Striking and Fielding games Group #5/6 – Invasion Games</p>
Mar 23	<p>LECTURE: Models of Game Education</p> <p>#10. LAB: Pick a skill in the game and develop 3 progressive lesson plans Group #1/2 – Net and Wall games Group #3/4 – Striking and Fielding games Group #5/6 – Invasion Games</p>
Mar 30	<p>LECTURE: Assessment</p> <p>#11. LAB: Territory/Invasion Game activities using the Wiggins and McTighe’s Taxonomy (Understand by Design) Group #1/2 – Net and Wall games Group #3/4 – Striking and Fielding games Group #5/6 – Invasion Games</p>
Apr 6	<p>LECTURE: Assessment Continued #12. LAB: Assessments</p>
Apr 13	<p>Lesson Plans Due at 11:59pm PST Course Review – Lecture 10:30-12:30 Study question Review 2:00-4:00pm</p>
Apr 14	<p><i>Journals Due at 11:59pm</i></p>

Learning Resources

The Faculty of Education has a number of resources to support learning. These are available here (<https://educ.ubc.ca/students/student-resources/>).

University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details

of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>).

Learning Analytics

Some of the learning technologies used for your course may collect and analyse information about your activity in this course. The purpose of the learning analytic data is used to support teaching, learning, and student success. If you have questions or would like to learn more about learning analytics project at UBC visit the [UBC Learning Analytics site](https://learninganalytics.ubc.ca/for-students/) (<https://learninganalytics.ubc.ca/for-students/>).

Accessibility

If you have any challenges accessing materials that will impact your success in this course, [UBC's Centre for Accessibility](#) can support your needs by providing appropriate accommodations to support you.

Web: <https://students.ubc.ca/about-student-services/centre-for-accessibility>

Email: accessibility@ubc.ca

Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor and to be used in this course. Redistribution of these materials by any means without permission of the Course Instructor constitutes a breach of copyright and may lead to academic discipline.

Students Learning Outside of Canada

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <https://academic.ubc.ca/supportresources/freedom-expression>.