

# Syllabus

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

Section 002 and L2A – January 10-April 4, 2023



*UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (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.*

<b>Course Structure</b>	<b>Tuesday</b> – Combination of lectures, group work, and self-directed work.
<b>Time &amp; Location</b>	<b>Tuesdays 10:30 – 12:30pm Lecture</b> and <b>2:00-4:00pm Lab Group Work</b> . 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. Lecture – 10:30-12:30 pm – Chemical and Biological Engineering Building 103 Lab – 2:00-4:00pm – Osborne Centre Unit 1 – Gym A
<b>Course Website</b>	All correspondence for the course will be posted on the KIN 444 Canvas course website ( <a href="https://canvas.ubc.ca">https://canvas.ubc.ca</a> ): use your CWL to login. You are responsible for class content on this website and regularly checking it to be aware of any updates or changes to the course content, schedule, or learning activities.
<b>Instructor/TA</b>	<b>Course Instructor</b> – Janka Corewyn (she, her, hers) <a href="mailto:janka.samuhel-corewyn@ubc.ca">janka.samuhel-corewyn@ubc.ca</a> Office Hours: Available after class A class discussion will be set up on CANVAS for any student questions. For any questions or issues of a personal matter can be discussed via email <b>Teaching Assistant</b> – Simon Cass <a href="mailto:scass89@mail.ubc.ca">scass89@mail.ubc.ca</a>

## 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 45 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 26 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 platform. The third, will student lead discussion and presentation of relevant material. The material will be reviewed and documented by students.

Assessment Type	Weight %
Group Work Reflection Journal Submissions (10) – April 7 <sup>th</sup> , 2023	15%
Individual Lesson Plan (3) – April 5 <sup>th</sup> , 2023	15%
Lab group participation, 2 group lessons and 1 warm up (10)	20%
Weekly Assignments and Reflection Questions	10%
Mid Term February 14 <sup>th</sup> during class – 10:30-11:15am	15%
Final Exam (during April TBA)	25%
<b>Total (must complete all segments above to successfully @ 50%+ to complete the course)</b> <i>Late assignments will be subject to mark deductions</i>	100%

## Schedule

Dates	Topics
Jan 10	<p><b>LECTURE:</b></p> <p><b>Introduction and Term of Reference</b></p> <p>Course Introduction</p> <p>Course Assessment</p> <p>Purpose of Games and Play</p> <p><b>#1. Assignment - Due January 17 – What is TGFU: A Canadian Perspective</b></p> <p><b>#1. LAB: Introduction and Expectations/Group assignments</b></p>
Jan 17	<p><b>LECTURE:</b></p> <p><b>Games and Game Categories</b></p> <p>Game Classifications</p> <p>Teaching Games for Understanding</p> <p>Learning Domain</p> <p><b>#2. Assignment – Due January 24 – TGFU Using Progressive Principles of Play</b></p> <p><b>#2 LAB:</b></p> <p><b>Warm-up</b></p> <p>Benchball</p> <p><a href="https://www.youtube.com/watch?v=W7L2Z39pLK8">https://www.youtube.com/watch?v=W7L2Z39pLK8</a></p> <p>California kick ball</p> <p><a href="https://www.youtube.com/watch?v=08PVLRHvCM4">https://www.youtube.com/watch?v=08PVLRHvCM4</a></p> <p>Side Ball</p> <p><a href="https://www.youtube.com/watch?v=l80jFWJLzyw">https://www.youtube.com/watch?v=l80jFWJLzyw</a></p>
Jan 24	<p><b>LECTURE:</b></p> <p><b>Learning</b></p> <p>Lesson Plan</p> <p>Learning Process</p>

	<p><b>#3. Assignment – Due January 31 – Bloom’s Taxonomy</b></p> <p><b>#3. LAB: Target Game - create a plan including the 3 domains on the google doc/teach the class a modified activity</b></p> <p><b>Group #1– Golf</b></p> <p><b>Group #2 – Bowling</b></p> <p><b>Group #3 – Curling</b></p> <p><b>Group #4 – Frisbee Golf</b></p> <p><b>Group #5 - Boccia</b></p>
Jan 31	<p><b>LECTURE:</b></p> <p><b>Teaching</b></p> <p>Teaching and Corrective Methods</p> <p>Bloom’s and Wiggins and McTighe taxonomy</p> <p>Teaching Styles</p> <p><b>#4 Assignment - Due February 7 – Schools and Physical Activity</b></p> <p><b>#4. LAB: Net/Wall Game – create a lesson plan for the game using all 6 segments on the google doc/teach the class a lead up activity and modified activity</b></p> <p><b>Group #1 – Badminton</b></p> <p><b>Group #2 – Tennis</b></p> <p><b>Group #3 - Handball</b></p> <p><b>Group #4 – Volleyball</b></p> <p><b>Group #5 – Pickleball</b></p>
Feb 7	<p><b>LECTURE:</b></p> <p><b>Motivation</b></p> <p>Optimal Learning Environment</p> <p><b>MIDTERM REVIEW</b></p> <p><i>No Assignment</i></p> <p><b>#5. LAB: Striking/Fielding Game activities – create a lesson plan and include the 3 domains</b> <i>Teach the class a lead up activity and modified activity for the following</i></p> <p><b>Group #1 – Softball</b></p> <p><b>Group #2 – Softball</b></p> <p><b>Group #3 - Baseball</b></p> <p><b>Group #4 – Cricket</b></p> <p><b>Group #5 - Cricket</b></p>
Feb 14	<p><b>Mid Term Exam during class time 10:30am-11:15am</b></p>
Feb 14	<p><b>LECTURE:</b></p> <p><b>History of Physical Education</b></p> <p>BC School Curriculum</p> <p><b>#5 Assignment – Due February 28 – Enhancing Collaboration between Recreation and Sport</b></p> <p><b>#6. LAB: Invasion and Territory Games - create a lesson plan using Bloom’s Taxonomy</b></p>

	<p><i>Teach the class a lead up activity and modified activity for the following</i></p> <p><b>Group #1 – Basketball</b></p> <p><b>Group #2 – Netball</b></p> <p><b>Group #3 – Team Handball</b></p> <p><b>Group #4 – Ultimate</b></p> <p><b>Group #5 – Soccer</b></p> <p><b>Group #6 – Tag Football</b></p>
Feb 21	<b>Midterm Break – NO CLASS</b>
Feb 28	<p><b>LECTURE:</b></p> <p><b>Cultural Games</b></p> <p><b>#6. Assignment – Due March 7 – Physical Education Pedagogies Build upon Theories of Movement Learning</b></p> <p><b>#7. LAB: Invasion and Territory Games - create a lesson plan using Bloom’s Taxonomy</b></p> <p><i>Teach the class a lead up activity and modified activity for the following</i></p> <p><b>Group #1 – Football</b></p> <p><b>Group #2 – Floor Hockey</b></p> <p><b>Group #3 – Lacrosse</b></p> <p><b>Group #4 – Rugby</b></p> <p><b>Group #5 – Field Hockey</b></p> <p><b>Group #6 – Ringette</b></p>
Mar 7	<p><b>LECTURE:</b></p> <p><b>Indigenous Games</b></p> <p><b>#7. Assignment – Due March 14 – Skills, Skill Continuums, Transfer and Types of Practice</b></p> <p><b>#8. LAB: Cultural Games – where it is from, what game category would it fall into and why - describe the rules of the game, and create a lesson plan</b></p> <p><i>Teach the class a lead up activity and modified game for the following</i></p> <p><b>Group #1 – Seven Stones Game</b></p> <p><b>Group #2 – Tuho Game</b></p> <p><b>Group #3 – Jianzi Game</b></p> <p><b>Group #4 – Sepaktakraw Game</b></p> <p><b>Group #5 – Football Tennis</b></p> <p><b>Group #6 - Kabaddi</b></p>
Mar 14	<p><b>LECTURE:</b></p> <p><b>LTAD Model</b></p> <p>Active for Life Lesson Plan Ideas</p> <p>Professional Resources</p> <p>Games for Learning Lesson Plans</p> <p><b>#8. Assignment – March 21 – Sport Literacy</b></p> <p><b>#9. LAB: Indigenous Games – where it is from, what game category would it fall into and why - describe the rules of the game, and create a lesson plan</b></p>

	<p><b><i>Teach the class a lead up activity and modified game for the following</i></b></p> <p><b>Group #1 – One Foot High Kick</b></p> <p><b>Group #2 – Stick Game</b></p> <p><b>Group #3 – Double Ball/Nobbies</b></p> <p><b>Group #4 – Make the Stick Jump</b></p> <p><b>Group #5 – Line Tag</b></p>
Mar 21	<p><b>LECTURE:</b></p> <p><b>Models of Game Education</b></p> <p><b>#10. LAB: Pick a game in the category and answer the continuum question, and create a lesson plan</b></p> <p><b><i>Teach the class a lead up activity and modified game for the following</i></b></p> <p><b>Group #1 – Target Game</b></p> <p><b>Group #2 – Striking and Fielding Game</b></p> <p><b>Group #3 – Net and Wall Game</b></p> <p><b>Group #4 – Invasion Game</b></p> <p><b>Group #5 – Invasion Game</b></p>
Mar 28	<p><b>LECTURE:</b></p> <p><b>Assessment</b></p> <p><b>#11. LAB: Pick a skill in the game and develop 3 progressions of the skill, create a lesson plan</b></p> <p><b><i>Teach the class a lead up activity and modified game for the following</i></b></p> <p><b>Group #1 – Target Game</b></p> <p><b>Group #2 – Striking and Fielding Game</b></p> <p><b>Group #3 – Net and Wall Game</b></p> <p><b>Group #4 – Invasion Game</b></p> <p><b>Group #5 – Invasion Game</b></p> <p><b>Group #6 – Invasion Games</b></p>
Apr 4	<p><b>LECTURE:</b></p> <p><b>Assessment Continued</b></p> <p><b>#12. LAB: TBA</b></p>
Apr 5	<b>Lesson Plans Due at 11:59pm PST</b>
Apr 7	<b><i>Journals Due at 11:59pm</i></b>

## 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>).

## Course Policies

Please make sure you are familiar with the academic policies and procedures.

## Academic Integrity

Students are expected to follow UBC policies for academic integrity and academic misconduct, which includes practices around plagiarism, referencing and citation, and copyright. For more see, UBC's <https://academicintegrity.ubc.ca/resources/>

## Learning Analytics

Some of the learning technologies used for your course may collect and analyze 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](mailto: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.

## Google Docs

Please review the [Freedom of Information and Protection of Privacy Act](#) (FIPPA) stipulates that personal information collected must be stored on servers within Canada unless a person consents to storing their information outside of Canada. Please only record your first name and initial. Be aware that the google.doc used in this course are being housed on servers outside of Canada. If you would like to participate using a different digital tool, please contact the professor.