

Syllabus

KIN 444 - 002: Exploring Alternative Methods for Teaching Games and Sports (3 Credits) – (Previously KIN 415)



Section 002 and L2A – January 9th -April 9th, 2024

Land Acknowledgement

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.

Course Structure	Tuesday – Combination of lectures, group work, and self-directed work.
Time & Location	<p>Tuesdays 10:30 – 12:30pm Lecture and 2:00-4:00pm Lab Group Work. 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.</p> <p>Lecture – 10:30-12:30 pm – MacLeod # 3002 Lab – 2:00-4:00pm – Osborne Centre Unit 1 – Gym A</p>
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 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.
Instructor/TA	<p>Course Instructor – Janka Corewyn (she, her, hers) janka.samuhel-corewyn@ubc.ca Office Hours: Available after class or by appointment 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</p> <p>Teaching Assistant – Hana Hicks - hana.hicks@ubc.ca</p>

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 47 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 28 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 10 th , 2024	15%
Assessment Assignment (3) – April 10 th , 2024	15%
Lab group participation, 2 group lessons and 1 warm up (10)	20%
Weekly Assignments and Reflection Questions	10%
Mid Term February 13 th during class – 10:30-11:15am	15%
Final Exam (during April TBA)	25%
Total (must complete all segments above to successfully @ 50%+ to complete the course) <i>Late assignments will be subject to mark deductions</i>	100%

Schedule

Dates	Topics
Jan 9	LECTURE: Introduction and Term of Reference Course Introduction Course Assessment Purpose of Games and Play Fundamental Movement Skills #1. LAB: Introduction and Expectations/Group assignments <i>#1. Assignment - Due January 16 – What is TGFU: A Canadian Perspective</i>
Jan 16	LECTURE: Games and Game Categories Game Classifications Teaching Games for Understanding Lesson Plan #2 LAB: Warm-up Benchball https://www.youtube.com/watch?v=W7L2Z39pLK8 California Kick Ball https://www.youtube.com/watch?v=08PVLRHvCM4 Sideline Soccer https://www.youtube.com/watch?v=I80jFWJLzyw #2. Assignment – Due January 23 – TGFU Using Progressive Principles of Play
Jan 23	LECTURE: Learning Learning Domain Learning Process

	<p>#3. LAB: Target Game - create a 6-part lesson plan for target games and submit to CANVAS due January 23rd at 1:59pm</p> <p>Teach the class a lead up activity and modified activity for the following:</p> <ul style="list-style-type: none"> Group #1 – Golf (1) Group #2 – Bowling (2) Group #3 – Curling (3) Group #4 – Golf (2) Group #5 – Bowling (3) Group #6 – Curling (1) Group #7 – Golf (3) Group #8 – Bowling (1) Group #9 – Curling (2) <p>#3. Assignment – Due January 30 – Bloom’s Taxonomy</p>
Jan 30	<p>LECTURE:</p> <p>Teaching</p> <p>Teaching and Corrective Methods</p> <p>Bloom’s and Wiggins and McTighe taxonomy</p> <p>Teaching Styles</p> <p>#4. LAB: Net/Wall Game – create a lesson plan for the net/wall games and discuss the 3 domains - submit to CANVAS due February 30 at 1:59pm</p> <p>Teach the class a lead up activity and modified activity for the following:</p> <ul style="list-style-type: none"> Group #1 – Badminton (all underhand hits) (1) Group #2 – Volleyball (2) Group #3 – Pickle ball (3) Group #4 – Badminton (all underhand hits) (2) Group #5 – Volleyball (3) Group #6 – Pickle ball (1) Group #7 – Badminton (all underhand hits) (3) Group #8 – Volleyball (1) Group #9 – Pickle ball (2) <p>#4. Assignment - Due February 6 – Schools and Physical Activity</p>
Feb 6	<p>LECTURE:</p> <p>Motivation</p> <p>Optimal Learning Environment</p> <p>MIDTERM REVIEW</p> <p>#5. LAB: Striking/Fielding Game activities – create a lesson plan and 2 different teaching methods due February 6th at 1:59pm</p> <p>Teach the class a lead up activity and modified activity for the following:</p> <ul style="list-style-type: none"> Group #1 – Baseball (1) Group #2 – Softball (2) Group #3 – Cricket (3) Group #4 – Baseball (2)

	<p>Group #5 – Softball (3) Group #6 – Cricket (1) Group #7 – Baseball (3) Group #8 – Softball (1) Group #9 – Cricket (2)</p> <p><i>No Assignment – prep for midterm</i></p>
Feb 13	Mid Term Exam during class time 10:30am-11:15am
Feb 13	<p>LECTURE: History of Physical Education BC School Curriculum</p> <p>#6. LAB: Invasion and Territory Games - create a lesson plan and identify 2 corrective methods due February 13th at 1:59pm</p> <p>Teach the class a lead up activity and modified activity for the following:</p> <p>Group #1 – Rugby (1) Group #2 – Team Handball (2) Group #3 – Ultimate (3) Group #4 – Rugby (2) Group #5 – Team Handball (3) Group #6 – Ultimate (1) Group #7 – Rugby (3) Group #8 – Team Handball (1) Group #9 – Ultimate (2)</p> <p><i>#5. Assignment – Due February 27 – Enhancing Collaboration between Recreation and Sport</i></p>
Feb 20	Midterm Break – NO CLASS
Feb 27	<p>LECTURE: Cultural Games</p> <p>#7. LAB: Invasion and Territory Games - create a lesson plan using cardio and strength components due February 27th at 1:59pm</p> <p>Teach the class a lead up activity and modified activity for the following:</p> <p>Group #1 – Lacrosse (1) Group #2 – Field Hockey (2) Group #3 – Flag Football (3) Group #4 – Lacrosse (2) Group #5 – Field Hockey (3) Group #6 – Flag Football (1) Group #7 – Lacrosse (3) Group #8 – Field Hockey (1) Group #9 – Flag Football (2)</p> <p><i>#6. Assignment – Due March 5 – Physical Education Pedagogies Build upon Theories of Movement Learning</i></p>
Mar 5	<p>LECTURE: Indigenous Games</p>

	<p>#8. LAB: Cultural Games – where it is from, what game category would it fall into and why - describe the rules of the game, incorporate and describe where on the environmental continuum the activity is located, and create a lesson plan due March 5 at 1:59pm</p> <p>Teach the class a lead up activity and modified game for the following:</p> <ul style="list-style-type: none"> Group #1 – Football Tennis (1) Group #2 – Jianzi Game (2) Group #3 – Sepaktakraw Game (3) Group #4 – Football Tennis (2) Group #5 – Jianzi Game (2) Group #6 – Sepaktakraw Game (1) Group #7 – Football Tennis (3) Group #8 – Jianzi Game (1) Group #9 – Sepaktakraw Game (2) <p>#7. Assignment – Due March 12 – Skills, Skill Continuums, Transfer and Types of Practice</p>
Mar 12	<p>LECTURE:</p> <p>LTAD Model</p> <p>Active for Life Lesson Plan Ideas</p> <p>Professional Resources</p> <p>Games for Learning Lesson Plans</p> <p>#9. LAB: Indigenous Games – where it is from, what game category would it fall into and why - describe the rules of the game, incorporate and describe 3-continuity continuum skills, and create a lesson plan due March 12 at 1:50pm</p> <p>Teach the class a lead up activity and modified game for the following:</p> <ul style="list-style-type: none"> Group #1 – One Foot High Kick (1) Group #2 – Stick Game (2) Group #3 – Double Ball/Nobbies (3) Group #4 – One Foot High Kick (2) Group #5 – Stick Game (3) Group #6 – Double Ball/Nobbies (1) Group #7 – One Foot High Kick (3) Group #8 – Stick Game (1) Group #9 – Double Ball/Nobbies (2) <p>#8. Assignment – March 19 – Sport Literacy</p>
Mar 19	<p>LECTURE</p> <p>Models of Game Education</p> <p>#10. LAB: Pick an adapted game in the category, incorporate and describe gross and fine muscular skills and create a lesson plan due March 19th at 1:50pm</p> <p>Teach the class a lead up activity and modified activity for the following:</p> <ul style="list-style-type: none"> Group #1 – Adapted Target Game – seated boccia (1) Group #2 – Net and Wall Game – seated volleyball (2) Group #3 – Invasion Game – goal ball (3) Group #4 – Adapted Target Game – seated boccia (2)

	<p>Group #5 – Net and Wall Game – seated volleyball (3)</p> <p>Group #6 – Invasion Game – goal ball (1)</p> <p>Group #7 – Adapted Target Game – seated boccia (3)</p> <p>Group #8 – Net and Wall Game – seated volleyball (1)</p> <p>Group #9 – Invasion Game – goal ball (2)</p>
Mar 26	<p>LECTURE:</p> <p>Assessment</p> <p>#11. LAB: <i>Pick a skill in the adapted game and develop 3 progressive part lesson plans due March 26th at 1:50pm</i></p> <p><i>Teach the class a lead up activity and modified game for the following:</i></p> <p>Group #1 – Adapted Target Game – seated bowling (1)</p> <p>Group #2 – Net and Wall Game – seated tennis (2)</p> <p>Group #3 – Invasion Game – seated basketball (3)</p> <p>Group #4 – Adapted Target Game – seated bowling (2)</p> <p>Group #5 – Net and Wall Game – seated tennis (3)</p> <p>Group #6 – Invasion Game – seated basketball (1)</p> <p>Group #7 – Adapted Target Game – seated bowling (3)</p> <p>Group #8 – Net and Wall Game – seated tennis (1)</p> <p>Group #9 – Invasion Game – seated basketball (2)</p>
Apr 2	<p>LECTURE:</p> <p>Assessment Continued</p> <p>#12. LAB: <i>Teach the class a lead up activity and modified game for the following:</i></p> <p>Group #1 – Adapted Target Game – seated golf (1)</p> <p>Group #2 – Net and Wall Game – seated pickleball (2)</p> <p>Group #3 – Invasion Game – seated hockey (3)</p> <p>Group #4 – Adapted Target Game – seated golf (2)</p> <p>Group #5 – Net and Wall Game – seated pickleball (3)</p> <p>Group #6 – Invasion Game – seated hockey (1)</p> <p>Group #7 – Adapted Target Game – seated golf (2)</p> <p>Group #8 – Net and Wall Game – seated pickleball (3)</p> <p>Group #9 – Invasion Game – seated hockey (1)</p>
Apr 9	<p>Course catch up and review</p> <p>#13. LAB: <i>TBA</i></p>
Apr 10	<i>Journals Due at 11:59pm</i>
Apr 12	<i>Assessment Assignment Due at 11:59pm PST</i>

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

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