HPE 3550
Curriculum, Instruction, & Management for Middle & Secondary Physical Education

- Present a “new” Physical Education program using Power Point – Group Presentation
- C&W Portfolio
- edTPA – Making Good Choices

edTPA Information

- edTPA Handbook
- From Task 1 Planning: Subject Specific Learning
  - Address the development of student competencies in the psychomotor, cognitive, and/or affective learning domains related to:
    1. movement patterns
    2. performance concepts and/or
    3. health-enhancing fitness

Chalk & Wire Information

Information to be on Chalk & Wire

You should have the following information uploaded to your Chalk & Wire portfolio:

On the HOME tab – a picture with descriptive text (e.g. Name & date)

On the PHILOSOPHY of TEACHING tab – your teaching philosophy with date.

On the PLANNING EFFECTIVE INSTRUCTION tab under HPE 3550 – your “Ideal Program” Power Point
  - your Curriculum from 3550
  - your Unit Plan with 3 lesson plans from 3550

On the RESUME tab – your resume with text and date

Add appropriate descriptive text to all files. It can be 1-2 sentences explaining what is on the file that is present.

HPE 3550 - Grading

- 25% - Curriculum Design
- 20% - Peer Teaching Lesson
- 5% - Participation/attendance
- 25% - Written Exam I
- 25% - Written Exam II

Plagiarism and Cheating

“No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit as part of a course (including examinations, laboratory reports, essays, themes, term papers, etc.). When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged.”

When in doubt – Ask Your Instructor

From: www.kennesaw.edu/judiciary/code.conduct.shtml

Forms of plagiarism

- Intentional
  - Copying a friend’s work
  - Buying/borrowing papers
  - Cutting/pasting text from the internet
- Unintentional
  - Careless paraphrasing
  - Poor documentation
  - Quoting excessively
  - Failure to use YOUR own words
**Plagiarism is:**

- Theft of intellectual property
- Cheating
- A serious KSU academic honesty violation that may result in
  - an "F" for the course
  - suspension for at least one (1) semester

**Summary**

- Plagiarism is a serious academic honesty issue at KSU
- Whether intentional or unintentional, violators will be appropriately disciplined
- Presenting someone else’s work or ideas as your own is plagiarism
- Never give or receive unauthorized assistance
- Always consult your instructor (if you don’t want your instructor to know what YOU did or how a colleague helped YOU, it IS a problem!)

**New KSU Re-enrollment Policy, Effective Spring 2012**

After taking or attempting an undergraduate course for the second time, students will not be allowed to re-enroll in that class without the permission of the department chair or his/her designee. It is the sole discretion of the department chair/designee to decide if and when a student will be allowed to enroll in a class that they have taken/attempted twice. There is no obligation on the part of the chair to allow a student to enroll in a course after the student’s second attempt to take the course. This limitation is in place regardless of previous grades, including grades of “W” or “WG”. The standing exception to this policy is for courses described in the KSU Undergraduate Catalog as being repeatable for credit.

**Note:** If permission is granted to re-enroll, students should be reminded of the new financial aid regulation that limits the number of times a student can “re-take” a course and receive federal financial aid. Granting permission for students to re-enroll in a course for a third time does not guarantee the course will count for financial aid eligibility.

**HPE Department’s Expectations for Candidates**

- All candidates should:
  - Remove their hats/hoodies when in a classroom
  - Arrive at class a few minutes early & help with set up if set up is required
  - Be punctual in their attendance at all class meetings — no or minimal absences
  - Obtain class information if a class must be missed—also notify instructor of reason for absence
  - Turn in work at the beginning of class
  - Engage in all classes
  - Assume a leadership role when appropriate
  - See their advisor regularly (Go early and go often!!)
  - Conduct themselves in a professional manner
  - HPE Dispositions’ statement

**HPE 3550 Curriculum Assignment**

- Develop a curriculum for either middle or secondary grades
- A statement of the school’s philosophy
- How does the physical education program fit into the “total” school experience?
- General & specific goals & objectives to be attained
- Include all units/activities that will be covered for one year, their order, and amount of time allocated for each

**HPE 3550 Curriculum Assignment (cont.)**

- Pick one unit for complete information & follow unit format (usually the one from your peer teaching experience)
- Develop three lessons using class format (the day before teaching, the day of teaching, and the day after teaching)
- List suggested teaching method(s) for each activity
- List suggestions for motivation of students
- List evaluation techniques
- List references used in making your decisions
HPE 3550
Peer Teaching Assignment
• List three strong and three weak activities of your own
• Turn in on cards today
• You will be randomly assigned one of these to teach using a style other than command
• You are expected to participate in all peer teaching assignments

Characteristics of Successful SCHOOLS
• Strong Leadership toward common purposes
• High expectations for teachers & students
• Orderly school atmosphere
• Emphasize basic skills
• Frequent monitoring of pupil progress

What is a good Physical Education Program?
• 1) A good Physical Education program is one that is conceived as an integral part of the “total” educational effort of the school
• 2) ... is one that is well balanced in that it provides experiences that will stimulate growth and development in the psychomotor, cognitive, & affective domains
• 3) ... is based on the interests, needs, purposes, and capacities of the people it serves
• 4) ... provides experiences that are related to basic areas of living & compatible with the maturity level of the pupils
• 5) ... is an integral part of the community it serves
• 6) ... is one that through adequate facilities, time allotment, equipment, & leadership encourages and provides a wide range of desirable pupil activities

What is a good Physical Education Program?
• 7) ... is one that cooperates closely with the guidance program
• 8) ... is one that fosters & encourages the professional growth & welfare of the teachers involved

Characteristics of Successful PHYSICAL EDUCATION Programs - Siedentop
• Leadership to get program going
• Program stood for something specific (fitness; skills; etc.)
• Teachers were excited about their jobs
• Few teachers had coaching responsibilities as major commitment

NASPE – What Constitutes a Quality Physical Education Program?
• Opportunity to Learn
• Instructional periods totaling 150 minutes/week (elem.) and 225 minutes per week (mid. & HS)
• Qualified physical education specialist providing a developmentally appropriate program
• Adequate equipment and facilities
**Meaningful Content**
- Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child
- Fitness education and assessment to help children understand, improve and/or maintain their physical well-being
- Development of cognitive concepts about motor skills and fitness

**Meaningful Content (cont.)**
- Opportunities to improve their emerging social and cooperative skills and gain a multi-cultural perspective
- Promotion of regular amounts of appropriate physical activity now and throughout life

**Appropriate Instruction**
- Full inclusion of all students
- Maximum practice opportunities for class activities
- Well-designed lessons that facilitate student learning
- Out of school assignments that support learning and practice
- No physical activity for punishment
- Uses regular assessment to monitor and reinforce student learning

**Student and Program Assessment**
- Assessment is an ongoing, vital part of the physical education program
- Formative and summative assessment of student progress
- Student assessments aligned with state/national physical education standards and the written physical education curriculum
- Assessment of program elements that support quality physical education
- Stakeholders periodically evaluate the total physical education program effectiveness

**Why is Quality Physical Education Important?**
- Quality Physical Education Programs help all students develop:
  - Health-related fitness
  - Physical Competence
  - Cognitive Understanding
  - Positive attitudes about physical activity
  - So that they can adopt healthy and physically active lifestyles

**NEW NASPE Standards in PE (AAHPERD 2013-Charlotte, NC)**
- Developing "Physically Literate" Individuals:
  1) **Standard 1** The physically literate individual demonstrates competence (the quality of being adequately or well qualified — physically and intellectually) in a variety of motor skills and movement patterns.
  2) **Standard 2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
  3) **Standard 3** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
  4) **Standard 4** The physically literate individual exhibits responsible personal and social behavior that respects self and others.
  5) **Standard 5** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
General Goals of Physical Education
The student should be able to develop...

• 1) physical skills to enable participation in a wide variety of activities
• 2) physical fitness for sound body for active life in one's environment
• 3) knowledge & understanding of physical skills, social skills, physical fitness, scientific principles of movement, & the relationship of exercise to well being
• 4) social skills to promote acceptable standards of behavior & positive relationships with others
• 5) attitudes & appreciation for participation in & enjoyment of activity, fitness, quality performances, positive self concept, & respect for others

Knowledge & Understanding

• Knowledge:
  Information which an individual acquires
• Understanding:
  Functional comprehension of information
  Must plan for knowledge/understanding
  Need rules to play a game
  Read the rules Vs. seeing the rules
  Can learn to folk dance without knowing the culture, but learned only half of the information

Attitudes & Appreciation

• Attitude:
  Generalized emotionalized feeling about anything - Characterized by intensity (+ & -).
• Appreciation:
  Emotionalized feelings about the aesthetic qualities of anything

Attitudes

• Attitudes can effect one’s readiness to learn
• Attitudes may be acquired through:
  1) long exposure to cumulative experiences (Dance for some = +/-)
  2) process of analysis of variety of experiences (eating vegetables)
  3) traumatic or strong experience involving pain/pleasure (swimming)
• 4) acquired through emulation of person or institution (a parent or coach/ Boy Scouts/ Big Orange)
• 5) acquired through association of all conditions surrounding a + or - experience (whitewater/camping trip)
• Affective Domain – Could use character education
How can attitudes can be learned & taught?

- Teacher should epitomize all qualities (sportsmanship, democratic, adhere to rules)
- Social & physical environment should be pleasing
- All safety precautions should be followed - no fear of failure
- Do one’s best job of teaching
- Practice desirable attitudes (shake hands)

Models of Programs

Multi-activity Model

- Most traditional & background of most teachers
- Offers wide variety of activities (elective, required, or both, individual, team sports, outdoor ed, recreational, non-traditional - martial arts, cycling, roller blades).
- Program tends to reflect the teachers’ interests, students’ choices, the community, facilities/equip, & trends

Models of Programs

Multi-activity Model

- Strengths:
  - 1) Teachers can identify & teach in their strong areas
  - 2) Can team teach
  - 3) Focus can be on skill achievement
  - 4) Can be novel, exciting, promotes “risk taking” - trying something new

Models of Programs

Multi-activity Model

- Weaknesses:
  - 1) Need accountability - Could become a “roll out the ball” program
  - 2) Let the students do whatever they want
  - 3) Activity alone will NOT guarantee success
  - 4) Problems with special needs for facilities/equipment
  - 5) Teacher “burn out” can occur
  - 6) Students need to accept responsibilities

Models of Programs

Fitness Model (Riverside, CA)

- Different forms of fitness
- Health Related
- Athletic Fitness
- Motor Skill
- Can promote “health club” atmosphere
- Should meet daily for best results
- Hard to convince youth of the need
- Can use themes similar to movement education to get results

Models of Programs

Fitness Model

- Outcomes should be related to demonstrateably attainable objectives
- Emphasize the unique contribution to the student’s education
- Classic “education OF the physical”
- Some feel it is training and NOT education - Need to emphasize understanding & “why” as well as performance
- Activities w/o health benefits are omitted
- Here HPS 1000 - Is this health educ. or wellness educ?
Models of Programs

Fitness Model

- Idea is to make fitness fun
- Be creative (water-gun tag?!)  
- Teach students about the process that is required - Can become a mini exercise physiology class

Sport Education Model

- Teach students to be players
- Sport is part of our culture/subject matter of Physical Education
- Can be viewed as competitive motor play
- Can help maintain students’ interest
- Can bring “play” to higher level
- Can have higher intensity of instruction
- Can expect more of students in order to participate

Sport Education Model

- Can be modified by grade levels/gender
- Can adapt the sport to the developmental status of the child
- Can work for 1 class or whole curriculum
- Allows the “frustrated” coach to work with students w/o pressure of winning

Wilderness/Adventure Educ. Model

- Relate activity to natural environment
- Teach to function under stress; problem solve; overcome anxiety; group involvement
- Teach one’s relationship to environment
- Compete with self
- Coeducational
- Promotes leadership
- May need to travel to an area
- Could utilize weekends, holidays, etc.

Wilderness/Adventure Educ. Model

- aka Outward Bound Movement
- Deal with natural & manmade environmental factors
- Teach to deal with stress
- Promotes socialization
- Success for individuals & group
- Teaches responsibility to self & others
Models of Programs
Wilderness/Adventure Educ. Model

- **RISKS**
  - Careful progression in activities
  - Well trained/certified staff
  - Someone in charge

- **LIABILITIES**
  - Publish policies & adhere to them
  - Select participants
  - Need to train staff
  - Inspect equipment
  - Keep equipment records

Models of Programs
Kinesiological Studies Model

- Blend performance skills with knowledge about performance derived from disciplinary foundations of PE.
- What should a physically educated person know?
- Learning built on past experiences
- Units of instruction: Exercise & fitness; Nutrition; C-V disease; Biomechanics; Play; Games; Mind/body unity; aesthetics; Motor Learning
- Basic Stuff Series - Already done for you

Models of Programs
Kinesiological Studies Model

- Integrate disciplinary concepts into activity units
- Soccer:
  - History of Soccer (Sport History)
  - Cardiorespiratory system (Physiology)
  - Leverage in kicking (Biomechanics)
  - Situational ethics (Sport Philosophy)

Role of Teachers

- Definition of a Teacher: *Person who knows more than the students & one who knows the students*
- Changes in Teacher Education
- Higher expectations for teachers
- New standards - 72% of teachers failed in 1995 – % passing PRAXIS/GACE at KSU [all programs] is above 96%

The Teacher

- Who were the memorable teachers in your career?
- What did they do for you?
- What are the responsibilities of the teacher?
- Social worker, psychologist, doctor, nurse, arbitrator, someone who imparts information & knowledge
- No readily identifiable personal qualities to aid future candidates
What makes a good teacher?
Good teachers ...

• 1) Can think on their feet - make rapid, correct judgments
• 2) Group information in large units so it’s more easily understood (“chunking”)
• 3) Make corrections from gross to fine
• 4) Separate out important information
• 5) Are warm individuals who “go the extra mile” - Show a concern for the student
• 6) Have high expectations for their students

Factors Effecting Teaching
from Handbook of Research on Teaching

• Teacher Training: Significant positive differences in results between trained & non-trained Physical Education teachers. (UT study of GTA’s)
• Student success is greater with greater teacher knowledge & skill. Correlation is even greater as the complexity of the subject matter increases.
• The ability to detect & correct errors is your greatest talent as a Physical Education teacher. You need to develop an “analytical eye.”
• Equipment: Simple aids produce results. Complex equipment (sound in theory) may not produce better results.

Factors Effecting Teaching
from Handbook of Research on Teaching

• Need equipment for volume & quality
• Tennis - all have racquets; Basketball - How many for varsity vs Physical Educ.? Good equipment can reduce psychological hazards that restrict learning - increase level of difficulty
• Floatation devices; safety belts; masks

Factors Effecting Teaching
from Handbook of Research on Teaching

• If class size is too great it can effect practice time, teacher interaction, & lower skill achievement
• Ability groupings - Heterogeneous group takes more time & resources
• High ability students have achievement improve; learning is easier for them - but should not be limited to them

Factors Effecting Teaching
from Handbook of Research on Teaching

• What are your personal experiences working with opposite gender? Any differences?
• Coed classes - Females improve in coed classes - some smaller disadvantages for males
• Little difference over time - What about affective contributions?
Types of Strategies
Ways to Present Material

- **Whole Vs Part Teaching**: No clear statement regarding which is better for certain skills
  - What is important is the *comfort* of the learner with the practice
  - Need to be able to break a skill down into components parts to present it.
  - Sports with combinations of different skill components & complex game structures may respond better to “part” instruction.
  - Hitting drills; game strategies (when to poach; steal)

- **Level of Difficulty**: Increased difficulty helps to keep students motivated
  - Could also reduce motivation if perceived as too difficult
  - Does the teacher know enough to vary the level of difficulty?
  - Tennis serve? Archery? low/med/high levels
  - Altering the equip. can influence the quality of the performance (reduced wt. in wt trn./ball size in basketball, oversize tennis racquet)

- **Progression**: Go from simple to complex; easy to difficult - No set best way to present the material
  - Swim - Tennis - What to begin with?
  - What do you base your progression on? Look for sequential order of skills taught in a unit of instruction.
  - **Simulated Practice**: Necessary for situation with little or no equipment. Not the best idea but can benefit young or weak (shadow drills)
  - **Demonstration**: Most economical method to communicate the task to the student.

- **Demonstration**
  - Can use self, students, film/tape, wall charts (can be misleading)
  - The more complex the skill - the more important is the demonstration.
  - Better results when negative examples were shown in addition to correct form.
  - Helps students to identify their own mistakes - Many have a problem with this because it is not expected.
  - High correlation with ability to diagnose errors & the ability to perform skills

- **Explanation which accompanies the demo**: BRIEF - Skills are learned through practice
  - SIMPLE
  - SLOWLY & CLEARLY - Know what you want to say
  - Keep at CONVERSATIONAL LEVEL

- **Preparation - review the objective(s) of the lesson**
  - Prepare the setting, equipment, & demo.
  - Look for mastery of skill by demonstrator - imitative quality of students = copy poor performances
  - Orient the learners to the purpose of the demo.
  - Demo arranged so performer operates in the same direction as the learner (R/L; Front/Side views
  - Try for slo-mo demo first, then regular speed to set picture
  - Allow for practice after demo; brief summary of crucial pts. & cues; perform by the numbers
Types of Strategies
Ways to Present Material

• **Practice without instruction**
  - Learning can occur this way - self taught individual
  - What have you taught yourselves - bike riding? swimming? golf? bowling?
  - Can result in unorthodox form
  - **Programmed Learning:** This is the future
    - Using technology to teach - interactive video - Helps students who may be behind
    - Useful for cognitive aspects of sport (rules)

• **Verbal Descriptions** - not much influence
  - Could take away from practice time - can have negative effect
  - Biggest problem for beginning teachers
  - A good demo is more important

• **Mechanical Principles**: Many books written about skills - doesn't override practice time
  - Reasons it may not work:
    - Children already know the principle - become bored
    - Children need to acquire the info (understanding)
    - May not apply it even if they know it
    - Some don’t see the relationship to the skill - “just tell me or show me”

• **Attention & Distraction**: Need to provide cues for the learner
  - Verbal; Visual; Tactile
  - Need a wide variety to help a total class
  - Tests the knowledge of the teacher
  - Usually distractions will effect the early trials
  - Can learn to override the distractions (free throw shooting; golf swing; hearing the crowd)

• **Acquisition of Motor Skills**: Basic format = brief demo; brief explanation; lots of practice & analysis/feedback
  - Establish the “concept” - “get the picture”
  - Provide experience with the “whole” - No sense of failure if performed incorrectly
  - Analyze the performance - work from gross to fine errors
  - Provide for practice in parts as needed - Repetition is key to success or failure - Fix incorrect movements
  - Re-analyze the performance - “Practice makes permanent”
  - Re-establish the whole performance

• **Drills**: Use drills to provide for repetitive practice
  - Practice what can’t be accomplished in a game situation - Emphasizes the basics needed
  - Can’t answer “How many until I learn ...?”
  - Repetition allows for analysis - both students & teacher
  - Should be attractive & effective - If possible isolate a single skill for concentrated attention
  - Should increase in complexity & approach performance in game conditions - Soccer pass?
Types of Strategies
Ways to Present Material - Drills
• Can develop competitive elements in drills
• Need variety in drills
• Planned for different levels (beginning to advanced players)
• Best teachers have best fundamental drills

Curriculum & Instruction
• **Curriculum** = a planned sequence of formal instructional experiences presented by the teacher
• It is a plan to facilitate learning
• It is the “why” and “what” of the program
• **Instruction** = a delivery system to be implemented - the “how” of the program
• Chief question to ask: “Is learning taking place?” Will have to evaluate the goals & objectives of program to see if it is happening

Goals - Objectives
• **Aims(s) or Purpose(s) of a Program**
• A broad statement of an ideal that is directed toward the total program - a district’s (county) policy
• Physical Education will contribute to the total education & development of each child as a complete program of physical activity is integrated into the school day.

Goals - Objectives
• **Instructional Goal(s)** - Broad general outcomes of instruction expressing the common learning expected of all students.
• Doesn’t tell what the learner will do at the end of instruction
• The student will be physically fit; have a desire to maintain physical fitness; & possess an understanding of how to assess, develop, & maintain physical fitness.
• The student will develop skills sufficient to participate in several recreational activities of their own choosing; understanding how to learn new skills & have an appreciation for the value of participating in physical activity.

Goals - Objectives
• **Objective(s)** - Relatively specific outcome of instruction that can be achieved within a short period of time
• Serve as “stepping stones” to achievement of broader goals
• Can answer the question: What is worth teaching?
• The student will achieve (develop) cardiovascular fitness
• The student will execute skill proficiency & knowledge of the game of his/her choosing

Objectives
• Objectives may be 1) instructional or 2) performance based
• Instructional Objectives: Tells what the **teacher** will do during the lesson
  • ex - **The teacher will demonstrate the overhead smash**
• Performance Objectives: Statement(s) of an outcome that is attainable and stated with enough specificity to determine whether or not the **student** was successful
Performance Objectives

- Ex 1: The student will achieve the "good" or "excellent" category on the 1.5 mile run given 2 opportunities to do so.
- Ex 2: The student will execute correctly 3 of 5 tennis serves in the correct service court (given proper equipment and court space).

Characteristics of Performance Objectives

- 1) A statement of behavior (what the learner will be able to do at the conclusion of instruction) (The Serve)
- 2) The conditions under which the learner will perform the task (Execute correctly into service court)
- 3) The criteria for a successful performance (3 of 5)

To Write Performance Objectives

- 1) Define the area of instruction - (HS fitness; 7th grade archery, no experience, coed; 9th grade coed basketball 1 year experience)
- 2) What will the student be able to do at the conclusion of instruction? Use observable verbs - action words - e.g. define, pass, shoot, serve, create, volley, engage
- 3) Describe the conditions under which the student's performance will be evaluated - give a definition; pass a test; use correct form
- 4) Specify the criteria for acceptable performance - Look for norms/standards - e.g. # of errors acceptable - 70%? 80%?; minimum of 2 errors
- 5) Evaluate the objective(s) - Were it successful? Did learning take place? Is expected behavior attainable? Is the objective relevant? Are good objectives omitted because they are hard to state?
- Affective Objectives: Difficult to measure, but are inferred by the behavior - Approach/avoidance (read book; exercise daily; things won't do)

Questions in the Lesson

- Use questions to communicate the tasks to be learned by the student & to find out what they already know
- Use questions to arouse interest & hold attention
- Help the student to "discover" specific relationships/principles
- To stimulate thinking for themselves
- To develop understanding
- To apply information presented
- To develop attitudes & appreciation for objectives
- To emphasize a point or clarify misconception
- To evaluate the students’ understanding
- Helps students to participate in the lesson
Types of Questions

• **KNOWLEDGE** - lowest level of thinking - involves recognition or recall of facts, dates, events, places, names - the who - what - where - when
  • EX: Who invented basketball?
• **COMPREHENSION** - demonstrates an understanding of what was expressed/taught - Allows students to “explain in their own words” a taught concept. Students can compare ideas
  • EX: What are supersets? How are they performed?
• **APPLICATION** - Using acquired knowledge in new ways - How does this new information apply to what you have learned?
  • EX: What are the prerequisites necessary for performing a front handspring?
• **ANALYSIS** - The student should be able to break the information/skill into parts. After a demo - the students should be able to tell what you did correctly or incorrectly
  • EX: What did you do on that serve?
• **SYNTHESIS** - Combination of the parts of the skill/presentation to make a “whole”
  • EX: Can you write a journal of your fitness program? Can you develop a “play book” with offensive and defensive plays?
• **EVALUATION** - Highest order of thinking - Requires the student to make judgments based on established standards
  • EX: Can you score this routine? Can you evaluate your workout program?

Types of Questions

• **Recall Questions**: Require memory level answers
  • Simple responses to simple questions
• **Convergent Questions**: Require analysis/integration of previously learned material - Require reasoning & problem solving - Have a range of correct/incorrect answers
• **Divergent Questions**: Require solutions to new situations through problem solving - Many answers may be correct
• **Value Questions**: Require expression of choice, attitude, opinion - No right/wrong answers

Questioning Techniques

• Prepare sample questions (each type) ahead of time
• Relate them to the lesson
• Get whole class’s attention
• Have “special” questions for “special” children
• Make the students stretch (mentally)
• Let students know you expect them to participate (respond)

Questioning Techniques

• Direct question to entire class & call on volunteers Can become a problem; Will call on favorites
• Direct question to entire class & call on specific student - Keep chart of responses - Who answered?
• Call student by name then ask question
• Look for ways to give feedback/praise
• Use tact for incorrect responses - Don’t destroy student’s self-esteem - Will discourage all from future responses
**Unit Plans / Lesson Plans - Planning -**

- Planning begins with the program's philosophy
- Must demonstrate tangible outcomes
- Must “change the student”
- Having “fun” doesn’t justify a program (Not recess)
- Have to plan to challenge the students
- Treat the students according to their needs - Not all alike

**Unit Plans/Lesson Plans - Planning -**

- Unit plan ideas come from:
  - Students; the community; available facilities/equipment; professional trends; personal interests (teacher’s)
  - If you know “how to teach” you can teach anything - Planning is the key

**Unit Plans/Lesson Plans - Planning -**

- Planning ideas come from:
  - Students; the community; available facilities/equipment; professional trends; personal interests (teacher’s)
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**Unit Plans/Lesson Plans - Planning -**

- What should students know at the end of your unit?
  - SKILLS - Order presented
  - KNOWLEDGE - Rules/strategies/application
  - ATTITUDES/APPRECIATION - Affective concerns
  - What do you need to accomplish it? Facility; equipment; time; who teaches it; class size; location; teaching style to use

**Unit Plans/Lesson Plans - Planning -**

- How do you know if you have accomplished it?
  - Results on skill tests; written tests; game results; checklists
  - Answer basic questions: Where am I going? The objectives (C-A-P) of the plans. How will I get there? What’s needed? How will I know I’ve arrived? What to grade? Evaluation techniques used - areas emphasized - % or points used

**The Unit**

- Plan for safety
- Plan for maximum student participation
- Plan for motivation
- Plan for pacing of instruction that is commensurate with the skill level
- Plan for variety - teaching styles; drills; evaluation techniques; weather; etc.

**Evaluation Techniques**

- Use norm referenced or criterion references standards
- Skill Tests - How developed? Where obtained?
- Teacher’s observation form - checklists; rating sheets; participation
- Actual game scores; times (bowling; archery/tracking/fitness)
- Written tests - rules/strategy/terminology
- Incidence chart - How many times...
- Tournament results
- Total accumulative record
- Inventories; questionnaires (Attitude assessment)
Motivation Techniques

- **Intrinsic** - Best; promotes personal success; personal challenge; self-confidence; self-fulfillment
- **Extrinsic** - Material rewards; ribbons; certificates; something unusual (check local merchants); candy/popcorn/soda bribes for special needs

Daily Lesson Plan

- Plan for what happens on a particular day
- Plan for time - Need to be specific, but hard to do in the beginning
- Plan for teaching/learning activities: roll call; warm-ups; skill(s) to be taught; drills; games; practices; skill test(s); written tests; check-off sheet
- Plan for class organization - May have to tell how to move to different stations in gym
- Plan for skill analysis - Detail(s) about what presented
- Plan for needs: equipment; A-V; source of information

Daily Lesson Plan

- Plan for teaching cues/questions - verbal; visual; kinesthetic
- Plan for safety - Be specific & stick to plan - Enforce the class rules
- Plan for motivation - What will keep the students’ interest?
- Plan for individual differences: handedness; handicaps; skill levels; social abilities; mental abilities
- Plan for culminating activities - Closure of the lesson
- Review what was covered; ask questions; collect scores; emphasize what was well done; tell what’s coming next time

Daily Lesson Plan

- Progressions involved in the “Planning”
  1) **Informing** students what is expected/will come
  2) **Refining tasks** - Work to improve the “qualitative tasks” - Is there a better way to do...? Do you know more than one way to get information across?
  3) **Extending Tasks**: Gradually increase the quantity of information to be processed by the student - Ball hit off elevated tee; easy underhand pitch; overhand pitch; etc.

Daily Lesson Plan

- Applying tasks - Set some standard for acceptable performance - allows students to test themselves. Vaulting with & without spotters; increasing the run
- Problem if the lesson is all informative - No chance to refine or extend the task - No application - No evaluation
- Problem if move too quickly from informing to application - If information is new it could also be dangerous (Weight training skills)
- Better to have a limited number of tasks - then refine - then extend - then apply - What if can’t perform 1st obj.?
- Plan a loop for remedial work

Daily Lesson Plan

- How do you know how well you are teaching?
- Check students’ performance - Need to monitor the students
- Check their progress; understanding; application
- STOP & Make changes if the lesson isn’t working
- Be ready to think on your feet & MODIFY as necessary
- Provide feedback to the students
Concepts – Motor Learning & Biomechanical

Skill acquisition can be affected by:
1) the demonstration (both correct & incorrect – frequent errors)
2) the pattern of the required movement (coordination)
3) the cues provided (verbal, visual, tactile)

*Example:* Balance the ball on your shooting hand
Elbow stays directly under the ball and over your knee
Eye on the target (the front of rim)
Follow through snapping the wrist high over your head

Feedback

- **Corrective statements** - A statement to identify an error/how to correct the error: *Your feet were wrong;* Mostly what we do; Try for about a 4/1 ratio of positive statements to corrective statements; Try for 5/student; Points out need for smaller class sizes
- **Value statements** - Personalizes your feelings; MUST know your students and what they can take; non-verbal language is useful here: *Excellent form; Very poor shot; I like what you did*
- **Neutral statements** - Descriptive or factual statements to report results: *Your time was 27 sec.; you made 7/10 shots*
- Avoid ambiguous statements - too much to guess about: *Not bad; pretty good*
- Need to know your students & your tone of voice; the cultural background of the student

Management

- This is where most of your time is spent in the beginning. Try to reduce it as much as possible.
- Can use objective computer programs to assess your performance: 1) Systematic Analysis of Pedagogy (SAP) & 2) Teacher Analysis
- What is involved in management? The pre-impact decisions
- Planning pre-class activities - What will students do when they come into the gym?
- Preparation of the environment

What is involved in management?

- Distributing & collecting information
- Calling roll: #’s/spots/teams; squads; students check in; silent roll during warm-ups; oral roll; Need to know your students!
- Warm-ups – Which ones? Who leads?
- Getting students’ attention - whistle; other?
- Class formation; organizing groups/teams
- Supervising the class - Try to stay on perimeter
- Adapting to interruptions

What is involved in management?

**Overall Strategies**

- Devote large percent of time to content/instruction
- Attempt to minimize management, waiting, transitions; Increase Academic Learning Time (ALT); SAP & Teacher Analysis programs will do this for you
- Large percent of time to practice of task
- Keep students on task by having tasks meaningful & matched to students’ abilities
- Have high expectations; Hold students accountable for learning

Discipline in the Gym

- Teacher must have the respect of the students
- Is this respect earned or given?
- Teacher should be a positive role model
- Lessons well planned & presented
- Communicate well
- Able to evaluate own (teacher’s) behavior as well as the students’
- Maintain consistent expectations (not hot & cold)
Positive Discipline Practices

• Be firm in the beginning
• Establish rules; post them; & adhere to them
• Don’t negotiate with the students; Student teachers are apprehensive about writing students up
• Don’t try to be their “buddy”
• Let students know the consequences of their actions: a warning; (time out); loss of privilege; parents called; principal notified
• Also try to catch the students being good (dressing out, participation)
• Don’t threaten - take ACTION

Check for your consistency/fairness

• Keep records of problems for parents & administration
• Politely “tell” what you want done - don’t ask (Do you want to...? Would you like to...? Okay?)
• Can establish contracts with problem students

CONTRACTS

• Specify a few rules (@ 5 or less); tell exactly what is expected; Seek out the desired behavior; how evaluated?; What is the “reward”; Stress achievement Vs obedience
• Try to ignore nondestructive behavior (if possible)
• Don’t forget to recognize the student for being successful - reward the student
• Need to know what works for the student; vary the reinforcers; be consistent;

• The terms should be clear & easily understood by the student: If you do... then you will get...
• The terms should be fair; both sides relatively equal in importance
• Keep the students honest; reward as soon as possible
• Keep terms positive: If you do.... then I will NOT do...
• Emphasize only the desired behavior

Unacceptable Discipline Practices

• Coercion (forced to act/think in a certain way by use of pressure, threats, or intimidation)
• Ridicule
• Forced apologies
• Detention without a specified purpose
• Schoolwork/homework for punitive purposes
• Punishment instigated on the spot (drop a letter grade)
• Group punishment for misbehavior by one or a few
• Corporal punishment

Liability in the Gymnasium

• 50% of school’s accidents are in the gym
• 46% in instructional settings; 40% in recreational; 14% in athletics
• Some activities are more prone to accidents
• Liability: Your legal responsibility which can be enforced by a court between yourself - the student & their parents - & the institution
Liability in the Gymnasium

- **Tort**: a civil wrong; an action which results in injury to another person, their reputation; or property
- **Act of Omission** - failure to perform your legal duty (leaving the gym unsupervised)
- **Act of Commission** - intentional interference (poor supervision)
- **Negligence**: basis for most physical education suits; Answers question: What would a reasonably prudent person do or not do in a situation?

Acts of Negligence:

1. **Nonfeasance**: failure to do what is required (fail to instruct)
2. **Misfeasance**: doing something incorrectly (moving an injured person incorrectly)
3. **Malfeasance**: doing something illegal (applying corporal punishment where it’s against school policy)

To determine negligence the act is compared to an acceptable standard of conduct for persons in a similar situation (expert witnesses).

There are four required elements of negligence - each much be proved

1. **Duty**: Did one person owe a duty to another? (What are your duties as a teacher?)
2. **Breach of Duty**: Did that person fail to exercise/provide that duty?
3. **Harm/Damages**: Was a person injured? Physical or psychological/emotional?
4. **Cause**: Was the failure to exercise due care the direct or proximate cause of the injury?

Doctrine of Foreseeability: The teacher should anticipate (foresee) a danger and eliminate the danger.

**To Prevent Negligence:**

- **Supervise properly**: need to be aware of age/maturity of students; younger students need more supervision; the higher the risk of the activity - the greater the supervision required
- **Instruct properly**: plan & follow appropriate lessons; know the skill levels of students - beginners need sound fundamentals

Selection of Activity

- Know what you are teaching; have alternatives ready
- Do the extra preparation that may be necessary
- Provide extra care in problem areas
- Know the health of your students -
- Get medical clearance before allowing student back
- Be sound in your preparation; use resources
- Make sure instruction is accurate; detailed; promotes success of students; allows for feedback.

Safety Precautions

- Provide a safe environment - look for problems (nails in floor; a/c duct work loose); don’t “try to get by one more class”
- Establish & enforce rules
- Know the accident procedures to follow; forms to fill out; who gets copies; follow up
- Warn students of dangers/hazards
- Provide safety equipment as needed
First Aid
- You act in loco parentis - and are expected to know what to do in an accident situation
- You can do too much (moving injured person incorrectly) as well as too little (not applying first aid/CPR)
- Don’t treat or diagnose
- Have communication with office/administration (radio/phone)
- Use only responsible students to go for help

Field Trips
- All trips must be approved in advance by the administration & have parental approval
- Caution about providing transportation for students in your car!
- ? letting students drive own cars to games

Insurance
- Get your own professional liability & health insurance
- Check to see what is the coverage provided by the school system

Multicultural Education
- Have to plan for diversity (cultural & ethnic)
- Look to capitalize on the strengths of the students NOT their weaknesses
- Need to know your students - Ask questions about the families
- Make an effort to learn the students’ names and pronounce them correctly
- Help the students to develop English proficiency
- Use different teaching styles to help students with different learning styles

Multicultural Education
- Be careful on singling out a student in front of peers - try to avoid embarrassment
- Talk to the school counselor about the different cultures and how students behave (e.g. eye contact?)

ESOL Students
- Don’t ask students to speak in front of class immediately
- Have another student help (if possible - bilingual)
- Use simple language allow student to copy your movements

ESOL Students
- Be careful when correcting for English problems
- Ask yes/no type questions at first then progress
- Have papers, policies translated (school will usually already have done this)
- Capitalize on the student’s strengths in sport skills