

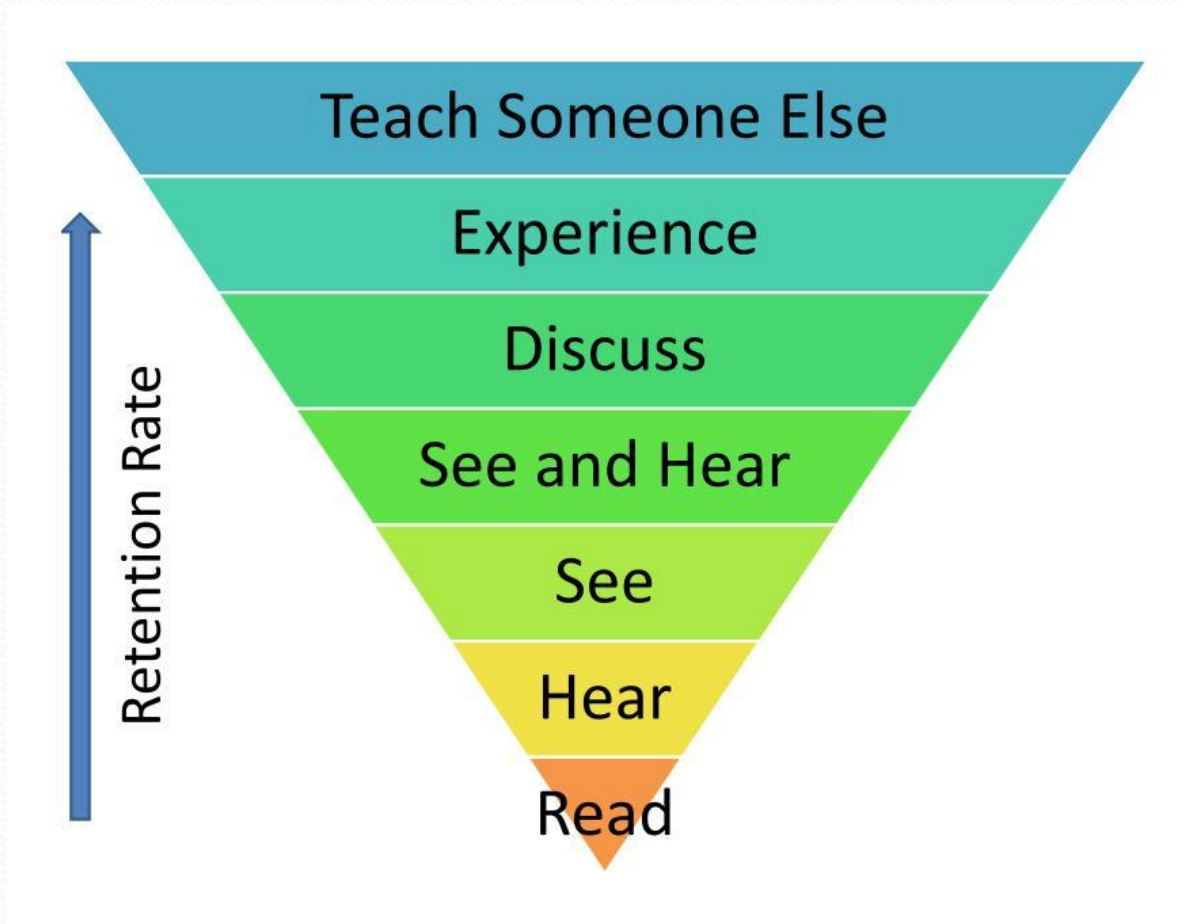
LEARNING PRINCIPLES

(BSY 618)

PHYSICAL EDUCATION AND SPORTS
NEAR EAST UNIVERSITY

Learning: Retention Rates

The following image illustrates the probability of retaining knowledge. The more senses involved, the greater the chance that the desired knowledge will be retained. This is important when designing and explaining tasks to students.



Teaching Styles

1. COMMAND

- The command style is the most teacher-directed style of the seven styles (Mosston, 1992). In this type of style the teacher is the exclusive decision maker. Decisions on what to do, how to do it, and the level of achievement expected are all determined by the teacher (Nichols, 1994).

- With this style the teacher will give a demonstration of the expected performance, as well as emphasize and explain specific important points of the movement. The demonstration gives the students an opportunity to see the skill performed accurately and observe the critical elements of the task. The teacher may guide the class through the various steps in carrying out the task. The students repeat the performance many times as they put the movements together in the proper sequence and timing. The teacher also makes additional helpful comments to a student or a group of students when necessary.

- Some examples of when it would be advantages to use the command style is when showing a child how to overhand throw, instructing a specific dance step, or teaching someone to shoot a free throw in basketball. These are all tasks that have to be done in a specific fashion making the command style a very efficient method of accomplishing the task.

2. PRACTICE

- The practice style is one of the most common teaching strategies used in physical education (Mosston, 1992). It is very similar to the command style in that the teacher is the primary decision maker, and the task will also start with a demonstration and description of what is to be achieved. The demonstration does not necessarily have to come from the teacher, it may come from another student or even from audiovisual aids. The students then practice the skill, either on their own or with a group, as the teacher observes their performance and offers feedback. The difference between the command and practice style is that the practice style does permit some decision making by the students. For instance, the students may decide where they will practice and if they will be working with, or without, a partner (Nichols, 1994). At the end of the session the teacher may review what they did, emphasizing the essential points to have learned.

- The practice style is very useful, especially when coaching. For example, if the coach is showing the team how to forearm pass a volleyball he/she would first explain the forearm pass, telling when and why it is used and describing the critical fundamental points of the forearm pass. This would be followed with one or more demonstrations of the skill being executed, once again emphasizing the key elements of the skill. The players are then given time to practice the skill, either by themselves or with a partner. The coach can then walk around making corrections and providing encouragement. At the end of the practice the coach may ask the players to discuss the points of emphasis before going on to the next lesson.

3. RECIPROCAL

- The reciprocal style allows more decision making by the students as compared to the command and practice styles, which are much more teacher dominated. With this style the teacher develops a reciprocal task sheet (appendix A) which describes the task to be performed and points out what the observer should be looking for to see if the performer is executing the task properly. The students are the observers and are responsible for viewing the performance of their classmates and providing feedback on each attempt (Nichols, 1994). The reciprocal task sheet may include pictures and a description of the task to assist the observer. It should also explain the role of the performer and observer, as well as give the amount of time or number of trials to be given in each practice session.

- The session is usually initiated with a demonstration, a description of the skill, and an interpretation of the reciprocal sheet. Once this is accomplished, one student performs the task as their partner observes the performance and records when the proper criteria has been met. The observer also provides positive feedback to help improve their partners performance of the skill. After the performer has properly executed the task a specific number of times the partners switch roles. With this style the duty of the teacher is to walk around observing the students and clarifying the tasks for both the performer and observer.

4. TASK

- The task style still has the teacher deciding the content of what will be taught, however it allows the students some decision making and provides them with the chance to work at their own pace (Mosston, 1992). This type of style has the teacher designing an arrangement of tasks leading up to the unit outcomes. The tasks are then broken down into a group of activities, each at a different level of difficulty, in which the students progress to achieve the final task (Nichols, 1994).

- The first level of difficulty should be below the most poorly skilled students and the activities should gradually increase to a level above the most highly skilled students. More decision making is required by the students as the level of difficulty increases. During the first stage (lowest level) the teacher presents a task that is broken down into several levels of achievement. All the students are working on the same task, however the students are allowed to begin at a stage within the task that they feel comfortable with and eventually progress through the activity.

- At the second level the teacher looks at the ability level of individual students and based on their level the teacher will assign specific tasks.
- The third level (highest level) requires the greatest amount of decision making and responsibility by the students. Each student is given a task booklet describing all the tasks to be completed in the unit. The student chooses the tasks they wish to practice and are responsible for working on each task within the unit time (Nichols, 1994).

- In this style the teacher is a valuable resource, however other aids should be provided, such as pictures, books, posters, and even film. If the students are not encouraged to use these other resources they may become dependent on the teacher for information.

- The students need to be able to determine when a task has been accomplished. This can either be decided qualitatively or quantitatively, and a partner or the teacher can perform the evaluation. Having the teacher do all of the evaluations may be wasting time, besides the students should have the chance to be responsible for their own evaluation and the evaluation of their peers (Nichols, 1994).

5. GUIDED DISCOVERY

- The guided discovery method crosses over into the student-centered section of the continuum. This approach continues to use teacher-designed movement tasks, however, it is done in a way that allows the children to make individual decisions about how to move (Mosston, 1992). In other words, the teacher defines the intended outcome of the movement response, but does not determine how it will be attained. This method is useful if the teacher is trying to get the students to discover the most desirable movement for a certain task or to develop a new skill (Nichols, 1994). This allows the students to experiment with different movements in order to achieve the desired goal. It will also increase their understanding of why certain movements are more advantageous and effective than others.

- This method is also an ideal way for students to discover possible strategies of specific games (Rauschenbach, 1996). The idea behind this method is that the students will make up their own minds about how they will move, however limitations are enforced that narrow the students choices, thus limiting the range of movement responses. This eventually leads to the single desired outcome the teacher was looking for. This method permits the students to experiment with the movement, to make comparisons with other movement responses, and to analyze the possible motor responses (Nichols, 1994).

6. PROBLEM SOLVING

- The strategy of problem solving is very similar to the strategy of guided discovery except for one important difference. With the guided discovery approach there was only one proper way of performing the final movement or task, therefore the final outcome would always be the same. With the problem solving approach several solutions can be the end result (Nichols, 1994). In problem solving, as with guided discovery, the teacher will present a movement challenge that has certain guidelines. The guidelines may be a limitation on the use of space, directions, or movements permitted. The goal is not to find a single correct answer as with guided discovery, instead the objective is for the students to find as many different solutions to the challenge as possible (Nichols, 1994). Any movement response that fits within the guidelines is totally acceptable.

7. EXPLORATION

- Exploration is the most student-centered style on the continuum (Nichols, 1994). With this style the students are permitted to move as freely as they desire, while staying within the limits of safety. The style is similar to that of problem solving, except the students are exploring the movements in a less restrictive and more natural environment with much less teacher direction (Nichols, 1994).

- This style can be very beneficial when introducing concepts, ideas, and new equipment. It is also a good way to obtain fresh unique responses and ideas from the students. Because this style provides the students with a great amount of freedom to work at their own pace and do what they want it is important to understand that the teacher does not simply set up the equipment and let the students play totally on their own. The teacher does have some say in what the students do. For example, the teacher may ask "How many different things can you do with that ball?" The teacher must keep in mind the individual needs of students and set new challenges when they are ready to progress.

CONCERNS OF PRACTICING STUDENT-CENTERED STRATEGIES

- As mentioned before, the teacher-centered strategies are effective if you want an organized class, are limited in time, have a large crowd, or want the students to have a clear picture of the objective. However, the student-centered approach meets the individual needs and differences of all the students. It allows the students to be more involved in the decision making and makes them think for themselves, usually resulting in more enjoyment and a better understanding of the movements. The benefits of using student-centered styles easily outweigh the time that it demands, but there are certain concerns about using this type of strategy.

- Since these methods require the students to assume more responsibility for their learning, with less direction and seemingly less structure offered by the teacher it is crucial that the teacher establish a good working relationship with the class before attempting student-centered methods (Gibbons, 1993). In order for a teacher to be effective they need to be a positive role model, an efficient planner, effective communicator, a thorough assessor of behavior, and be consistent in their expectations of children (Gallahue, 1988). The students must have an idea of what is acceptable and appropriate behavior before developing more independent learning.

- The teacher has to be sensitive to the students individual needs and continually find new ways to challenge them. It is necessary for the teacher to know when to ask further questions or realize when it is time to move on to another activity. It should be done when the students have had enough time to explore possible solutions but not so much time as to lose interest in the activity (Nichols, 1994).

- Teachers have to be aware of those who have, or have not, previously received learning experiences using the student-centered approach. Students having only experienced learning through the teacher-centered approach will normally have difficulty adjusting to the new approach. The teacher needs to gradually introduce the approach and only use it for short periods, until the class feels more comfortable in exploring movement and solving problems on their own (Nichols, 1994).

Continuum of Teaching Styles



Teaching Styles

- Direct Style
 - Most teacher-controlled
 - Subject matter is pre-determined
 - Begins with explanation and demonstration
 - Followed by independent practice
 - Teacher as demonstrator, lecturer, motivator, organizer, disciplinarian, director, and corrector of errors
 - Creates a controlled class environment

Teaching Styles

- Task (Station) Style
 - Multiple learning stations
 - Variety of tasks within each station
 - Students work at stations individually, in pairs, or in small groups
 - Teacher is indirectly involved
 - Teacher interaction occurs at individual stations
 - Pre-preparation or learning tasks and materials

Guidelines for Task Style Instruction

1. Basic skills covered
2. Developmentally appropriate tasks, variety of skill levels represented
3. Avoid safety risks
4. Task cards taped to wall or displayed on cone
5. Information on cards easily understood
6. Instructional equipment offers feedback (e.g., targets, cones, ropes, stopwatches)

Teaching Styles

- Mastery Learning Style
 - Outcome-based
 - Progression of skills called subskills
 - Subskills are written as tasks
 - Master subskills before progressing
 - Corrective activities used to help students reach mastery
 - Students move at their own pace

Mastery Instruction

- Content sequenced and progressive
- Prerequisite competencies evaluated
- Students informally evaluated themselves
- Teacher performs formal evaluation to determine student readiness to move on
- Students continue practicing with alternative measures if they do not pass

Student Performance Sheet

Name: _____

Instructor approved	Peer reviewed	Skill
_____	_____	1. Toss and catch with both hands.
_____	_____	2. Toss and catch with right hand.
_____	_____	3. Toss and catch with left hand.
_____	_____	4. Toss and catch with the back of both hands (create soft home).
_____	_____	5. Toss, do a half turn, and catch with both hands.
_____	_____	6. Toss, do a heel click, and catch with both hands.
_____	_____	7. Place beanbag on foot, kick in the air, and catch.
_____	_____	8. Place beanbag on foot, kick in the air, and catch behind back.
_____	_____	9. Put beanbag between feet, jump up with beanbag, and catch.
_____	_____	10. Toss overhead, move to another spot, and catch.
_____	_____	11. Toss overhead, take three skipping steps, and catch.
_____	_____	12. Toss overhead, lie down, and catch with hands.

Teaching Styles

- Individualized Style
 - Student-centered learning
 - Knowledge of cognitive factors precedes psychomotor tasks
 - Special materials needed (e.g., reference books, wall charts, cards for recording student progress)
 - Develop student learning packages

Teaching Styles



Wall charts

PRACTICE AREAS

Practice
areas



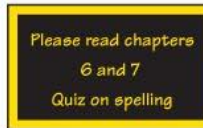
Teacher
Diagnose
Prescribe
Evaluate



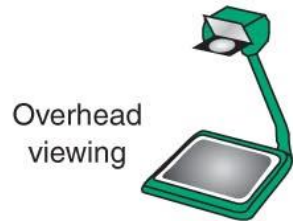
Practice
areas

Listening,
viewing

Chalkboard



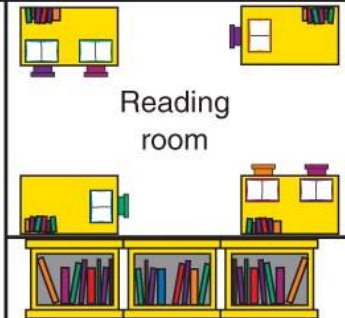
Videotape
viewing



PRACTICE AREAS



Wall charts



Reading
room



Resource
area

Small-group
discussion
area

Steps for Individualized Instruction

- Diagnosis
- Prescription
- Development
- Evaluation
- Reinforcement

Benefits of Individualized Instruction

- Students control the rate of learning
- Students, parents, administrators know expectations and what is to be accomplished
- Enhances motivational levels
- Choice and sequencing student based
- Students accept more responsibility
- Teachers have more freedom for individual feedback and student attention

Teaching Styles

- Cooperative Learning Style
 - Reciprocal style
 - Students work together to accomplish common goals
 - Beneficial outcomes for self and others
 - Fosters constructive relationships
 - Enhances social and psychological growth

Cooperative Learning

- Students work in small groups
- Students should switch roles frequently
- Examples of cooperative learning:
 - Design a fitness routine
 - Modify a sport or game to become more inclusive
 - Design a drill that enhances skill learning and ensures improvement of all group members
 - Each group member teaches a part of a folk dance

Teaching Styles

- Inquiry Style
 - Process vs. product oriented
 - Teacher guides students through questions and problems
 - Students seek solutions to problems
 - Students experiment and inquire without fear of failure
 - Enhances students' thinking abilities
 - Two types: guided discovery and problem solving

Teaching Styles

- Guided Discovery (Convergent) Style
 - Single pre-determined solution
 - Students chose the best solution after experimentation
 - Examples:
 - Hand placement when catching
 - Angles of release
 - Ready position
 - Entering long rope-jumping

Teaching Styles

- Problem-Solving (Divergent) Style
 - Involves input, reflection, choice, and response
 - No specific response
 - Present the problem
 - Determine procedures
 - Experiment and explore
 - Observe, evaluate, and discuss
 - Refine and expand

Problem-Solving

- Useful when teaching concepts, relationships, strategies
- Design problems students have not previously solved

Teaching Styles

- Free-Exploration Style
 - Child-centered
 - Teacher's role is limited to selecting instructional materials
 - Effectively introduces new equipment, concepts and ideas
 - Children generate new ideas and responses
 - Works best with young children and first time activities or situations

Free-Exploration

- Teacher avoids demonstrating and praising certain results too early
- Teacher encourages, clarifies and answers questions
- Motivating effort to encourage self-directed learning
- Students experience the joy of creativity

Optimize Skill Learning

- Understanding Basic Principles of Motor Learning
 - Sequence of skill development progresses in an orderly way:
 - Development proceeds from
 - head to toe (cephalocaudal)
 - inside to outside (proximodistal)
 - general to specific

Optimize Skill Learning

- Avoid Overstimulating Children
 - Pressure to perform can have a positive or negative affect
 - Proper motivation = “just right” amount of arousal
 - Too little = disinterest
 - Too much = stress and anxiety
 - Avoid too much stimulation with complex skills
 - Greater stimulation okay with simple skills

Optimize Skill Learning

- Competition
 - Affects arousal level
 - Produces stress and anxiety in early stages of skill learning
 - Improves performance when skill has been overlearned
 - Highly competitive situations avoided when teaching skills that have not been overlearned at the elementary level

Optimize Skill Learning

- Offer Meaningful Skill Feedback
 - Skill feedback is information about a movement performance
 - Intrinsic versus extrinsic feedback
 - Skill feedback should be
 - Encouraging, given frequently, delivered publicly, and contingent on performance
 - Knowledge of results
 - Knowledge of performance

Feedback

- Most feedback should be process oriented
- Include specific components of the learner's performance
- Reinforce teaching cues
- Provide information on how to improve
- Statements: short, content-filled, concise
- Avoid confusion, focus on one key point
- Allow students time to internalize the feedback

Optimize Skill Learning

- Design Effective Practice Sessions
 - Focus on process
 - Encourage students to learn the skill without concern for the outcome
 - Emphasize technique and experimentation
 - Communicate the focus on the practice session

Optimize Skill Learning

- Use mental practice techniques
 - Visualize doing the activity successfully
 - Use in combination with regular practice
- Skills can be taught using whole versus part practice
 - Choice depends on complexity and organization of the skills

Optimize Skill Learning

- Determine the length and distribution of practice sessions
 - Short practices produce more efficient learning
 - Offer multiple repetitions in a short period of time
 - Analyze the tasks
 - Spread practice sessions out over many days for effectiveness
- Use random practice techniques
 - Offers better retention
- Offer variable practice in a variety of settings

Optimize Skill Learning

- Teach Skills in Proper Progression
 - Developmental levels and progression
 - Progress at a rate suited for each individual
 - Present developmentally appropriate activities

TABLE 3.1 Equating developmental levels to grades and ages

Developmental Level	Grades	Ages
I	K–2	5–7
II	3–4	8–9
III	5–6	10–11

Optimize Skill Learning

- Characteristics of activities:

TABLE 3.2 Characteristics of activities for Developmental Levels I, II, and III

Level	Typical Grades	Level of Difficulty	Individual or Group?	Examples and Characteristics
I	K–2	Least difficult; foundation for more complex skills; much concentration required to perform skills	Mostly individual; sometimes with a partner	Tossing and catching; striking a stationary object; games incorporating basic locomotor skills
II	3–4	More difficult; skills are performed more consistently; less concentration required	Often individual or in small groups; groups and teams introduced	Specialized skills and variation in environmental factors (e.g., speeds and size of objects)
III	5–6	Advanced individual and specialized skills and activities; skills often performed automatically without thinking; students able to perform well in group activities	Stress placed on playing with others and using skills in cooperative and competitive settings	Sport and game situations; involves cognitive decisions and strategies; more emphasis on manipulative activity, less on movement concept activities

Integrate Mechanical Principles

- Stability
 - Balance and equilibrium
 - Needed for many sport skills
 - Concepts include:
 - Increase size of base for greater support
 - Lower base for when stopping quickly
 - For stability keep center of gravity over the base of support
 - Use “free” non-weight-bearing limbs as counter-balances

Integrate Mechanical Principles

- Force

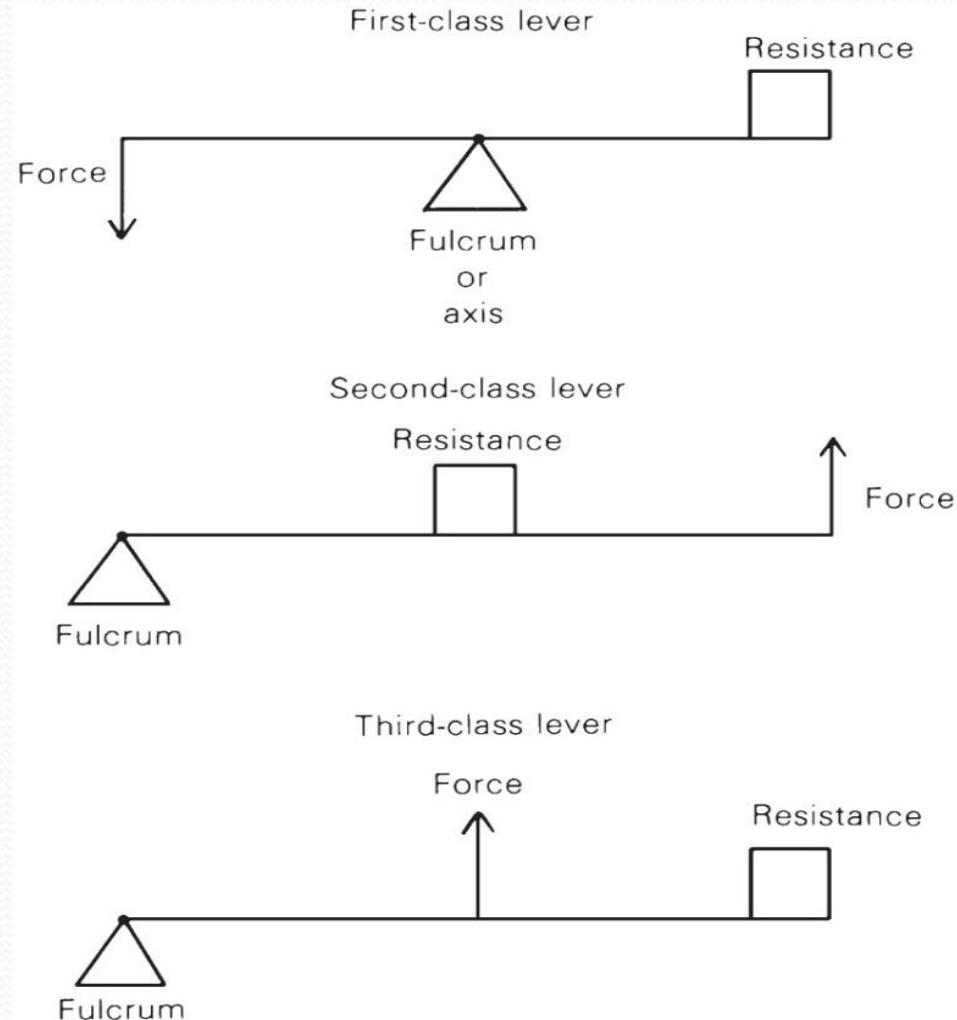
- Measure of the push or pull, one object applies to another
- Large muscle groups involved when generating large amounts of force
 - Joints should form right angles
 - Smooth, coordinate manner
 - More force when more muscle used
 - Absorb force over a large surface area
 - Follow-through when striking



Integrate Mechanical Principles

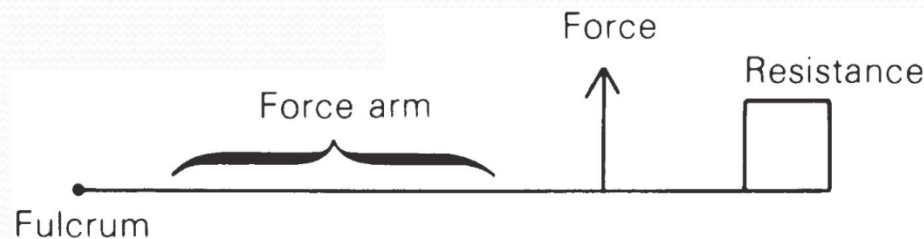
- Leverage and Motion
 - Amplify force into motion requiring less effort to accomplish task
 - Levers
 - First-, second- and third-class

Integrate Mechanical Principles



Integrate Mechanical Principles

- Used to gain a mechanical advantage
- Longer force arm allows greater resistance to be overcome
- Longer resistance arm allows greater speed to be generated



Integrate Mechanical Principles

- Motion and Direction
 - Basic to throwing, striking, and kicking skills
 - Angle of release determines how far an object travels
 - Ball rebound angle same angle as which it was hit
 - Point of release in throwing at a point tangent to the target

Consider the Learning Environment

- Influences the effectiveness of instruction and learning
- Controlled by the teacher
- Environmental variables must be planned
- Predetermine your space needs
 - Consider skills being practiced
 - Set up boundaries for practice area
 - How much instruction is needed?
 - Consider safety

Consider the Learning Environment

- Use Equipment Efficiently
 - Predetermine how much is available and in working condition
 - How much is enough?
 - Adapt instruction when equipment is limited
 - Teach using task style as an alternative when equipment is lacking
 - Effectively distribute equipment

Consider the Learning Environment



Consider the Learning Environment

- Ensure a Safe Environment
 - Foresee hazardous situations
 - Practice safety procedures
 - Written curriculum provides documentation that activities are properly sequenced
 - Conduct safety inspections
 - Physical education activities involve risk, take the appropriate precautions

Choose an Instructional Formation

- Appropriate formations facilitate learning experiences
- Select a formation based on ensuring maximum activity for all students
 - Mass or scattered formation
 - Squad formation
 - Partner formation
 - Lane or file
 - Line and leader

Choose an Instructional Formation

- Squad formation

Regular (L) X X X X X X

Extended (L) X X X X X X

- Partner formation

X X X X X X X X
↕ ↕ ↕ ↕ ↕ ↕ ↕ ↕
X X X X X X X X

- Lane, or file formation

X X X X
X X X X
X X X X
X X X X
X X X X
X X X X

Choose an Instructional Formation

- Double line
- Regular shuttle formation
- Shuttle turn-back formation
- Simultaneous class movement

Design a Lesson Plan Format

- Prepare a Written Plan
- Ensure that the lesson has been designed before students enter the activity area
- A standardized lesson plan allows teachers to exchange and includes basic information:
 - Objectives
 - Equipment required
 - Instructional activities
 - Teaching hints

Design a Lesson Plan Format

- Four-part lesson plan
 - Introductory activity
 - Fitness activities
 - Lesson focus
 - Closing game

Lesson Planning

PLAY

Video:

Teaching a Four-part Lesson: Rhythmic Skills–A

PLAY

Video:

Teaching a Four-part Lesson: Rhythmic Skills–B

PLAY

Video:

Teaching a Four-part Lesson: Rhythmic Skills–C

PLAY

Video:

Teaching a Four-part Lesson: Rhythmic Skills–D

- What type of closing activity would you use if your lesson was high-pitched and energy filled?
- Most people feel that half the time spent in a quality lesson is activity. What happens during the remainder of class time?

Lesson Planning

- How would you adapt a rhythmic experience to make it more enjoyable for all students?
- Explain why lesson plans have four parts. What is the primary focus for each of the four parts?

Lesson Planning

PLAY

Video:
Analyzing a Four-part Lesson—A

PLAY

Video:
Analyzing a Four-part Lesson—B

PLAY

Video:
Analyzing a Four-part Lesson—C

- Why is the introductory part of the lesson considered important to a successful and well-managed class?
- Identify four principles to follow when teaching fitness activities to young children?

Lesson Planning

- Identify why this teacher is successful in carrying out an efficient lesson?
- Identify the management and discipline techniques used in this video.

Lesson Planning

- Introductory Activity
 - Warm-up
 - Lasts 2–3 minutes
 - Sets tone for rest of the class
 - Physiological preparation for activity
 - Little instruction
 - Practice class management skills
 - Students receive immediate feedback

Lesson Planning

- Fitness Activity
 - Enhances health-related fitness and promotes lifetime activity
 - Includes a variety of exercises
 - Teaches students the type and amount of activity needed to maintain a healthy lifestyle
 - Teaches students how to predetermine workloads

Lesson Planning

- Lesson Focus
 - Designed to teach physical skills
 - Help students meet program content standards
 - Repetition and refinement of physical skills
 - Emphasis on the process of performing skills correctly
 - Teaches skills necessary to function comfortably in a physically active lifestyle

Lesson Planning

- Closing (Game) Activity
 - Evaluation of the day's accomplishments
 - Stresses and reinforces skills learned
 - May include a game that uses skills learned in the lesson focus or a low organized game or activity for enjoyment
 - Closing activities are a useful part of the lesson and should not be used as bribes to improve student behavior

Reflective Teaching

- Teachers who get students to perform at a high level include
 - High levels of caring and thinking
 - Time spent thinking about the lesson and note ways to improve
- Keep a journal and write down personal growth indicators
- Reflecting is a dynamic and ongoing process

Reflective Teaching

- Questions that aid the reflection process

Planning

- Did I prepare ahead of time? Mental preparation ensures flow and continuity in a lesson.
- Did I understand the “whys” of my lesson? Knowing why you are teaching something enables you to present it with greater strength and conviction.
- Did I state my instructional goals for the lesson? Students are more focused if they know what they are supposed to learn.
- Did I plan the lesson so students can participate safely? Check that they have good areas for running; no slippery spots, broken glass, or objects to run into; adequate room for striking activities; and so on.

Reflective Teaching

- Questions that aid the reflection process

Assessment

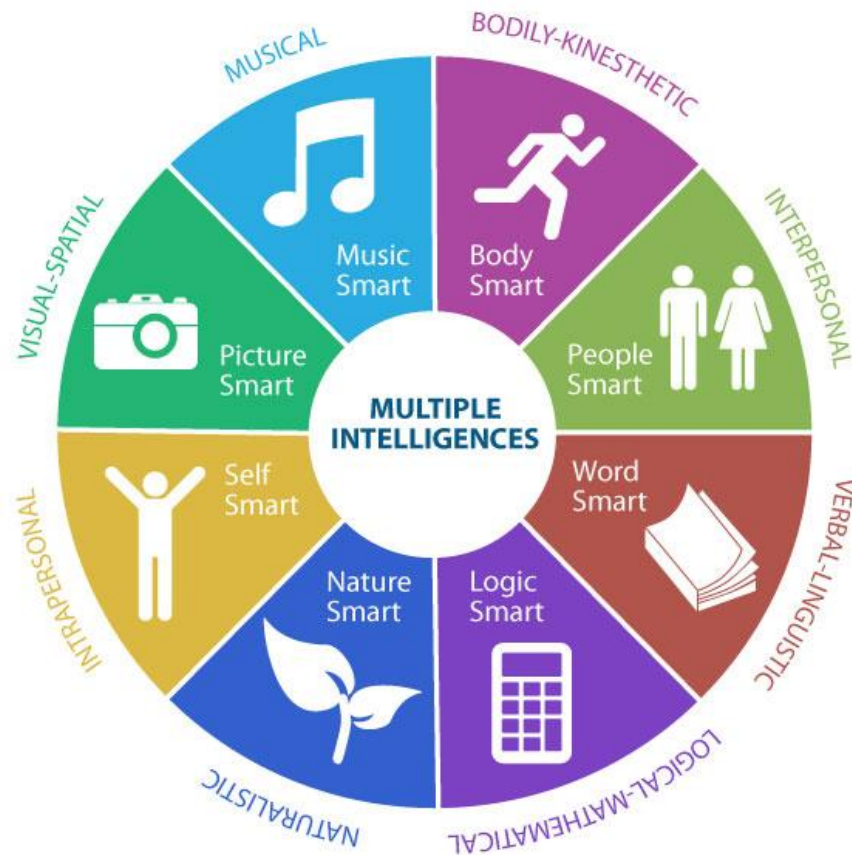
- Did I bring closure to my lesson? This gives feedback about the effectiveness of instruction. It also allows students to reflect on what they have learned. Did I ask for answers in a way that lets me quickly check that all students understand?
- Did I evaluate the usefulness of activities I presented? Did I make changes as quickly as possible to ensure my lessons were improving and better meeting students' needs?
- Did I communicate with teachers and the principal about things that need to be improved or better understood? For example, did I say something about classes arriving late, teachers arriving late to pick up their class, schedule problems that cause excessive work, etc.?

Multiple Intelligences

- Intelligence should not be defined by your IQ or SAT score. According to Gardner's Multiple Intelligence theory, intelligence is a spectrum that includes
- visual-spatial,
- bodily-kinesthetic,
- musical, interpersonal,
- intrapersonal, linguistic, and
- logical-mathematical intelligences.

Each person has a unique combination of these, being stronger in some areas and weaker in others (for example, physical educators are often strong in the kinesthetic intelligence). As such, it is important for educators to deliver their lessons and assessments in variety of ways. This will help address the individual learning needs of your students and maximize the learning outcomes of your lessons.

Understanding Your Student's Learning Style: The Theory of Multiple Intelligences



- All children have unique learning styles. Students gain strong benefits when their teachers and Learning Coaches recognize their strengths and weaknesses as learners. Howard Gardner, a psychologist and professor of neuroscience at Harvard, developed one theory in 1983. Gardner defines “intelligence” not as an IQ but, rather, as the skills that enable anyone to gain new knowledge and solve problems.

- Combinations of the different types of intelligence abound. A hiker fascinated by birdsongs might have strong auditory-musical and naturalistic intelligences, supplemented by bodily-kinesthetic intelligence. The neighbor skilled in solving puzzles and discerning patterns may combine logical-mathematical intelligence with visual-spatial intelligence.

- All of these learning styles indicate different ways of interacting with the world. Everyone has some degree of each, but each person favors certain learning styles. This is significant because when your child prefers one learning style over another, it affects his or her success

Elementary School Physical Education

Professional Organizations and Governing Bodies

- NASPE: National Association for Sport and Physical Education
- AAHPERD: American Alliance for Health, Physical Education, Recreation, and Dance
- CAHPERD: California Association for Health, Physical Education, Recreation and Dance
- California Department of Education

What is Physical Education?

- Part of the total education program
- Contributes, through physical activity, to the total growth and development of ALL children
- “Education through movement”
- Address all learning domains:
 - Cognitive
 - Psychomotor
 - Affective

Physical Education

- No other area helps children maintain an active lifestyle
- Emphasis on the physical side of life
- Helps all children succeed regardless of ability or skill level

Evolution of Elementary Physical Education

- German and Swedish Influence
 - 19th century focused on body development
 - Introduced by immigrants
 - German system favored gymnastics
 - Swedish system incorporated an exercise program
 - The need for equipment posed problems

Evolution of Elementary Physical Education

- Emphasis on Games and Sports
 - One-third of World War I draftees rejected as physically unfit
 - Led to a demand for PE in the schools
 - Legislated minimum weekly time requirements for PE
 - PE is now part of many states' curriculum
 - Only quantitative in nature, little program quality

National Concern About Physical Fitness

- 1950s
 - U.S. children less fit than Central European
- President's Council on Physical Fitness and Sports
 - Used to focus solely on fitness
 - Beginning to promote physical activity as well

Pedagogical Influences

- Movement Education
 - From England to the U.S. in late 1960s
 - Creativity, exploration, and cognition added
 - Instructional focus on the individual
 - Creative instructional methods
 - Students of all abilities find some success

Pedagogical Influences

- Perceptual-Motor Programs
 - Shortcomings in physical and academic performance
 - Attempted to mediate shortcomings
 - No evidence of improved academic achievement
 - Few of these programs exist today
 - Contribution is the integration of perceptual-motor principles into skill-learning sequences

Pedagogical Influences

- Conceptual Learning
 - Establish an understanding of movement concepts
 - Examples include:
 - Near–far
 - Strong–weak
 - Light–heavy
 - Academic focus

Pedagogical Influences

- Value and Attitude Development Learning (Affective domain)
 - Values, feelings, beliefs, and judgments emphasized in Physical Education
 - As awareness programs (e.g., AIDS, substance abuse)
 - Physical education teachers often called upon to conduct these approved programs

Federal Mandates

- Title IX: Equal Opportunity for the Sexes
 - Rules out separation of sexes
 - Offerings to be coeducational
 - Based on the principle: School activities are of equal value for both sexes
 - Works to eliminate sexism and sex-role typing

Federal Mandates

- PL 94-142: Equal Rights for Students with Disabilities
 - Mandates that ALL children have the right to a free and public education and
 - Are educated in the least restrictive environment
 - Children cannot be segregated unless in the best interest of the child

Federal Mandates

- IDEA
 - Individuals With Disabilities Act
 - Least restrictive environment
 - Mainstreaming
 - Each student receives an individualized educational plan (IEP)

Federal Mandates

- Child Nutrition and WIC Reauthorization Act of 2004
 - By 2006–07 all school districts with federally funded school meals, develop and implements wellness policies addressing nutrition and physical activity
 - Appropriate implementation of these programs could benefit physical education and make it prominent in the total school curriculum

Contemporary Social Influences

- Nationwide Concern for Health and Wellness
 - Surgeon General's report on *Physical Activity and Health* (1996)
 - Outlined the health benefits of physical activity for all ages
 - Wellness: a dynamic state of well being
 - Concepts include:
 - Eating wisely and controlling weight
 - Dealing with tension
 - Dealing with future challenges

Contemporary Social Influences

- “Back-to-Basics” Schools
 - Based on a decline of academics
 - Stressed discipline and cognitive learning
 - Physical education program must demonstrate that they are instructional, high quality and contribute to the school curriculum

Contemporary Social Influences

- National Focus on Physical Activity
 - *Healthy People 2000*
 - 300 target activity goals specifically directed toward improving the health of U.S. children and youth
 - Stresses moderate and regular physical activity
 - *Healthy People 2010*
 - Two major goals:
 - Increase the years of healthy life
 - Eliminate health disparities

Current Status of PE in the United States

- Definition of physical education unclear
- Many states and schools allow exemptions from PE
- Only about 4% of elementary schools provide daily PE
- Often taught by teachers not certified as PE specialists
- PE often limited to 30–60 minutes per week

The Need for Physical Education Programs

- Children ages 8–14 watched an average of 3 hours 16 minutes of TV per day
- When DVD, computers, video games are added it is more than 6 hours a day
- Children watching 4 or more hours per day had significantly greater BMI than children watching 2 hours per day

The Need for Physical Education

- Increase physical activity
 - 30 minutes of PE can offer 1,200–2,000 steps of moderate physical activity
 - Positive experiences in PE encourages children to be active as adults
 - Overweight children grow into overweight adults
 - A quality PE program educates students physically and can contribute to academic learning

The Need for Physical Education

- Provides students the skills they need to be active adults
- Physical activity provides immediate and short term benefits
- Active children are more likely to be active adults

The Content of Physical Education

Content Standards

- Framework of a program
- Provide focus and direction
- Specify content: know and do
- Developed at the national and state level
- Give direction to instruction
- Form the framework for assessment and accountability

The Content of Physical Education

National Standards Physical Education

- Developed by the National Association for Sports and Physical Education (NASPE)
- Six standards
 - Psychomotor
 - Cognitive
 - Affective

NASPE Standard 1

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
 - Movement concept skills
 - Fundamental motor skills
 - Locomotor skills
 - Nonlocomotor skills
 - Manipulative skills

NASPE Standard 1

- Specialized motor skills
- Body management skills
- Rhythmic movement skills
- Gymnastic skills
- Game skills
- Sport skills

Developing Manipulative Skills



Learning Body Management Skills



NASPE Standard 2

- Demonstrates understanding of movement concepts, principles, and tactics as they apply to the learning and performance of physical activities

NASPE Standard 2

- Opportunity to learn basic concepts of movement
 - What, where, and how the body can move
 - Know about stability, force, and leverage
 - Understand motor skills through repetition and refinement
 - Understand simple principles such as practice, arousal, and skill refinement

NASPE Standard 3

- Participates regularly in physical activity
 - Active children mature into active adults
 - Foster factors that are “determinants of active living”
 - Enjoyment
 - Family & peer role models
 - Safe environments
 - Need a minimum of 60 minutes per day
 - Differing types of physical activity

NASPE Standard 4

- Achieves and maintains a health-enhancing level of physical fitness
- Participation in daily physical activity
- Develop positive attitudes regarding physical activity
- More than just the “facts of fitness”: experience
- Understand the basic principles: frequency, intensity, type
- Understand fitness concepts: how to exercise properly

Fitness is a Participatory Experience



NASPE Standard 5

- Exhibits responsible personal and social behavior that respects self and others in physical activity
- Physical education's environment is conducive to learning effective social skills
 - Participation
 - Cooperation
 - Competition
 - Tolerance

Learning to Cooperate to Achieve Group Goals

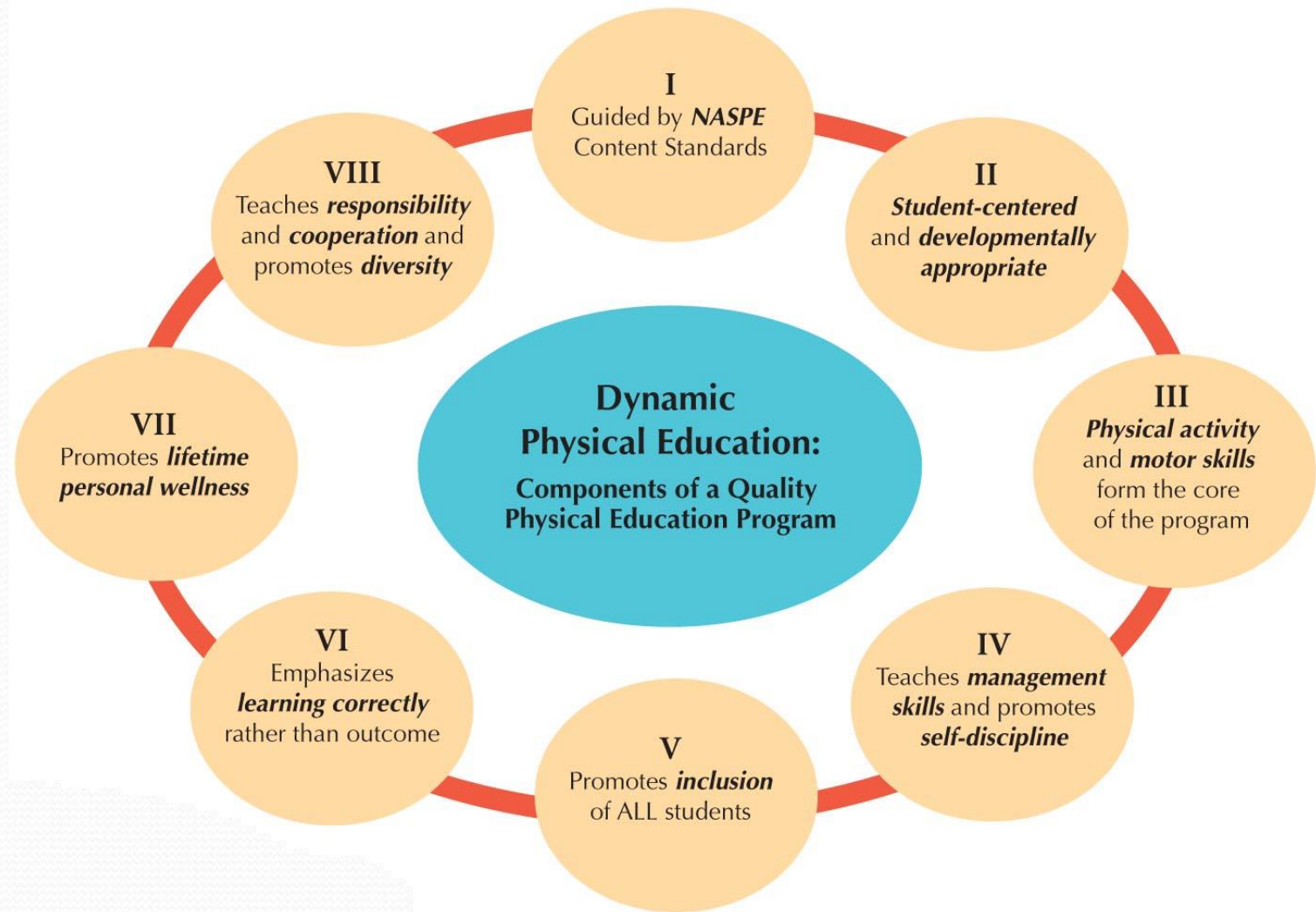


NASPE Standard 6

- Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction
- Instruction can be integrated
 - Principles of nutrition
 - Safety
- Wellness
 - Things that affect wellness
 - Weight control
 - Stress and relaxation

Quality PE Programs: Essential Components

- Form a comprehensive program that is valued by parents, teachers and students



Quality PE Programs: Essential Components

- I. Organized around NASPE standards
 - Set of content standards
 - Defined by various competencies
 - Measurable
 - Comprehensive

Quality PE Programs: Essential Components

- II. Student-centered
 - Match their physical and emotional development
 - Success for all students
 - Develop a positive set of behaviors toward physical activity

Quality PE Programs: Essential Components

- III. Physical activity and motor skill develop the core of the program
 - Only place where students learn motor skills
 - Focus on student's skill development and quality physical activity

Quality PE Programs: Essential Components

- IV. Teach management and self-discipline skills
 - Evaluation on class behavior
 - Management brings credibility
 - Students learn self-discipline

Quality PE Programs: Essential Components

- V. Inclusion of all students
 - Instruction for those who need it the most
 - Instruction designed to facilitate less skilled and less motivated students
 - Students not naturally gifted must perceive themselves as successful

Quality PE Programs: Essential Components

- VI. Focus on process of learning rather than the product or outcome of skill performance
 - Performing skills correctly is more important than the outcome
 - Learn proper techniques first

Quality PE Programs: Essential Components

- VII. Teaches lifetime activities that promote their health and personal wellness
 - Prepares youngsters for future activity as an adult
 - Programs offer more than sport activities
 - Walking is most popular
 - Quality PE looks to the future

Quality PE Programs: Essential Components

- VIII. Teach cooperation and responsibility and help develop sensitivity to diversity and gender issues
 - Cooperation precedes competition
 - Physical education is effective laboratory for learning responsibility because it is observable
 - Students need to learn about similarities and differences between cultures
 - Individuals differ regardless of race or gender