

## Teaching Physical Education

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Teaching is a...goal orientated activity

- The role of the curriculum is...?
- What/who determines curriculum?

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## NASPE Standards

- Standard 1: Demonstrates competency in motor skills and movement patterns to perform a variety of physical activities

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### NASPE Standards

- Standard 2: Demonstrates understanding of movement concepts, principles strategies and tactics as they apply to the learning and performance of physical activities

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### NASPE Standards

- Standard 3: Participates regularly in physical activity
- Standard 4: Achieves and maintains a health enhancing level of physical fitness.

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### NASPE Standards

- Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and or social interaction.

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### Goal-Orientation

- Teaching is essentially a goal-oriented activity.
- What are the goals named?

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### Domains of Learning

- Psychomotor
  - Cognitive
  - Affective

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### Psychomotor Domain

- Motor skills
- Fitness Outcomes

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### Cognitive Domain

- Knowledge
- Strategies
- Cognitive Abilities

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### Affective Domain

- Feelings
- Values
- Social Behavior
- Attitudes

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### Learning Objectives

- are observable.
- identify the content.
- certify that learning has occurred.

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### Elements of an Objective

- Situation (Where)
- Task (What)
- Criteria (How)




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### Establishing Realistic Goals

- If the relationship between curriculum and instruction is to maintained, the curriculum goals and objectives established must....

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### Establishing Realistic Goals

- What factors impact this process?
- What are the constraints?
- What is most important for students to learn?
- What do you have to take under consideration?

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### Meeting Goals

- Instruction must match or “fit” the goals.
- How?

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### Achieving Goals

- Instructional Processes
- What areas are impacted by the type of process the teacher chooses to use when teaching something?

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### Criteria for a Learning Experience

- It's a journey!
- Instructional conditions and events that are related to...

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### Criteria for a Learning Experience

- Learning experiences that...
- Lead learners from...
- To the desired objectives and goals.

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### A Learning Experience

- A set of...
- That gives...
- And is related to...

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### Criterion One

- The learning experience should have the \_\_\_\_\_ to improve the \_\_\_\_\_ performance/activity \_\_\_\_\_ of the learner.

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### In other words...

- Whatever activity is planned must have the potential to improve performance.

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### Alternative Goals

- Affective
- Cognitive

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### Criterion Two

- The learning experience must provide maximal activity or practice time for all students at an appropriate level of ability.

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### Factors

- Time
- Equipment
- Space
- Student skill level
- Supervision issues

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### Criterion Three

- The learning experience must be appropriate for the experiential level of all students.

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### Success!

- Different rates for individual learners!
- Individualize!
- Personalize!

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### Instruction

- The process is multidimensional !!
- It includes planning activities that allow for differing levels of skill.

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### Criterion Four

- The learning experience should have the potential to integrate all three educational goals.

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### Routines

- Pre-lesson routines include...
- Post-lesson routines include...

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### The Cycle

- Movement task
- Student response
- Teacher response

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### Parts of a Lesson

#### Teacher Task----Student Response

- This is the most critical unit of analysis in teaching physical education.
- The teacher gives a task and the student responds to that task
- What the teacher asks students to do and how students respond is the essence of the lesson

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### Teacher Functions

- What does the teacher need to do/consider?
- What are his/her "jobs"?

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### Teacher Behaviors in a Lesson

- Management - organizational (people, space, equipment and time) and student behavior
- Content - the substance of the lesson related to objectives
- Non/Contributing - unrelated to the content of the lesson in any way (intramurals, attendance etc.)

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### Teaching Functions

- |   |  |
|---|--|
| • Identifying outcomes                    | • Developing the content                         |
| • Planning                                | • Evaluating/Assessing                           |
| • Presenting tasks                        | • Monitoring student performance and environment |
| • Organizing and managing the environment |  |

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