B.Sc (Ed) Human Kinetics

HUMAN KINETICS METHODS
(KHE202)

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COURSE GUIDE

Introduction

Teaching physical education focuses on developing physical fitness and the ability to perform and enjoy day-to-day physical activities with ease. Students also develop skills necessary to participate in a wide range of activities, such as soccer, basketball, or swimming. Regular physical education classes prepare students to be physically and mentally active, fit, and healthy into adulthood. An effective physical education program should include engaging lessons, trained P.E. teachers, adequate instructional periods, and student evaluation. Therefore, methods the teacher explore for facilitation is important in building the student's interest and continuous participation. Various teaching styles for effective teaching and learning were explained.

Course Aim

The aim of this course is to train you to understand the Physical Education Methods, various teaching styles as well as advantages and disadvantages of each style.

Course Objectives

At the end of this course you should be able to:

1. Define physical education, exercise science and explain sport as a profession as with the 12 Sub-disciplines under it.
2. Explain the historical look at physical education and objectives of physical education
3. Explain the teaching methods in physical education, advantage and disadvantage of each method as well as teacher's and learner's role.
4. Explain the styles that assist teachers in physical education class to tabulate the Mosston's
   teaching styles
5. Explain the effective classroom management strategies
6. Explain the legal liability in physical education and sports
7. Explain the instructional technology and ways to integrate technology into physical education
8. Explain the concept of teaching aids and requirements for the selection of teaching aids, the guidelines for teaching aids, requirements for the use of teaching aids and the problems associated with the use of instructional aids
9. Explain the concept of improvisation, explain the guide on the improvisation of physical education resource materials and the factors affecting improvisation of physical education
10. Explain the concept of microteaching, the three stages of microteaching, techniques of microteaching and advantages and disadvantages of microteaching
11. Explain the characteristics of highly effective teaching and learning and the teaching skills that is essential to teach effectively

Working through this course:
You will need to study for at least 30 hours to complete this course successfully. You also need at least 2 hours on each course per week. Each course has a stated and intended learning outcome(s) (ILOs) which must be achieved during the study of each unit. There is a self assessment exercise in each unit to be done by the student which will help you make progress.

Presentation Schedule
The presentation schedule sent to you gives you the important dates for the completion of your Tutor Marked Assignments (TMAs) and participation at facilitation. You are required to forward all your assignments at the right time without any deferment or plagiarisms. Plagiarism is falsification and it is unlawful, anyone culpable will be seriously punished.

Assessment
The assessment to this course is divided into two main parts. The first part is the Tutor Marked Assignments (TMAs) and the second part is the e-examination which is a computer based examination. In solving the problems in the assignments, you are meant to use the facts, knowledge and experience gathered in the course of the study. A link will be provided through which the assignment will be submitted between the stipulated times. The assignment will be evaluated within the given guidelines and a feedback provided. The TMAs will form 30% of the total marks for the course.
Each student will be required to sit for an e-examination which will last for one hour. The e-examination will form 70% of the course mark. The computer will be programmed to open at the beginning of the examination and end as scheduled automatically.

Tutor-Marked Assignment (TMA)
There are three(3) assignments that make up the tutor-marked assignment and they must be submitted for grading at the stipulated time as no extension shall be granted to any student after the due date unless for exceptional cases. The three assignments form the 30% of the course which is a Tutor Marked Assignment.

Tutors and Tutorials
Each student will be assigned to a tutorial group at their various Study Centre, date and time of the tutorials with the name and phone number of your tutor will be communicated to students through the Centre Director. 12 hours of tutorials will be provided for this course. Your assignments will be graded and correction made on them. You need to keep a close watch on the comments made by your tutor and identify any area where you are having difficulties. Your TMAs must be mailed to your tutor within the deadline stipulated and this will be marked and sent back to you almost immediately. Where you require assistance, do not hesitate to contact your tutor through phone, e-mail or direct discussion.
There may be situations where you will need to urgently make contact with your tutor when:
1.) You do not understand the assigned readings or any part of the study units.
2.) You find it hard to deal with your self-tests or exercises.
3.) You have a query or difficulty with your assignment, with comments made by your tutor on your assignment or with the grading system of the assignment.
You must ensure you attend all tutorials, this is the only avenue you have for physical contact with your tutor/facilitator and your questions will be answered immediately. You are at liberty to query any difficulty encountered during the course of the study.

There is a great advantage in getting actively involved in the group discussion and to benefit immensely from the course tutorials, you must have done your personal preparation and draw out your own questions, this helps you to be actively involved in the course tutorials.

Final Examination and Grading
KHE202 final examinations will last for one hour and will account for 70% of the total course grade. The examination will comprise of questions similar to the type of the tutor marked exercises you have initially practiced. Every part of the course will be assessed. You are to use the time gap between concluding the last unit and sitting for the examination for the revision of the entire course.
Revising the tutor mark assignment exercises with the comments made by the tutorial facilitators might be useful for the final examination. The final examination will cover every information from all parts of the course materials.

How to Get the Most from the Course
In this course you have the opportunity of working and studying through a well-designed study material at your own pace and at a time and place that suits you best. Read the material as against listening to a lecturer in the conventional school system. The content is complemented with audios teachings as well as watching related videos. In the same way that a lecturer might recommend some reading materials, the study units tell you when to read recommended books or other materials and when to undertake practical activities. Note that the study unit replaces the university lecturer. Just as a lecturer might give you class exercises/activities, your study units provide exercises for you to do at the appropriate time. Each of the study units follows a common format. The first item is an introduction to the subject matter of the unit and how a particular unit is integrated with the other ones and the course as a whole. Next is a set of learning Intended Learning Outcome(s) (ILOs) which state what you will be able to do by the time you have completed the unit. These Intended Learning Outcome(s) are set to guide your study. When you have finished a unit, you must go back and check whether you have achieved the Intended Learning Outcome(s). If you cultivate the habit of doing this, you will make tremendous improvement in your chances of passing the course.

The main body of the unit guides you through the required reading from other courses. This will usually be either from your recommended books or from a reading section. Self-assessment exercises are interspersed throughout the unit. You are expected to work on them as well. Working through these exercises will help you to achieve the Intended Learning Outcome(s) of the unit and prepare you for the assignments and the examination. You should attempt the self-assessment exercise as you come across it in the study unit. There will also be several examples given in the study units; work through these when you come across them too.

Facilitation

You will receive online facilitation which is asynchronous. Your facilitator will summarize each unit of study and send to your mail weekly. The facilitator will also direct and coordinate your activities on the learning platform.

Do not hesitate to contact your tutor by telephone and e-mail if you:

- Do not understand any part of the study units or the assignment.
- Have difficulty with the self-assessment exercises
- Have a question or problem with an assignment or with your tutor's comments on an assignment.

Read all the comments and notes of your facilitator especially on your assignments, participate in the forums and discussions. This is the only chance you have to interact with others in the programme. You can raise any problem encountered in the course of your study. To gain the maximum benefit from course tutorials, prepare a list of questions before the discussion session. You will learn a lot from participating actively in the discussions.

Summary

KHE202 intends to introduce you to Human Kinetics Methods with particular reference to instructional technology in Physical education, crucial consideration in physical education methods and general teaching skills and teaching strategies for effective physical education teaching. You will also be able to answer the tutor marked assessment as presented in each unit.

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Module One

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**UNIT 1: Physical Education Concepts; the analysis of the Physical Education Teacher
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1.0   Introduction

In this unit, you will learn the definition of physical education, the differences between physical

education, exercise science and sport as a profession. These three basic concepts are interwoven

and they incorporate the fields of psychology and sociology. The 12 sub-discipline under the

three basic concepts were also discussed.

Also, the importance of physical education in schools was discussed in the unit.

2.0   Objectives

At the end of this unit, you should be able to:

    a) Define physical education
    b) State the 12 sub-disciplines of physical education.
    c) Explain the importance of physical education in schools

3.0   Main Content

3.1   Definition of Physical Education

Bucher and Thaxton (1980) described Physical education as training the physical as well as educating people about their body and the need for it to meet present as well as future challenges and provide health services for national development. Physical education doesn't only have to do with physical activities but also involves educating the public on the biological effect that physical activities has on the body. Moronkola (1995), stated that physical education is a part of total education process that ensures advancing vigor, strength, endurance, stimulation of organic growth, promotion of social efficiency and teaching of attitude towards recreation and leisure time activities through individual and team sports theory and practical activities for development of an individual.

The benefit of physical education includes the overall development of a person. It aids in the development of skills, knowledge, and attitudes needed for establishing and enjoying an active and healthy lifestyle. It also builds student confidence and competence in facing challenges in day to day learning activities. In almost all systems of education, physical education is a course that involves a play or movement exploration setting for the transmission of physical knowledge and skills to an individual or a group, the application of these skills, and their results. It can also be defined as any intramural or extracurricular sport or physical activity in which students take part in through their various school system. Physical education is a discipline which cuts across all other disciplines, especially the general education. It is education for the development of the "whole man". Physical education is a course or subject which concentrates on the development of physical fitness and the ability to perform and enjoy daily physical activities with ease. Physical education which can be taught from preschool makes children develop the necessary skills needed to take part in different types of sports. Regular physical education classes prepare children to be physically and mentally active, alert, fit and healthy into adulthood. An effective physical education program must cover participation lessons, trained physical education teachers, adequate instructional periods, and student assessment.

Self Assessment Exercise

    a) Define physical education
    b) In your own word describe the benefits of Physical Education

3.2   **Conceptual Clarification between Physical Education, Exercise Science and Sport: The Profession**

(1)   **Physical education** is a course that is related to maintaining the human body through physical exercises. Physical education is been taught during primary and secondary education

and improves psychomotor learning in a play or movement exploration setting to promote health.

(2) **Exercise science** is the scientific analysis of exercise or physical activity through theories from many subjects or disciplines relating to health, chemical reaction, movement, and mental health such as biology, biochemistry, physics, and psychology.

(3) **Sports** is an organized competitive activities that is governed by rules and regulations which standardize this activities and conditions so participant can compete fairly. Sport is a form of occupation which demands constant and specialized training in an intellectual field of study. It is committed to making lives better and healthy and in turn contributing towards creating a better society through service to others. In the 1960s, physical education, exercise science and sport expanded and incorporated into fields of Psychology and Sociology with the aid of developing technologies, acquired knowledge and learning from other disciplines. The 12 sub-disciplines under this are:

       a. Exercise physiology

       b. Sports medicine

       c. Sport biomechanics

       d. Sport philosophy

       e. Sport history

       f. Sport psychology

       g. Motor development

       h. Motor learning

       i. Sport sociology

       j. Sport pedagogy

       k. Adapted physical activity

       l. Sport management

Exercise Physiology: It teaches about the effect of exercise and physical activity on the human body. It describes the short and long-term adaptations of all body systems to physical activities.

Sports Medicine: It describes the Medical relationship between physical activities, injuries relating to sport, and the human body. It is the design of conditioning programs, fitting of protective equipment, and counseling with regards to proper nutrition. Sport medicine also covers injury assessment, how to administer first aid treatment, planning and execution of rehabilitation program and treatment.

Sport Biomechanics: This puts into practice the dynamics of physics to the study of human motion and the movement of sport objects. It studies the impact of force on the human body

and other sport objects, Mechanical description of activities (production of power, leverage, and stability) and analysis of effectiveness and efficiency of movements or motion.

Sport Philosophy: This is the study of the nature of reality and values of movement for all participants. It emphasizes serious issues, beliefs, and values in relation to physical education and sport and how it influences thoughts, actions, and decisions in our professional endeavors and personal lives.

Sport History: This carefully studies the past paying special attention to events, the people, and trends that impacted the direction of the field. The basic fundamentals of sport, why and how it came into existence is studied "who, what, when, where, how, and why of sport" is examined within the social context of the time. It looks back in time and gives better and greater understanding of modern day events, provides insight while bearing in mind the future.

Sport Psychology: This puts into use fundamentals of psychology in order to study how sport enhances performances in human behavior. Sports Psychology are categorized into different areas which are achievement motivation, arousal regulation, goal setting, self-confidence, leadership, and team cohesion while the exercise areas are exercise addiction, adherence, motivation, and satisfaction.

Motor Development: Motor development deals with the interaction of genetic and environmental impacts on motion and lifespan motor development. It puts into practice the concept of development to plan suitable movement experiences for people of different ages and capabilities.

Motor Learning: Motor learning is defined as the study of elements that affects a person's acquisition and display of skills, such as practice, experience, use of reinforcement, and condition of studying the environmental factors that improves learning progression through stages of learning from a beginner to a highly skilled performer.

Sport Sociology: Sport Sociology is the study of the importance of sport in the society. It explains the impact of sport on society and the impact of the society on sport and answer questions like "What is the influence of society on sport?

Sport Pedagogy: This is the study of learning and teaching of sport. It involves creation of essential and practical learning environments, tactics of instruction, outcome assessment, and relationship of guidelines to learning the development of effective professionals via survey of the behaviors of teachers/coaches and students/athletes.

Adapted Physical Activity: It provides programmes and services that encourage individuals with disability to take part in activity to the maximum.

Sport Management: Sport management covers the business aspect of sport and how to manage it effectively. It takes care of facility and business and personnel management, budgeting, promotion of events, media and programming.

SELF ASSESSMENT EXERCISE

1 Define the terms

a) Motor learning
b) Motor development
c) Sports biomechanics

3.3 Importance of Physical Education in School

There are plenty advantages that high school students gain from attending physical education classes. These advantages turn them into responsible and knowledgeable adults with the awareness that healthy lifestyle is highly beneficial.

Students possess a higher level of knowledge when it comes to general health that help them make informed decisions with regards to their health, safety and well-being. Importance of Physical Education includes:

1. **Builds Self-Confidence:** Students in High School who participate in high school physical education program are positively influenced in the areas of personality, character and self-esteem. More so, physical education encourages team-building which in turn improves communication skills, and the skills needed for students from different ethnic backgrounds and personalities to get along and work together to achieve their goal.

2. **Develops Motor Skills:** Physical education in schools is very important to the development of motor skills and the improvement of reflexes. Hand-eye coordination is improved, as well as good body movements, which helps in the development of a healthy body posture;

3. **Health and Nutrition:** Physical education teaches students the importance of physical health. High school students are in the age where students misinterpret the meaning of "overweight", eating disorders prevail at this level. Physical health and education teaches students on healthy eating practices and the important procedures for nutrition. Children who often take part in physical activity reduces the likelihood of suffering from certain ailments like diabetes and obesity, therefore improving their overall well-being and quality of life;

4. **Relieves Stress:** Based on curriculum, assignment, peer pressures and families, students experience significant amount of stress. Students' involvement in sports, recreational activities and other types of physical fitness gives a form of stress relief.

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Stress can also occur due to a fight or arguments with a friend. Another thing that causes stress might be a low grade in spite of hard work. Students who are stressed experience low concentration power and losses focus on academic performance if they don't have time to distress. Engaging in Physical activities provides opportunity and an enabling environment to breathe out their stress. By exercising and breathing deeply, we provide extra and more needed air to our lungs which in turn provides more oxygen to the brain, this makes the brain feel relaxed and stress free. There is a high probability that an individual is healthy and experience happiness by engaging in physical activities, which in turn makes them better students in their studies. They also feel a sense of pride which makes them happy about themselves and have a good and respectable behavior towards their fellow students.

5. **Prevents Sleep Deprivation:** Having a good and complete sleep is an integral part of having a happy and healthy life. Students that engage in physical activities and regularly exercise will usually be exhausted and tired after different physical activities which in turns gives them a good night sleep. Complete and sound sleep makes students more upright and attentive during lectures in classroom. Being attentive will help sharpen their minds and prevent them from failure and also give them energy needed to help their teachers and fellow students whenever the need arises.

6. **Physical education makes an individual flexible and happy:** When one is physically balanced with the aid of exercise and stretching, chances of been injured decreases. Students, who know that physical education is as important as their school work, have a flexible routine. Physical activities make the body flexible which in turn lets individual properly manage both physical and mental workload. Healthy and well-connected neurons helps improves students' over-all thinking ability and mental health making them better students in classroom. Most schools have made physical education an integral part of their school curriculum and students are able to maintain a healthy balance between their education and exercise. This is because those students who take part in physical activities are proven to be happier and healthier than students who spend all their time doing only school education work. Physical activities help improves blood circulation in an individual's body. This in turn helps in supplying more oxygen to the heart and brain and allows the body to maintain a balance between physical and mental health.

Self Assessment Exercise

Explain the importance of physical education in schools.

4.0　Conclusion

Although physical education has existed since the ancient times, it was not until hundreds of years ago that the term physical education was born. Physical education is therefore an educational process which aims at improving human development and performance through physical activity. Benefits of physical education includes regular fitness activity, building of self-confidence, motor skills development, health and nutrition, relieves stress, prevents sleep deprivation and also makes the individual flexible and happy.

5.0　Summary

In this unit, you have learnt:

  a. The Definition of physical education
  b. What exercise science and sport is as a profession as well as the meaning of the 12 sub-disciplines under physical education.
  c. The importance of physical education in school

6.0　Tutor Marked Assignment

a. Define physical education
b. Explain exercise science and sport as a profession as well as the 12 sub-disciplines under physical education?
c. Discuss the importance of physical education in school?

7.0　References/Further Reading

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UNIT TWO: History of Physical Education and its Objectives

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1.0   Introduction

In this unit, you will be learning the historical look at physical education at the world level. This unit will go back to the origin of physical education throughout the universe. Also, you will learn the historical look at physical education in Nigeria which are divided into colonial Nigeria and post-independence Nigeria as well as the developmental factors in physical education in Nigeria. The unit also explains the objectives of physical education.

2.0   Objectives

At the end of this unit, you should be able to:

    a) explain the historical look at physical education
    b) explain the historical look at physical education in Nigeria
    c) explain the objectives of physical education

3.0   Main Content

3.1   Historical Look at Physical Education

Physical education has existed since the earliest stages of human society, in forms as simple as the transmission of basic survival skills, such as hunting. Later, the ancient Chinese, Indian, and Egyptian civilizations had traditions of physical education and activity, most commonly acted out in sporting competitions, military tactics and training, and martial arts. However, the real history of physical education is in the changing methodologies used to transmit physical skills and, to a lesser extent, the varying intentions of the educator, and thus the Greek influence is often argued to be the most fundamental to how the discipline is viewed today. The ancient Greek emphasis on anatomy, physical achievement and abilities was for the first time in the ancient world blended with a humanistic and scientific approach to balancing one's life. The first known literary reference to an athletic competition is preserved in the ancient Greek text,

the *Iliad*, by Homer and the ancient Greek tradition of the Olympic Games, which originated in the early eighth century B.C.E (Before the Common Era or Before the Current Era). The Japanese tradition of physical exercise integrated into daily life derived from *Bushido* (the way of the warrior).

The father of modern physical education as we know it today was Friedrich Ludwig Jahn. During the nineteenth century, Jahn established the first gymnastic school for children in Germany. A fervent German nationalist, Jahn believed that the best kind of society was one that had established standards of physical strength and abilities. The first *Turnplatz*, or open-air gymnasium, was opened by Jahn in Berlin in 1811, and the *Turnverein* (gymnastics association) movement spread rapidly. Around the same time, but independent of Jahn's developments, the Swedish teacher Pehr Henrik Ling started to see the benefits of gymnastics. In 1813 he was successful in developing the Royal Gymnastic Central Institute with the cooperation of the Swedish government, which went far to advance physical conditioning. Soon, many European nations followed suit, first with private schools mostly for gymnastics. In the early twentieth century, with the advent of organized sports, public schools around the world started to develop physical education curricula.

Before physical education became popular in school systems, private gyms started to crop up in Europe and America. The first indoor gymnasium in Germany was probably the one built in Hesse in 1852 by Adolph Spiess, an enthusiast for boys' and girls' gymnastics in the schools. In the United States, the Turner movement thrived in the nineteenth and early twentieth centuries. The first Turners group was formed in Cincinnati in 1848. The Turners built gymnasia in several cities, including Cincinnati and St. Louis which had large German American populations. Adults and youth utilized these gyms. In the Meiji period (late nineteenth century), Japan imported many foreign sports. Nationwide sports competitions were instituted, particularly in the middle school level, which continue in the form of national school tournaments. However, an absolutist ideology of winning became established, particularly among middle school students who were being prepared for military service, boosting nationalistic ideas and supporting the development of military power. During the last decades of the nineteenth century and early twentieth century, John Dewey and his colleagues promoted progressive education ideas, challenging traditional education and leading to reforms that included the introduction of physical education. Educational psychologists, including Stanley G. Hall and Edward Thorndike supported Dewey's focus on activity in learning, suggesting that children's play be recognized as an important aspect of their development. By the turn of the 20th century, personal hygiene and exercise for bodily health were incorporated in the

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physical education curriculum as the major learning outcomes for students. The exclusive focus on health, however, was criticized by educator Wood (1913) as too narrow and detrimental to the development of the whole child. The education community subsequently adopted Wood's inclusive approach to physical education whereby fundamental movements and physical skills for games and sports were incorporated as the major instructional content. During the past 15 years, physical education has once again evolved to connect body movement to its consequences (e.g., physical activity and health), teaching children the science of healthful living and skills needed for an active lifestyle.

3.2   Historical Look at Physical Education in Nigeria

Physical activities have been part of Nigerian education since pre-colonial times, but the push for physical education programs in schools did not start in earnest until Nigeria's political independence in 1960. Though physical educators in Nigeria are doing their best given available resources, the discipline still suffers from basic problems. During the past two decades, the education sector was neglected by the military administration in place, which accounted for many of these issues. The history of physical education in Nigeria dates back to pre-colonial times. In fact, before the country was under British administration, Nigeria had a traditional educational system that recognized the elements of physical activities. Though Nigeria consisted of many ethnic groups, each with its own culture and tradition, these groups had common educational aims and objectives. Methods, however, differed from place to place largely due to social, economic, and geographical imperatives. As the practice in European, Asiatic, and American societies, the education of a child in Nigerian society began at infancy. Traditional Nigerian education emphasized training the child in toileting, eating, socialization, and general behavior. Physical training also was a significant aspect of this traditional education.

The African child, like his European or Asiatic counterpart, enjoyed exploring his environment and observing adults and imitating them. Physical activities, such as running, jumping, wrestling, tree climbing, and swimming, provided a ready opportunity for all round development. Jumping, wrestling, climbing, dancing, and swimming were all forms of traditional sports in colonial Nigeria, and were part of the inhabitants' lifestyles. Two of the seven cardinal goals of traditional African and Nigerian education were related to physical education. These goals were aimed at developing children's latent, physical skills and building character among the youths both of which remain primary objectives of physical education programs in Nigeria today.

Physical Education in Colonial Nigeria

The British colonial administration brought tremendous changes in the lives and times of Nigerians, some of which led to confusion among the natives. One area that was drastically changed by the new administration was the education of children. Previously, schools were run by missionaries, primarily to train their adherents and prepare clergy members for the study of sacred writings and the performance of religious duties. In these schools, physical training, as it was known at the time, was primarily used to maintain discipline among the children. School programmes in colonial Nigeria did not differentiate between the components of physical education, health education, and recreation. The programmes also were beset by problems, such as lack of qualified staff and inadequate teaching facilities and equipment, as well as the misinterpretation of the values inherent in physical education.

Physical education was regarded as a nonacademic and extracurricular activity that should take place after the normal academic work of the day. The main method of instruction in colonial Nigeria was the command style, in which the learners listened to specific instructions from the teacher and then complied rigidly. Lacking qualified personnel, schools used retired physical training instructors from the colonial Army to teach children. This practice was understandable in light of the fact that physical education previously had not been an established subject at universities, and only a few students were qualified to teach the subject when they graduated. The emphasis on military drills was discontinued and significant changes were made in the physical education programs in Nigerian schools when curriculum changes occurred in Britain and the colonies. In 1957, a significant breakthrough in the development of physical education in Nigerian schools occurred when the Nigeria College of Arts, Science and Technology, Zaria, established a specialized College of Physical Education for the professional preparation of physical education teachers. This college, which eventually became Ahmadu Bello University, Zaria, helped develop Nigeria's physical education program when the country gained political independence in October 1960.

Physical Education in Post-Independence Nigeria

Graduates of the College of Physical Education made laudable efforts to establish and develop physical education programs in Nigeria's school system through their teaching, supervision, and curriculum revision activities. By the end of first decade after Nigeria's political independence, physical education and recreation programs were springing up in several of the country's tertiary institutions. The first degree-awarding institution was the Powell College of Physical and Health Education at the University of Nigeria, Nsukka in 1961.By the early 1970s, physical education programs in Nigeria became very popular because:

The federal government's post war reconciliation programme emphasized youth sports as means of fostering national unity; and

The universal, free primary education program prompted the massive training of teachers, particularly those for the primary school system.

This was a period of glory for physical education in Nigeria, and qualified teachers were highly sought after. A continuing high level of interest among students in this area of study spurred most Nigerian universities and colleges of education to offer physical education programs. Today, 20 Nigerian universities offer physical education programs, with many of them offering postgraduate degrees.

Developmental Factors in Physical Education in Nigeria

Several factors positively influenced the rapid growth and development of physical education in Nigeria into the 1990s, including:

Nigeria Association for Physical Health Education and Recreation (NAPHER);
Nigeria's National Policy on Education (Federal Republic of Nigeria 1977, 1981); and
Governmental support of sports festivals, sports-specific policies, and vision 2010 (1997).

NAPHER

NAPHER is an umbrella organization for physical education, health education, and recreation professionals affiliated with International Council for Health, Physical Education, Recreation, Sport, and Dance (ICPHER·SD). Though Harding Ekpengin, a physical education pioneer, attempted to form NAPHER in the early 1960s it was not until 1966 that members came together at the University of Nigeria, Nsukka, and formed the organization. Initial hurdles faced by NAPHER included being recognized as a learned professional association and convincing the government to recognize physical education as an academic subject. In the 1970s, NAPHER witnessed tremendous growth in membership and, in June 1984, was recognized as a learned professional association by the federal government of Nigeria (Ojeme, 1988). These accomplishments resulted in physical education becoming an examinable subject in the school system.

Nigeria National Policy on Education

The National Policy on Education (Federal Republic of Nigeria 1977, 1981) was a document adopted by Nigeria's federal government to guide the administration and practice of education in the country. In this policy, the Nigerian government clearly stated that physical education would be emphasized at all levels of the educational system. These policy provisions tremendously helped NAPHER to grow and develop, and made physical education a core subject in Nigeria's primary and secondary educational systems. However, the initial interest that followed the passage of this governmental regulation faded away. Today, physical

education does not have the same prominence it once had and, in fact, the course is not taught in most Nigerian primary and secondary schools. Facilities and equipment aren't available, time is not allocated in the instructional day, and teachers are either unavailable or unsupervised. In terms of implementing physical education policies, there is great concern about this region's short falls. This trend also is prevalent worldwide, with continuing the emphasis and even elimination of school physical education programs in most countries.

3.3 Objectives of Physical Education

a) To develop a man physically, mentally, socially, spiritually, morally and emotionally for self-reliance and to be able to contribute to the affairs of the nation for national development.
b) To instill in people the need for a healthy life for quality living that will ensure high productivity.
c) Changing people's attitudes from negative to positive ones.
d) Changing people's undesirable behaviour to desirable ones.
e) Making people realize the need for preventing diseases rather than spending more time and money for treatment.
f) To learn and develop fundamental movement skills.
g) To know the implications of and the benefits from involvement in physical activities.
h) To appreciate the value of physical activity and its contributions to a healthy lifestyle.
i) To promote friendliness, peace and love as it encourages team spirit, spirit of socialization, forgiveness, obedience to rules and regulations.
j) Physical education as a symbol of unity. Sports bring peace and unity to people of the whole world.

It should be noted that unlike other curricula, a majority of the course work is participated in, rather than "studied". The purpose of physical education involves more than training the body or physical fitness, but is based on the understanding that fitness and physical training helps the mind. For young children play has been recognized as a valuable, even essential, component of learning. While some cultures included training in some type of physical activity, such as hunting, dancing, martial arts, and so forth since early times, others, particularly those emphasizing literacy, excluded physical training as part of their education for young people. Today physical education is accepted as a necessary aspect of education, although the competitive aspects and inclusion of grading is controversial.

4.0   Conclusion

Physical education has existed since the earliest stages of human society, in forms as simple as the transmission of basic survival skills, such as hunting. Later, the ancient Chinese, Indian, and Egyptian civilizations had traditions of physical education and activity, most commonly acted out in sporting competitions, military tactics and training, and martial arts. However, the real history of physical education is in the changing methodologies used to transmit physical skills and, to a lesser extent, the varying intentions of the educator, and thus the Greek influence

is often argued to be the most fundamental to how the discipline is viewed today. The father of modern physical education as we know it today was Friedrich Ludwig Jahn. During the nineteenth century, Jahn established the first gymnastic school for children in Germany. A fervent German nationalist, Jahn believed that the best kind of society was one that had established standards of physical strength and abilities. The historical look at physical education in Nigeria can be grouped under colonial era and post-independence Nigeria. The objectives of physical education were equally discussed.

5.0   Summary

In this unit, you have learnt:

     a) The historical look at physical education.
     b) The historical look at physical education in Nigeria.
     c) The objectives of physical education.

6.0   Tutor Marked Assignment

     a. what is the historical look at physical education?
     b. what is the historical look at physical education in Nigeria?
     c. what are the objectives of physical education?

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Unit Three: Teaching and Coaching in Physical Education

Contents

1.0   Introduction

2.0   Objectives

3.0   Main Content

4.0   Conclusion

5.0   Summary

6.0   Tutor Marked Assignment

7.0   References/Further Reading

1.0   Introduction

This unit explains the conceptual definition of physical education teacher and coach. Physical education teachers will cover a variety of different activities like gymnastics, running, stretching and other types of fitness training. Coaches, on the other hand, usually teach another subject in school and coach a sport part time. The unit also explained the main differences between physical education and coach.

2.0   Objectives

At the end of this unit, you should be able to:

a. Explain the concept physical education teacher and coach.

b. Explain the main differences between physical education teacher and coach.

3.0   Main Content

3.1   Conceptual Definition of Physical Education Teacher and Coach

Physical education (PE) and coaching careers may be of interest to individuals who are interested in making a difference in the lives of children and teens by teaching them about being active and working towards fitness goals. Physical education is a class generally provided at the elementary or junior high school level that teaches children about being active and healthy. Physical education teachers will cover a variety of different activities like gymnastics, running, stretching and other types of fitness training. Coaches, on the other hand, usually teach another subject in school and coach a sport part time. Coaches are responsible for training athletes, scheduling practices and managing equipment. Most coaches work non-traditional hours, including evenings and weekends.

3.2 Main Differences between Physical Education Teacher and Coach

    a. **Coach vs Teacher:** The role of a sports coach is very different from that of a physical education teacher. Since while the coach is a specialist in a particular sport, the teacher brings together a wealth of knowledge on various sports subjects. Thus, within physical education, the teacher will aim to teach all their knowledge to the individual. The coach focuses on one sport. For example, during the course of a year a physical education teacher could teach a group of students 10 different sports, while the coach coaches the students in just one of the sports he specialized.

    b. **Evaluation:** Physical education teacher regularly assesses children with the primary purpose of helping them understand, improve, and maintain physical well-being throughout their lives. Meanwhile, coach evaluates this players and participants to see if they meet the physical requirements of the level of the sport they play. Also to see if they meet the ability of other players competing for similar positions or places on the team.

    c. **Competitiveness:** Physical education is compulsory and not competitive, as it focuses on the development of fundamental skills while this is not so in coaching.

    Physical education teachers and coaches can combine their interest in being active in their daily lives with a career helping others to do the same. Both physical education teachers and coaches require training in fitness and recreational safety. Aspiring physical education teachers and coaches can pursue a bachelor's degree in kinesiology, which is the study of the mechanics of body movement, and complete a teacher preparation program. They may also find schools that offer major programme in physical education teaching and coaching. Some physical education coaches who enjoy mentoring young students in physical activities also coach sports. Physical education coaches plan out activities, support and encourage players, call plays and make decisions. They also use conditioning programs to help athletes with their performance. They teach players good sportsmanship, rules, strategies and techniques. They also record the performance of each player to assess growth.

4.0　　Conclusion

The conceptual definition of physical education teacher and coach was discussed and the differences between them.

5.0　　Summary

In this unit, you have learnt:

    a. The concept of physical education teacher and coach.

b. The main differences between physical education teacher and coach.

6.0 Tutor Marked Assignment

a. Explain the concept of physical education teacher and coach

b What is the main differences between physical education teacher and coach?

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Unit Four: Teaching Methods in Physical Education

Contents

1.0   Introduction

2.0   Objectives

3.0   Main Content

      3.1   Teaching methods in physical education
      3.2   Advantages and disadvantages of each method

4.0   Conclusion

5.0   Summary

6.0   Tutor Marked Assignment

7.0   References/Further Reading

1.0   Introduction

This unit explains the teaching methods in physical education, advantage and disadvantage of each method as well as teacher's and learner's role. There are various methods for teaching physical education lessons. Teachers therefore need an array of different strategies at their disposal that will help them get through to students. Both the teacher and the students will enjoy having the variety of teaching method like direct teaching, teacher feedback, peer feedback, self-feedback, convergent discovery, divergent discovery, jigsaw learning, student teams – achievement divisions (STAD) and team games tournament (TGT).

2.0   Objectives

At the end of this unit, you should be able to:

      a.   Explain the teaching methods in physical education,

      b.   Explain the advantages and disadvantages of each method as well as teacher's and learner's role.

      c.   Apply any of these methods in teaching physical activity.

3.0   Main Content

3.1   Teaching Methods in Physical Education

There are various methods for teaching physical education lessons. Teachers therefore need an array of different strategies at their disposal that will help them get through to students. Teaching physical education obviously carries a different dynamic to teaching solely in the classroom. However both require the application of such strategies. Choosing a teaching style is based on your experience/ability, what the lesson is trying to accomplish, and the needs of the students. Both the teacher and the students will enjoy having the variety.

    a.   Direct Teaching
    b.   Teacher Feedback

     c. Peer Feedback
     d. Self-Feedback
     e. Convergent Discovery
     f. Divergent Discovery
     g. Jigsaw Learning
     h. Student Teams – Achievement Divisions (STAD)
     i. Team Games Tournament (TGT)

Direct Teaching "Follow my Lead"

Direct teaching is the common method in which the instructor stands in front of the class or group and lectures or advises, so as to teach a piece of information. This is also called teacher-centered teaching. It is a traditional method where the teacher leads the class through a task. Usually all of the students are performing the same task at the same time. The objective of the method is to demonstrate how a drill is performed and having them follow your steps. This helps the students visualize what you are requiring them to do.

Advantages: It is time efficient and is a good strategy for the introduction of new skills and lots of practice opportunities.

Disadvantages: It is difficult to provide feedback and variations to all students; it is teacher centered.

Teacher's Role: To plan tasks, lead students through them, and provide feedback.

Learners' Role: To follow the teacher's command.

Teacher Feedback **"Roaming Review"**

Students are assigned tasks (that is task sheets) with clear criteria and the teacher is free to roam around and give feedback. The class carries out the assigned tasks following clear instruction given prior.

Advantages: The advantage of this strategy is that the teacher is free to roam from group to group and individual to individual to provide feedback and correct or re-teach the skill they are having trouble with. Students can work independently.

Disadvantages: The disadvantage of this is that time may not allow you to provide individual feedback to each student. While you are demonstrating something to one individual, another student having problems may risk going unnoticed

Teacher's Role: To plan tasks and provide feedback.

Learners' Role: To decide exactly how, when, and where to do task.

Peer Feedback **"Collective Correction"**

Students are placed in small teams and given a task that they must perform, usually competing against other teams. Students are placed into groups where students evaluate each other performing a task with clear criteria.

Advantages: The advantage of this strategy is that the teams provides feedback to each other and work collectively to carry out the required task, correcting each other at each wrong move. It encourages competition and fosters teamwork**,** good for working on social skills. Teacher is free to circulate through the class.

Disadvantages: Tasks must be clear enough for students to do on their own; Students may not be able to provide good feedback to each other. The feedback that students give to each other may not be positive and lesser skilled students may feel intimidated and bullying can occur

Teacher's Role: To plan tasks and provide specific criteria for how to perform each skill; To observe partners' abilities to work together and provide feedback to each other; To be available when needed.

Learners' Role: To take turns being the doer (performing the skill) and the observer (providing feedback according to the criteria).

Self-Feedback **"Retrace Your Steps"**

Students look at their outcome and assess if it was done correctly, or could have been done better. This is perfect for sporting drills where correct form, set moves, or plays need to be performed and the use of Videos, GoPro's or suitable Smart phones, Apple mobiles Apps, Android phone Apps are available.

Advantages: The advantage of this strategy is that students can see for themselves the point where things went wrong. Whether the feedback was provided by themselves, their peers, or the teacher it is sure to be precise and correct. Think of a football coach setting up plays or set moves for their team and it not being executed correctly, here you can playback footage and review what exactly happened. Students learn to analyze their own movement; Students are more independent.

Disadvantages: Lower skilled students may not be able to correctly analyze themselves. It is not practical or realistic to have a recording of the activity to refer to. Self-Feedback can still work in this instance if you revise your steps and walk through with the student exactly what they did

Teacher's Role: Same as partner feedback except the teacher must determine the students' abilities to assess themselves.

Learners' Role: To do tasks that the teacher has planned and to evaluate their own performance of each skill.

Convergent Discovery **"Here's a problem, Go Solve it"**

Students are given a set of items, or scenario, and told what the end result needs to look like. Students are given a problem that only has one solution and are allowed the opportunity to discover the answer themselves. The students are placed in teams where they need to collectively work together to discover how to get the job done.

Advantages: The advantage of this strategy is that students learn teamwork and social skills. So the Problem that needs solving does not directly need to be related to physical education because the outcome and the steps leading up to it are essential ingredients in any team sport and class cohesion.

Disadvantages: The disadvantage of this is that students need to be motivated to complete the task. As the teacher, you need to plan who you will 'randomly' group together to achieve the desired result.

Teacher's Role: To design the problem and provide tasks that will help the students discover the solution to the problem.

Learners' Role: To do tasks the teacher has prepared while working cooperatively to find the one solution to the problem.

Divergent Discovery

Students are given a problem that has multiple solutions and are encouraged to discover their own answer. For example, having students create a routine using dance moves they have learned throughout the unit.

Advantages: Promotes student creativity; Good for authentic assessments; Good for working on social skills.

Disadvantages: Students need to be self-motivated; grouping students is more important.

Teacher's Role: To design the problem and provide tasks that will help the students discover different solutions to the problem.

Learners' Role: To do tasks the teacher has prepared while working cooperatively to find a solution to the problem.

Jigsaw Learning **"Let's Teach Each other"**

This involves using a drill that involves multiple tasks. The Teacher teach one task to each group, and then pair each group up to teach each other their learnt skills. As an example we can use Volleyball. You can start off with 4 groups. Teach one group how to serve, one group how to set, one group how to dig and one group how to spike. Then have each group teach a different group their new skill, so that they all get taught each component.

Advantages: The advantage of this strategy is that once you teach the task to the individual groups, you are then free to roam around among them and use the Teacher Feedback strategy to assist them. Students' teaching others is an effective learning tool and good for working on social skills.

Disadvantages: The disadvantage of this is that students need to be motivated to complete the task. Lower skilled students may not be able to acquire the skill as quick as their team mates, leading to possible problems.

Teacher's Role: To create tasks for each group and be available for feedback.

Learners' Role: To be willing to learn from their peers and teach others.

Student Teams – Achievement Divisions (STAD)

Students are placed in teams and are assigned a learning task along with the necessary resources. At the end of the specified time limit, students in each team are assessed and their scores are averaged to get a team score. Groups then participate in a discussion on how to improve, are given feedback, and then retry the task. At the end of the task, assessment is given again and team averages are compared to see if there are improvements. This does not need to be part of student grades.

Advantages: Focuses on cooperation and improvement; Students teaching others is an effective learning tool; Good for working on social skills.

Disadvantages: Students must be developmentally ready for the responsibility; Focus on the product rather than the process; Specific students may dominate while others become bystanders.

Teacher's Role: Create tasks that require cooperation; Provide necessary resources to complete the task; Facilitate discussion after first task; Observe student interactions; Provide feedback.

Learners' Role: Work cooperatively; Focus on team improvement; Work independently of teacher.

Team Games Tournament (TGT) **"World Cup"**

Flowing on from Jigsaw learning (or any other strategy that had success), the 4 teams now compete against each other to win the tournament. Play can either be straight knockout, or Round Robin. Similar to STAD except that the scores from team members are not added together. Instead, each score in the group is given a rank (highest to lowest) and these scores are then compared against the same rank from other groups (that is highest score vs highest score, 2nd highest score vs 2nd highest score, etc.). Teams earn points for each winning comparison. This does not need to be part of student grades.

Advantages: The Advantage of this strategy is that it applies all the other strategies together as it relies on Self-assessment, Peer Assessment, Problem Solving and improvement. Most students love competing against each other and this offers a fun way to cement their new skills.

Disadvantages: The Disadvantage is that some students may start to dominate play and lower skilled players may only play bit parts. Think of the "Pass it to me kid" who is always unmarked, but never gets the ball because his skill level is not great.

Teacher's Role: Create tasks that require cooperation; Provide necessary resources to complete the task; Facilitate discussion after first task; Observe students interaction; Provide feedback.

Learners' Role: Work cooperatively; Focus on team improvement; Work independently of teacher.

4.0   Conclusion

There are various methods for teaching physical education lessons. Teachers therefore need an array of different strategies at their disposal that will help them get through to students. Both the teacher and the students will enjoy having the variety of teaching method like direct teaching, teacher feedback, peer feedback, self-feedback, convergent discovery, divergent discovery, jigsaw learning, student teams – achievement divisions (STAD) and team games tournament (TGT).

5.0   Summary

In this unit, you have learnt:

a. the concept of teaching methods in physical education,

b. Advantages and disadvantages of each method as well as teacher's and learner's role.

6.0   Tutor Marked Assignment

a.   Explain teaching methods in physical education,

b.   Discuss the advantages and disadvantages of each method as well as teacher's and learner's role.

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MODULE TWO

Unit One: Important properties to consider in the Choice of Physical Education Methods

Contents

1.0   Introduction

2.0   Objectives

3.0   Main Content

        3.1   Styles to assist teachers in physical education class
        3.2   Summary of Mosston's teaching styles

4.0   Conclusion

5.0   Summary

6.0   Tutor Marked Assignment

7.0   References/Further Reading

1.0   Introduction

In this unit, various styles for teaching physical education lessons were discussed. There are direct and indirect styles of teaching physical education. Direct teaching is the common style in which the instructor stands in front of the class or group and lectures or advises, so as to teach a piece of information. This is also called teacher-centered teaching. Indirect teaching is a style in which the instructor assumes a more passive role and guides the student interactions. This is also called student-centered teaching. Which style is the best? It's a debate! The advantages of direct teaching include the ability to allow the introduction of new skills, plenty of practice time, and time efficiency. However, disadvantages include lack of feedback and lack of variety. The advantages of indirect teaching include cooperation, improvement and social skills, as well as the fact that students learn valuable teaching skills. The disadvantages include too little focus on the process, shyer students may be left out, and students may not handle responsibility well. These styles are described to assist the teacher in physical education to use a variety of teaching strategies to enhance learning and development of students. In many cases, the type of activity or sport dictates the style or strategy used. In addition, the characteristics of the teacher and the learners affect how the material is presented and assimilated.

2.0   Objectives

At the end of this unit, you should be able to:

  a) explain the styles that assist teachers in physical education class
  b) summaries the Mosston's teaching styles in a tabular form

3.0   Main Content

3.1   Styles that Assist Teachers in Physical Education Class

These styles are described to assist the teacher in physical education to use a variety of teaching strategies to enhance learning and development of students. In many cases, the type of activity or sport dictates the style or strategy used. In addition, the characteristics of the teacher and the learners affect how the material is presented and assimilated. The different types of physical education styles available based on direct and indirect methods include

  A.) Command
  B.) Practice
  C.) Reciprocal
  D.) Self-check
  E.) Inclusion
  F.) Guided discovery
  G.) Convergent Discovery
  H.) Divergent Production
  I.) Learner's Individual Designed Program
  J.) Learner Initiated
  K.) Self-teaching

Although the model was specifically developed for physical education, it has also been proposed for and used by traditional academic subjects (Mosston and Ashworth, 1990). The purpose of the styles varies from reproducing knowledge (styles A–E) to producing new knowledge (styles F–K). The reproductive cluster styles are very similar to direct instruction guidelines as the teacher makes a vast majority of instructional decisions and students are directed to gain and utilize knowledge in ways designed by the teacher. In contrast, the productive cluster of styles includes the learner in decision making to promote the learner's involvement in the process of discovery and use of knowledge.

Command Teaching Style (Style A)

Command teaching style is the most readily understood by students, as it is most similar to what they are used to from the public system. As Green (1998) describes it, the command teaching style is for those students whose learning characteristics require formal instruction and a specific assignment for the practice to be appropriate for the student to master the objective. These students need to be directed as to what they will do during the class time allocated to the specific subject being studied. The teacher breaks down the skills into parts

and demonstrates the right way to perform the skill. Students try to move when and exactly how the teacher tells them. The teacher provides feedback and the students try to look like the teacher's model. The teacher demonstrates the basic technique to perform. The student repeats the sequence to the rhythm of the music or the rhythm marked by the teacher. The teacher provides feedback for improvement and motivation.

Under the command teaching style, the teacher will:

A. Provide a unit plan consisting of the objectives for several days, written in a language that students can understand
B. Provide formal instruction
C. Limit formal instruction to 25% of the time
D. Provide an instruction area
E. Assign an appropriate amount of practice related to the instruction
F. Provide a checking station with answer keys
G. Use good questioning techniques and negotiation to help steer the students to becoming more independent
H. Spend approximately 60% of the total class time with the students whose choice is Command
I. Provide perception checks and final tests as indicated in the unit plan
J. Provide a second evaluative activity, if required by an individual student

Alternatively, the student will:

A.) Listen to the instruction
B.) Do the assigned work
C.) Declare the mark expected on each perception check
D.) Do more than one perception check if the declared mark is not reached within the flexibility factor

Students who choose command teaching style exhibit the following characteristics:

A.) Lack self-motivation
B.) Lack the ability to make good decisions about their learning
C.) Lack the ability to focus on a task for any extended length of time
D.) Lack the skills necessary to be successful in the subject being studied without teacher intervention
E.) Underachieve according to some external standard
F.) Are traditionally not risk takers

Practice Teaching Style (Style B)

The teacher makes several stations in the gym where students work on different parts of a skill or different skills. Students rotate around the stations and do the tasks at their own pace. The teacher moves around and helps students when needed. In the practice style, some of the decisions made by the teacher in the command style are given over to the students. Like the command style, the teacher begins with an explanation and demonstration of the task to be accomplished. However, unlike the command style, the teacher does not give commands for every movement, task or activity. For example, the learner decides when to start the task, or

determines the pace of performing each task. While the learners' practice the task(s), the teacher has time to-move around, observe individual performances, and offer feedback to them. The practice style in operation can be used in two ways. These are the teacher-rotated format and student-rotated format.

Teacher-Rotated Format

    A.) Teacher prepares a circuit of several tasks to be accomplished in the learning area.
    B.) Each activity station comprises of a different task with designated number of students.
    C.) Learners are given task sheets to assist them in remembering what to do and how to do the task.
    D.) The sheets also serve to enhance time on-task (TOT) behavior.
    E.) After several minutes, the teacher rotates the students systematically from one station to another.

Student-Rotated Format

The second format is similar to the first, except that the students decide on the order of the stations, time spent at each station, and when to move on to another station. Goldberger (1992) suggests that the student-rotated format is more effective for lower-ability children, as they can spend more time on the tasks which they have not mastered yet.

The learning focus of the practice style is individual and private practice of a memory/reproduction task with private feedback from the teacher. The institute is dedicated to the improvement of classroom learning through the understanding and implementation of quality alternative teaching-learning behaviors.

Reciprocal Teaching Style (Style C)

The teacher demonstrates the basic technique and distributes observation sheets to the students. The student performs the exercise, while the student acting as the teacher takes notes on the performance technique. The teacher provides feedback to the student playing the teacher role but not to the student. The students then exchange roles. Two students work together on a task that the teacher has designed. One student practices while the other student gives feedback to the partner. The students might use checklists to help them give good feedback to each other. The reciprocal style is characterized by its conditions for immediate feedback and the social relationships between peers (Mosston and Ashworth, 1990). The major difference between the command or practice styles and reciprocal teaching is that students assume more responsibility for observing the performance of their peers and providing feedback on each attempt. In this style, the teacher moves among the students, helping to clarify the task for them, and giving additional assistance as necessary.

    A.) The teacher prepares a task sheet that describes the task(s) to be practiced with evaluative criteria, as well as the amount of time or number of trials to be accomplished.

B.) One student is appointed as the performer while his/her partner valuates the performance using the teacher-designed criteria sheets. Each sheet may include pictures or diagrams as well as descriptions so that the student-observer can determine when the student-performer has done each aspect of the task correctly.

C.) After the first learner completes the task, they then switch roles. Thus, immediate one-to-one feedback can be provided during and after the task.

Self-Check Teaching Style (Style D)

The self-check styles characterized by the learners working independently and checking their own performances against a criteria sheet prepared by the teacher. It could be suggested that this style is more complex for the student (but not better) than reciprocal style in the sense that it requires the learner to now possess the skill of self-assessment rather than the assessment of another person. Inters of decision making, the teacher and students journey along the spectrum continues with the learner now making decisions about their own ability to perform a skill or task when compared to the teacher generated criteria sheet. Students work alone on a task and check their own work. The teacher might give them a checklist so that the students can provide feedback to themselves while they learn the task.

Inclusion Teaching Style (Style E)

The final style from the reproduction cluster is the inclusion style. The defining characteristic of inclusion style is that learners with varying degrees of skill participate in the same task by selecting a level of difficulty at which they can perform. The teacher's role is to create learning experiences with multiple levels of difficulty. The learner then makes the choice about where they enter the task in terms of level of difficulty. The teacher will also question the learner about the appropriateness of their choice. The teacher designs a learning task and there are several levels of difficulty. Students choose the level at which they want to work. Students can decide to make the task easier or harder by changing levels of the task to match their ability.

Guided Discovery Teaching Style (Style F)

The first teaching style crossing the discovery threshold is guided discovery style. This style is characterized by the logical and sequential design of questions that lead a person to discover a predetermined response. The teacher asks the learner the questions to lead the learner to a single correct skill, method, concept, principle, or answer. It is important to remember that for the style to be guided discovery style, the learner must not know the single correct answer before the questions are asked. A person cannot discover something that they already know. Mosston and Ashworth (2008) are quite clear about this concept stating that if the learners already know

the target concept, the objectives of this behavior are nullified, and the question and answer experience reverts to a design variation of the practice style (a review).The teacher proposes different exercises to the students, who must experiment with different methods of implementing them while seeking the most effective method. The teacher later questions the students to promote understanding about rhythm, technique and segmental coordination. The teacher asks students to discover a solution to a movement problem. The teacher asks students a series of specific questions and the students try out their answers until they discover the right answer that the teacher wanted them to discover.

Convergent Discovery Teaching Style (G)

- The teacher designs a situation or question that has one specific correct response—a response that is not already known to the students. The learners are given individual and private time to use their own questioning skills, reasoning, and logic to discover the anticipated answers. The differences between the previous style and convergent discovery style are again in who is making decisions, when the decisions are being made, and the purpose of these decisions. In the previous style, (guided discovery style), the teacher prepares the question and decides on the sequence in which they are asked. In convergent discovery style, the learner is required to discover a 'correct' (predetermined by the teacher) response using the convergent process. The role of the teacher is to design the single question delivered to the learner and the role of the learner is to engage in reasoning, questioning and logic to sequentially make connections about the content to discover the answers. Students try to learn a skill or concept by using logical reasoning. The teacher asks a question and students try to reason and think about different solutions. By critically thinking about the question and trying solutions, students can discover the single, right answer.

Divergent Production Teaching Style (Style H)

The divergent discovery style differs from those previously described, in that the learner is now discovering multiple solutions or responses to a specific question or task from the teacher rather than one solution. The teacher asks students to solve a movement question. The students try to discover different movement solutions to the teacher's question. There are multiple ways for the students to answer the question correctly.

Learner's Individual Designed Program Teaching Style (Style I)

This style is characterized by the learner's independence to discover a structure that resolves an issue or problem. The teacher designates only the subject matter (e.g., you will learn about basketball). The learner's independence is emphasized as they are now required to discover

and design the questions or problems and seek the solutions. The learner designed individual program style is different from all previous styles in that it cannot be accomplished in one task or classroom lesson. Usually a series of reproduction and production tasks, designed by the learner is required. From these characteristics, this style can be seen as quite time consuming, especially in terms of planning for the learner, as they are responsible for designing, sequencing and linking the tasks. The teacher picks the general subject matter, but the student makes most of the decisions about the learning experience. The student decides what will be learned within the teacher's guidelines, and then designs a personal learning program with consultation from the teacher.

Learner Initiated Teaching Style (Style J)

This style on the Spectrum continues to move more of the responsibility for decision making to the learner, and therefore more independence for the learner. The learner initiated style is characterized by the learner's initiation of and responsibility for designing, the learning experience. The anatomy of this style requires the learner to make all the decisions in the pre-impact, including which teaching–learning behaviors will be used in the impact, and create the criteria decisions for the post-impact. The difference between the learner initiated style and the previous style (the learner designed individual program style) is that the learner has initiated this style themselves, not the teacher. The role of the teacher in the learner initiated style is that of stand-by resource—a guide or advisor who is available to the learner. The student decides what will be learned as well as how it will be learned. The teacher and student set some basic criteria, but the student is responsible for all the decisions about how and what to learn. The teacher can help with information if the student needs it.

Self-teaching Teaching Style (Style K)

The defining characteristic of the self-teaching style is individual tenacity and the desire to learn. The individual takes on the role of student and teacher in self-teaching style. The learner makes all the decisions in the pre-impact, impact, and post impact sets. It is important to note that this style does not take place in the classroom. The student decides everything about learning something new. They even decide if they want to involve the teacher or not. The teacher accepts the student's decisions about learning.

3.2   Summary of Mosston's Teaching Styles

The following summary is based on Muscat Mosston's spectrum of teaching styles (Teaching Physical Education, 3rd Edition, Merrill Publishing Company, 1986). These styles are described to assist the teacher in physical education to use a variety of teaching strategies to enhance learning and development of students. In many cases, the type of activity or sport dictates the style or strategy used. In addition, the characteristics of the teacher and the learners affect how the material is presented and assimilated.

Summary of Mosston's Teaching Styles

Teaching Style	Objectives	Implications
A- Command	● Teacher makes all decisions ● Teacher directed instructions re: location, start time, pace, stop time, demonstration, etc. ● Learner responds to instructions ● Class is set up in an orderly manner ● Teacher circulates to give feedback ● Examples include dance, aerobics, drills, etc.	● efficient use of time (time on task is high) ● learning by recall and repeated performance ● fixed standard of performance (based on model) ● progress is rapid ● no "thinking" on part of students other than memory
B- Practice	● learner performs tasks prescribed by teacher, but learner determines pace, rhythm, start, stop, interval ● teacher circulates to give individual feedback ● designed for individual practice, class is dispersed ● examples include individual skills in volleyball, basketball shooting, etc.	● learners are held accountable for decisions ● learners begin to experience independence ● providing activity for students who finish task ● time on task can be affected
C- Reciprocal	● class is organized in groups ● observer gives feedback, doer performs the skill, feeder, if necessary, feeds object to doer ● observer makes feedback decisions, rather than teacher ● use of task cards or criteria sheets designed by teacher ● teacher communicates only with observers	● greater socialization between students ● students take more active role in learning process ● constant presence of teacher not required ● teacher trusts students to make decisions
D- Self-Check	● Learners assess themselves in comparison to criteria	● students monitor themselves

	• sheets established by teacher examples include individual skills, target games, fitness results, etc. • teacher provides feedback at end of class	• self-check is private • students learn their own limits, successes, failures • more concerned with the results of a movement, not the movement itself
E- Inclusion	• multiple levels of performance of the same task to allow for success of all learners (slanted rope) • accommodates individual skill differences • student chooses the level of performance based on perceived ability • self-assessment • teacher provides feedback regarding the decision-making process, not the chosen level • examples include gymnastics, basketball shooting (distance from basket), fitness and weight training	• students can take a step backward to experience success • inclusive, invites involvement • be aware of the gap between reality and aspiration • some students have difficulty choosing a particular level because they are conditioned to being told • often a positive style for students who get excluded from other activities
F- Guided Discovery	• teacher guides students through a series of problems in which students make decisions to arrive at solutions • each step is based on the response to the previous step • teacher must wait for the learner's response and offer frequent feedback or clues (patience) • examples include center of gravity in gymnastics, levers, stability, strength, speed, the need for a variety of passes in basketball, etc.	• lots of preparation on part of teacher • teacher must be prepared to experiment with the "unknown" because responses may be unanticipated • minimal social contact with other students, but cognitive involvement is high • level of physical activity may be low
G-Convergent Discovery	• Learner is required to discover a 'correct' (predetermined by the teacher) response using the convergent process.	• There is only one solution to every problem. • Designing of the problem is the role of the teacher in the pre-impact set of the

	• teacher design the single question delivered to the learner • learner engage in reasoning, questioning, and logic to sequentially make connections about the content to discover the answers • Students try to learn a skill or concept by using logical reasoning. • Teacher asks a question and students try to reason and think about different solutions. • By critically thinking about the question and trying solutions, students can discover the single, right answer.	convergent discovery style of teaching. • Patience is a critical component for the teacher.
H- Divergent Production	• learner is engaged in discovering a number of solutions to a problem • cooperative learning, each solution has value • teacher merely encourages responses, does not make judgments • examples include rolling the body, getting from one side of the gym to another using limited equipment, combining movements in gymnastics or dance, tactics in sport, game situations, etc.	• demanding for the teacher, must have expertise in the area • creativity of students • cooperation of students
I- Learner's Individual Designed Program	• program developed by the learner based on physical and cognitive abilities • highly individualistic, not suited to all learners • learner designs the questions and the solutions • teacher observes, guides and provides individual conferences • enrichment activity	• prior experience in an activity is necessary for learners to engage in this style • time consuming – thinking, experimenting, performing, recording
J- Learner Initiated	• learner independently initiate the style's behavior	• Learner are responsible for all the

	• Learners make all the decisions in the pre-impact, including which teaching–learning behaviors will be used in the impact and create the criteria decisions for the post-impact assessment of the experience.	decisions about how and what to learn.
K- Self-Teaching	• individual takes on the role of student and teacher • Learner makes all the decisions in the pre-impact, impact, and post impact sets.	• it does not take place in the classroom • Learner decides everything about learning something new.

Source: Adopted from Las Johansen, Diaz and Gabon, (2015)

4.0   Conclusion

This unit discussed various styles for teaching physical education lessons which are direct and indirect styles and their advantages and disadvantages.

5.0   Summary

In this unit, you have learnt:

      a.   different styles that assist teachers in physical education class

      b.   summary of Mosston's teaching styles in tabular form

Tutor Marked Assignment

    1.   what is the various different styles that assist teachers in physical education class

    2.   tabulate the Mosston's teaching styles

7.0   References/Further Reading

Cuellar-Moreno, M. (2016). Effects of the command and mixed styles on student learning in primary education. *Journal of Physical Education and Sport*, *16*(4), 1159-1168.

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Unit Two: Roles and Responsibilities of Physical Education Teachers in the Physical Activity programmes in School

Contents

1.0   Introduction

The physical educator should provide time for physical activity during the class period where skills and activities can be transferred into physical activity outside of physical education class, encourage students to be physically active and take the role of physical activity administrator for the school. When students receive the required daily physical activity, other opportunities to be physically active within the school day must be provided. The physical education teachers' role also includes the responsibility to direct and guide opportunities for physical activity within and outside the physical education class.

2.0   Objectives

At the end of this unit, you should be able to:

    Explain the roles and responsibilities of PE teachers in the physical activity

    programmes in school

3.0   Main Content

3.1 Roles and responsibilities of PE teachers in the physical activity programmes

    in school

1. (A) Provision of physical activity time within the class period

Physical education class is just one opportunity during a school day that provides the for physical activity. During the allocated class time, teacher should ensure that students should be moderately or vigorously active for at least half of the class period. Factors that contribute to make this happen includes:

i. Space for sports participation.

ii. Adequate equipment for all students to be active at the same time (e.g., one

ball per child).

iii. Limit teacher talk or instruction time.

iv. Plan practice opportunities that are structured for maximum participation

v. Structured physical activity class. Students become more skilled, knowledgeable, and physically fit with more time for physical activity.

B. Teach skills and activities that transfer into physical activity outside Physical
   Education class

Physical education programs have the responsibility to teach skills that students will need to participate in physical activity outside classroom. They require these skills for a lifetime physical activity. Skills learned in physical education class can transfer to skills used in a child's play. From the kindergarten-age child playing tag, to the second grade child jumping rope, to the older child playing a game of kickball, the child with more skill is more likely to participate in physical activity. When a child is confident in his or her skills, there is typically no hesitation to play; however, the low-skilled child, especially in the upper grades, is less inclined to take part in group activities for fear of failure and peer ridicule. Students need skills to enable them participate in physical activity.

C. Encourage Students to be active

Physical educator should encourage and motivate children to be active. There are many ways to do this, including promoting community activities, assigning physical activity homework or home fun, showing an interest in the out-of-class physically activity in which children participate while the teacher leads by example.

D. Encouraging community activities

There are numerous activities in the communities that promote physical activity, for instance recreational sports, dance classes, gymnastics programs and martial arts, bulletin board in the gym, the school Web site and regular announcements are simple ways to promote these opportunities.

E. Homework and home fun

The PE Teacher can check homework or home fun through show of hands with young children and documenting on a physical activity calendar for older children. When you send physical activity calendar home when children go on holiday or summer vacation is another way to encourage physically active lifestyles.

F. Praise for participation

A word of encouragement can promote physical activity. Praising students for participating or winning sport activities could further encourage them to do more. For instance, if a teacher shows up at a youth league sporting event or a dance recital, the child will be elated.

G. Leading by example

Another way to motivate children to be active is for the physical education teacher to lead by example. A physically active and fit physical education teacher has positive influence on the students for instance actively playing football with students on the same field.

2. Play a leadership role in the development of the school physical activity program

The physical education teacher is the expert in school Physical activity programmes and should take on the role of leadership for the school. The responsibilities should include the following:

• Be an active member of the school wellness committee

• Helping in the evaluation and sport planning process for the school

• Actively learning and promoting opportunities for physical activity in the school/ Community

• Serving as a resource person for classroom teachers

• Providing resources and training to the classroom teachers

• Aiding teachers in understanding and implementing appropriate practices for physical activity

• Providing opportunities for the teachers to engage in physical activity before or after school

• Organising and Planning school wide activities such as field day, fun runs, a walking program and morning exercise breaks

• Encouraging fund-raisers that promote physical activity

• Planning before- and after-school clubs activities

4.0   Conclusion

The physical education teacher has unique responsibilities in the school physical activity program and should ensure that students are physically active within and outside the physical education class.

5.0   Summary

In this unit, you have learnt:

Roles and responsibilities of PE teachers in the physical activity programmes in school

6.0 Tutor Marked Assignment

Explain the roles and responsibilities of PE teachers in the school physical activity programme

7.0   References/Further Reading

Cuellar-Moreno, M. (2016). Effects of the command and mixed styles on student learning in primary education. *Journal of Physical Education and Sport*, *16*(4), 1159-1168.

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Unit Three: Basic Steps in Teaching Physical Education

Contents

1.0   Introduction

2.0   Objectives

3.0   Main Content

        3.1   Three basic steps in teaching physical education

4.0   Conclusion

5.0   Summary

6.0   Tutor Marked Assignment

7.0   References/Further Reading

1.0   Introduction

This unit analyzed the basic steps in teaching physical education. The steps include the conceivable categories of decisions that must be made in any teaching–learning transaction. It also includes the pre-impact set, the impact set and the post-impact set.

2.0   Objectives

At the end of this unit, you should be able to:

        a) Explain the three basic steps in teaching physical education

3.0   Main Content

3.1   Three Basic Steps in Teaching Physical Education

The steps which unified all teaching-learning experiences were identified by Mosston. What are the specific decisions that must be made, or that are being made, in all teaching events? After considerable study, Mosston organized the randomly identified decisions that are always being made in all teaching events into three sets. The identification of the unique characteristics of the three sets permitted the clustering of the specific decisions according to their overall purpose:

The decisions in any style, clustered according to purpose

Decision Clusters (Three Sets)	Overall Purpose
Pre-impact	Intent—Objectives
Impact	Action—Implementation
Post-impact	Assessment—Feedback

Source: Adopted from Mosston and Ashworth, (2008)

1.   The intent-planning and preparation decisions are defined the pre-impact set.
2.   The action—the face-to-face implementation of the pre-impact decisions (the transaction, task engagement, or performance) were defined by the impact set.

3. The assessment—including feedback about the performance during the impact and overall evaluation of the congruence between the intent and the action of the learning experience is defined post-impact set.

The ubiquitous decisions within the three sets represent the anatomy of any style. All styles incorporate and are defined by the decisions of the anatomy; what makes one style different from another is who makes which decisions about what and when. Before identifying who makes which decisions, it is necessary to understand the individual decisions. The three sets cluster the decisions by purpose, not time.

It is incorrect to suggest that the three sets refer to decisions made before, during, and after class. The purpose of the decision conceptually defines or distinguishes the three sets; planning, implementation, or assessment. The three sets are a unit when viewed as a whole delineates a "decision map" (the objectives, teaching behavior, learning behavior, and outcomes that is O–T–L–O) that indicates a specific teaching style.

Planning decisions are most often made outside the actual face-to-face situation because pre-impact decisions take time to prepare in most tasks. There are situations however during the actual transactions or performance (impact set) when additional or alternative planning decisions (pre-impact) must be made. Consequently, planning decisions (pre-impact set) are not restricted to outside the class.

The post-impact set is based on evaluation and feedback. Feedback is not restricted to "after" class—it can and must be offered to students while they are practicing the task (impact set). Therefore, impact and post-impact decisions can occur concurrently. For example, while some learners perform a task (impact), it is possible for the teacher, peers, surrogate authority figure (coach, judge, referee, etc.), to observe these students' performances and offer feedback (post-impact).

Evaluation decisions affect the overall quality and effectiveness of the teaching–learning experience; it is made outside the teacher-student time frame. The order and time frame for making these three sets of decisions may vary, but the category each decision represents remains constant. It is crucial to be able to conceptualize and have practical understanding of the basics of proper planning, implementation and assessment of the teaching–learning experience.

When there is an understanding of the specific decisions, who makes them, how they are made, and for what purpose they are made, then the structure of the possible relationships between teacher and learner and the consequences of these relationships can easily be grasped.

The specific decision categories under each set are presented in the table below:

The decisions of the Anatomy of Any Style

Decisions Sets	Decision Categories
Pre-impact (Content: preparation)	1. Objective of the task 2. Selection of a teaching style 3. Anticipated learning style 4. Whom to teach 5. Subject matter 6. Time (when): a Starting time b. Pace and rhythm c. Duration d. Stopping time e. Interval f. Termination 7. Modes of communication 8. Treatment of questions 9. Organizational arrangements 10. Where to teach (location) 11. Posture 12. Attire and appearance 13. Parameters 14. Class climate 15. Evaluative procedures and materials 16. Other
Impact (Content: execution and performance)	1. Implementing and adhering to the pre impact decisions (1–14) 2. Adjustment decisions 3. Other
Post-impact (Content: assessment and feedback)	1. Gathering information about the performance in the impact set (by observing, listening, touching, smelling, etc.) 2. Assessing the information against criteria (instrumentation, procedures, materials, norms, values, etc.) 3. Providing feedback to the learner 4. Treatment of questions 5. Assessing the selected teaching style 6. Assessing the anticipated learning style 7. Adjustment decisions 8. Other

The Pre-Impact Set

1. Objective of the task: This decision identifies the intent, goal, or purpose of the task. It answers the teacher's questions: What do I want to accomplish? What are the learners expected to learn from this task? What are the specific expectations for this task? (O–T–L–O)
2. Selection of a teaching style: This category identifies the specific decision patterns within the anatomy of any style—thus, the specific plan of action—for both the teacher and the learner that will lead to the objectives of the task (O–T–L–O).
3. Anticipated learning style: This decision can be approached in two ways:

a. If the selection of a teaching style serves as an entry point for the conduct of the task, then the learning style anticipated is a reflection of the selected teaching style.

b. If the needs of the learner at a given time serve as an entry point, these needs determine the selection of the teaching style (L–T–O).

This dual approach implies that, at times, the learner is supposed to behave in correspondence to the teaching style. This approach is based on the "non-versus" foundation of the Spectrum—meaning, no style is in competing with other styles as the best or most effective teaching–learning style. Although each style has its own assets and liabilities; the goal is for teachers and learners to be able to move from one style to another in accordance with the objectives of each subject matter. The supposition here is that every learner should have the opportunity to participate in a variety of behaviors. In the context of the Spectrum, a learning style is conceived in terms of the learner's ability to make decisions. Therefore, in a given task, when the teacher is in style X, the learner is also in style X. At other times, the learning style of the student invites the teacher to select the teaching style that corresponds to "where the learner is." The interplay between these two approaches, each possible as entry point to a task, represents the most crucial decision determining the success of an task.

4. Whom to teach: A decision must be made about the participants in a given task. In any given class a teacher can address the entire class, part of the class, or individuals. (This decision is separate from the institutional decision concerning who should attend school, how many will enroll in a given class, etc.)

5. Subject matter: This category involves decisions about what to teach and what not to teach. It involves decisions about the knowledge and presentation of the subject matter:

a. Subject matter topic/content focus: This decision takes into consideration the reasons—philosophical or practical—for selecting a given learning focus. It answers the questions: Is this subject matter appropriate for the learners? Relevant? Congruent with the objective?

b. Quantity of task(s): There is no human activity devoid of quantity; therefore, a quantity decision must be made that answers the questions: How much? How many?

c. Quality of performance: This decision answers the question: How well? What is expected in the performance of the given task?

d. Order of performance: This decision answers the question: In what order (sequential or random) will tasks or parts of tasks be performed?

6. Time decisions: This decision answers questions about when: at what moment, at what speed, and for how long.

a. Starting time of each specific task

b. Pace and rhythm of the activity—the speed at which the task is performed

c. Duration—the length of time per task

d. Stopping time per task

e. Interval—the time between any two tasks, parts of a task, and/or the time between tasks

f. Termination of the entire task or lesson

7.   Modes of communication: These decisions concern the modes of communication that will be used in the teaching task (audio, visual, tactile).

8.   Treatment of questions: In varying situations, people ask different kinds of questions, and questions can be dealt with in multiple ways. Decisions, therefore, must be made about how to treat questions.

9.   Organizational arrangements: These are the decisions about various logistical and management needs—materials, space, and time.

10.   Where to teach: This decision identifies the exact spot—the location—of the teacher and learners.

11.   Posture: This decision refers to the positioning and carriage of the body during the performance of the task.

12.   Attire and appearance: A decision must be made about clothing, safety apparel, arrangements of hair, makeup, accessories, etc. that accentuate the content or conduct of the teacher or learners.

13.   Parameters: These decisions refer to limits, particularly in conjunction with the categories of management of quantity, time, location, interval, posture, and attire and appearance.

14.   Class climate: Class climate refers to the affective and social conditions that evolve in the physical education setting. These conditions result from the sum total of the decisions referred to in categories 1–13.

15.   Assessment procedures and materials: Decisions must be made about the assessment that will take place in the post-impact set. What kind of assessment? What assessment materials and criteria will be used? How to assess the accomplishment of the objectives? What performance quality will and will not be accepted? Which forms of feedback will be used?

16.   Other: The Anatomy is an open-ended structure. If another exclusive category is identified, it can be included here.

The Impact Set

This set explains decisions related to the actual face-to-face transaction and performance of the tasks. These decisions define the action—the implementation.

1. Implementing and adhering to the pre-impact decisions: This category includes decisions on how to execute the decisions in categories1–14 above during the face-to-face interaction.

2. Adjustment decisions: While planning, errors do occur especially after learning from our learners in the impact phase, this will automatically call for adjustment of decision to be made. There are two options:

a. Identify the decision that caused the error, correct it, and continue the teaching.

b. If the problem is severe and the decision cannot be immediately identified to remedy the situation, terminate the task and move on to the next activity.

3. Other: The model is open-ended.

The Post-Impact Set

The post-impact set includes decisions that deal with *assessing* learner performance of the task(s) and selecting the appropriate feedback offered to the learner during the impact set. This set also includes decisions about assessing the congruence between the pre-impact and the impact sets (intent = action). This assessment determines whether adjustments are needed in subsequent task. Assessment decisions are made in the following sequence, a sequence that is intrinsic to any evaluative procedure.

1. Gathering information about the performance in the impact set: This can be accomplished by observing, listening, touching, and/or smelling.
2. Assessing the information against criteria: Decisions are made in the course by comparing, contrasting, and making conclusions about the performance against the criteria, the standard, or the anticipated model.
3. Providing feedback to the learner: Decisions must be made about how to provide feedback, how to give information and/or judgment to the learner about the performance of the task, and also about their decision-making role. Feedback can represent any one or a combination of the four forms of feedback. Additionally, feedback can be either immediate or delayed, it can be offered by gesture, symbol, or verbal behavior; it can be given publicly or privately, etc.
4. Treatment of questions: Decisions about how to treat questions are made: how to acknowledge the response, which feedback form to use, etc.
5. Assessing the selected teaching style: Decisions are made about the effectiveness of the teaching style used in the completed task and its impact on the learner.
6. Assessing the anticipated learning style: In connection with the decisions made in the previous category (5), a decision is made as to whether the learner has reached the learning objectives of the task. Together, categories 5 and 6 provide the information concerning the congruity between intent and action (O–T–L–O).

7. Adjustments: Based on the assessments of the task, decisions are made about whether adjustments are immediately needed in any particular decision or in subsequent tasks.
8. Other: The model is open-ended.

4.0   Conclusion

Basic steps in teaching physical education comprise the conceivable categories of decisions that must be made in any teaching–learning transaction. The steps include the pre-impact set, the impact set and the post-impact. The pre-impact set identifies the intent, goal, or purpose of the task and the impact set includes decisions related to the actual face-to-face transaction and performance of the tasks while the post-impact set includes decisions that deal with assessing learner performance of the task(s) and selecting the appropriate feedback offered to the learner during the impact set.

5.0   Summary

In this unit, you have learnt:

The three basic steps in teaching physical education

6.0 Tutor Marked Assignment

What are the three basic steps in teaching physical education?

7.0   References/Further Reading

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Unit Four: Management and Control in Physical Education Classes

Contents

1.0   Introduction

In this unit, you will know what management and control in physical education classes means. With numbers of students interested in physical education on the rise, it's getting to a point where if proper regulations are not put in place, management and administration will be difficult. Although quite different to an ordinary classroom, classroom management in physical education are based on many of the same guidelines: setting reasonable expectations, sticking to them consistently, modifying the rules for students who require help and maintaining vigilance.

2.0   Objectives

At the end of this unit, you should be able to:

    a. Explain the effective classroom management strategies.

3.0   Main Content

3.1   Effective Classroom Management Strategies

1. **Create Routines**: Create routines for entering the class or outside play area, getting out equipment, beginning games, putting equipment away and exiting class. Once students know what to expect, they will be able to channel their excitement and energy into meaningful action.

2. **Learn your Students' Names:** This is the singular most important tactic in ensuring an efficient classroom. Teachers who take the time to learn the names of all students can provide timely feedback (positive or corrective) as needed from across the gym and often stop off-task behavior before it involves other students

3. **Back to Wall:** When teaching, circulate around the gym with your back to the wall. This allows you to always face the students and stop off-task behavior as it is getting

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started. Turning your back on students might encourage students to engage in off-task behaviors.

4. **Proximity Control:** Teachers who are successful with class management are constantly moving. If, as a result of scanning the classroom, the teacher sees behavior that is detrimental to the learning environment, the teacher can move within close proximity to the perpetrator(s) and undesirable behavior will often cease.

5. **Eyes at the Back of the Teacher Heads:** The ability of teachers to know what is going on even if they are not watching a student or group of students is a skill that comes from knowing the students you teach. You need to be scanning the learning environment and processing what is happening in the gym. With practice you will be able to watch one student while talking with another.

6. **Verbal Positive Reinforcement:** Positively pinpointing students reinforces the students who are on task and encourages students who are off task to do what is asked.

7. **Consequences for Behavior:** Having consequences clearly posted next to the classroom rules and consistently enforcing them, is a strong step for encouraging students to take responsibility for their own actions.

4.0   Conclusion

With increasing class sizes in the physical education, maintaining order can become difficult if you do not have the proper guidelines in place. While it is different from that of an ordinary classroom, classroom management in physical education relies on many of the same principles: setting reasonable expectations, sticking to them consistently, modifying the rules for students who require help and maintaining vigilance.

5.0   Summary

In this unit, you have learnt:

The strategies for effective classroom management

3.4 Tutor Marked Assignment

a) What are the effective classroom management strategies?

7.0   References/Further Reading

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Module Three

Unit One: Physical Education and Legal Liability in Sports

Contents

1.0   Introduction

In this unit, the laws governing physical education and sports are explained. Since the laws regulating physical education are essential to the development as well as the advancement of sports and physical activities, it is imperative for physical education teachers to be involved in the study of the laws that pertain to physical education in the course of their professional training. Owing to the fact that in recent times, people are becoming increasingly aware of their rights under the law, it has become pertinent to ensure that teachers of physical education are made to acquire thorough understanding of the legal implications of injuries caused by negligence in physical education class, and also be equipped to proffer preventive remedies in respect of these injuries. Additionally, this unit shall treat other aspects including legal liability in physical education and sports, tortuous liability, physical education teachers and torts, sources of negligence as well as defense against tort.

2.0   Objectives

At the end of this unit, you should be able to:

    a) Explain the legal liability in physical education and sports

b) Describe the tortuous liability concept

c) Explain the physical education teachers and torts

d) Describe the sources of negligence

e) Explain the defense against tort

3.0 Main Content

3.1 Introduction to Legal Liability in Physical Education and Sports

Legal Liability in physical education contains critical issues that possess strong implications in sports and physical activity development. It draws attention to the rights and duties of sports participants. Duty in this context, relates to the corollary of rights in the process of social interaction man qua man, while right describes what the person's duty is, what is due to the other person with whom he is in social interactions (Agbonjimi, 2002). This regulation and physical education has a common point where they find expression in the constitution of Nigeria. According to Agbonjimi, (2002), Section 40 of 1999 Constitution of the Federal Republic of Nigeria guarantees to every person, the freedom to assemble freely, and associate with others, and in particular, to form or belong to any other association for protection of one's interest. For this reason, physical education teachers should be involved in studying the laws that relates to physical education. This has even become more important because of the rising awareness of the people about their rights as provided in the law.

Sadly to say, sports law has been found missing inside the curriculum of physical education in Nigeria. This does not augur well for the development of physical education in the country, in line with international best practices. For instance, a survey of the long list of items in the Exclusive Legislative list in Nigeria, showed the non- inclusion of physical education/sports. Also, a perusal of items under Second Schedule of part II of the Concurrent Legislative list of 1999 Constitution of the Federal Republic of Nigeria revealed the non-inclusion of sport also. Therefore, it becomes important that teachers of physical education must seek to protect themselves from the various forms of tortuous liability, when dealing with various types of physical education programmes. In achieving this, there is need for them to be familiarized with the circumstances that could lead to tortuous liability, so that they can protect themselves against being vulnerable. Legal liability in itself is often attributed to 'Negligence'. In this context, the term Negligence consists of the failure to act as a reasonably prudent as the persons would, under the circumstances involved. It can also be regarded as any conduct which falls below the standard established by law for the protection of others against unreasonable risk of harm. Negligence is a tort that is often used to implicate teachers of physical education. It is also necessary for them to have the knowledge of the nuisance associated with tortuous liability

and its inter-relationship with the profession of physical education. Furthermore, they should equally be conversant with the legal defense provisions available to them, especially in the event that despite adhering to all precautionary measures, they are still accused for negligence or other related offenses (Irwin, Sutton, & McCarthy, 2002). As we all know, there is no provision in the law for condoning ignorance.

3.2   Tortuous Liability

More than any other branch of common laws, Tort law has been more deeply embedded in the past. Not until recent times, it has been provided in the common law that a petitioner could sue in tort, only if he is able to fit his claim into one of the recognized forms of action for which some particular writ of summons are available (James, 2006), submitted that in striking contrast to the development of uncommon law, tort law in legal systems based on the civil law, seems to have advanced much from its historical roots. He also reported that in the 17th and 18th centuries, the great jurist of the law of nature enunciated the general principle, that everybody shall be held liable for the damage caused by his fault. This age-long principle has found expression has been embedded in several forms in many civil codes in operation in a society. An example can be seen from the French code or Napoleon code, under article 1382. In the same vein, several other civil codes that are based on the French mode, have thereafter adopted similar provision. However, some other legal systems within the horizon of civil-law sphere, have somewhat adopted more restrictive solutions. For instance, specifically mentioned interest areas under the German civil code, are granted protection. Additionally, in the earlier stages of the evolution the law of torts, usually consisted of a miscellaneous and more or less unconnected group of specific rules protecting a few particular interests against harmful interferences of a particular kind. Ro-man law for example, knew three principal torts:

Intertie – Intentional interference with persons

Frustum – Intentional interference with properties

Lex Aquila – covering losses caused by negligence

Among the branches of common law, one branch that is of immense importance to the country is the law of tort. They could be attributed to the experience of Nigeria in the last few decades, in the areas of rapid commercial and industrial growth. Consequently, Kodilinye (1990) asserted that there will never be a shortage of litigation in the major areas of tort liability, such as negligence. Giving credence, it has been revealed that it is in the area of tortuous liability that the interesting lines between law and physical education/sports are prominent Okupa (1992), Agbonjimi (2002) and Yakasai (2002). Since the cases emanating from physical education/sporting activities are hardly brought forward before the conventional courts in

Nigeria, its jurisprudence was difficult to take a stable form. However, owing to people's exposure to technology and the modernization that is gaining more grounds, it is possible to reach a point in which students will initiate a legal action on issues that affect their wellbeing. Corroborating, Ogunyemi (2008), pointed out that increasing population of Nigerian students are beginning to know their rights under the law.

According to Reade and Bucher (1975), Okupa (1992) and Agbonjimi (2002), tortuous liability arises when there is a of breach of duty primarily fixed by the law. This duty is toward persons generally and its breach is repressible by an action for unliquidated damages (Reade & Bucher, 1975, Okupa, 1992, Agbonjimi, 2002). Torts is a branch of private law, the law of contracts, in which the legal rules which regulate ''civil obligation'' are spelt out. It deals with a civil wrong in which a breach of duty has occurred as revealed by the law. Tort is a legal term used in both common and civil law systems to describe various wrongs that may give rise to civil proceedings, mainly in the form of an action for damages. In essence, it is centered on the provision of compensation for harm sustained by a person through the unlawful or dangerous activities of others. Actually, the word 'tort' has its origin in the Latin word for tortuous, which means 'twisted or crooked'. Hence, it describes vividly the irregularity of the harmful conduct for which the law of tort provides a remedy. The law of tort addresses issues of harmful act against a person for which, the person is entitled to the right to collect money for the damages he might have suffered. Physical education teachers' liability is 'tort' liability (Bucher, 1975, Yakasai 2002). In other words, it is a liability for personal or property injuries caused through the defendant's negligence. Before any action could be regarded as tort action, it must involve proof of four elements. These are :

1. That the defendant owed a duty to avoid unreasonable risk to others
2. That the defendant failed to observe that duty
3. That the failure to observe that duty caused the damage which occurred
4. That the damage in fact occurred to plaintiff.

3.3   Physical Education Teachers and Torts

Teachers of physical education are subject to unusual rule that covers tort liability. In other words, they are legally responsible in the event that an injury occur as a result of their negligence. It is also important to note that they not liable, if the injury did not stem from their negligence. This holds, irrespective of the nature or magnitude of an injury.

Concept of Negligence

Negligence is defined as the failure to act as a reasonable, prudent and careful person would act under the circumstance to avoid exposing others to unreasonable danger or risk of injury or harm (Yakasai, 2002). In furtherance, Bucher (1975) asserted that negligence is something that a reasonable person would not do or failure to do something that a reasonable person would do. It relates to the failure of a person to carry out his legal duty or the failure to do something that could have been done with the common sense. There are certain conditions that must be tested by the jury with respect to any circumstance before a case can be proved to be negligence or otherwise. Agbonjimi (2002) outlined them as:

1. A right must exist on the part of the plaintiff, and a corresponding duty must exist on the part of the defendant towards the plaintiff's right.
2. There must be a breach or failure on the part of the defendant to observe the duty towards the corresponding right of the plaintiff.
3. That breach of duty must be the cause of the damages which occurred.
4. The plaintiff must suffer damages.

Of all the forms of torts, negligence is the most important and dynamic. In the earlier part of the nineteenth century, it surfaced as a distinct tort, and this coincided with the advent of machinery, motor vehicles and railway; as well as the industrial revolution in England. From the time of its inception till this day, it has continued to function as the principal means of compensating the victims of accidents, especially accidents in factories and roads. Compared with what is practiced in the industrial common law countries, negligence in Nigeria has only recently begun to assume prominence. Kodilinye (1990) pointed out that the rising ground which negligence litigation is gaining in Nigeria is directly connected to the tremendous growth of commercial activities and road traffic during the post-independence period.

3.4   Sources of Negligence

Supervision

The importance of supervision in physical education/sports cannot be over emphasized (Adesanya, 1992). Due to lack of proper supervision of teachers during physical activities, many cases involving negligent behaviours have occurred. It is important to note that the mere lack of supervision may not necessarily create liability, except if it results in injury. Giving credence, Emiola (1978) submitted that lack of supervision during sporting activities is frequently used as ground for litigation. This is because, if care is not taken to prevent an

accident, it is tagged lack of supervision. Closely associated with the general duties of supervision, is matching and equating opponents in commonsense manner (Nygaard & Boon, 1985). In the case of Brooks V Board of Education, a seventh-grader was injured in a gym class during a game of line soccer. The suit claimed that a physical mismatch was created by the negligent pairing of the students. The court ruled for the plaintiff, saying that the pairing for such a game, including both the site and the equipment was hazardous, hence the respondent was liable thus, was guilty of negligence.

Proper Instruction

Lack of proper instruction is another source of negligence. According to Bucher (1975) and Yakasai (2002), this is a situation where the teacher failed to employ due care to give adequate guide and warning. In advanced countries of the world, cases involving lack of proper instruction frequently come up before their courts. The major complaint is often hinged on the point that the player did not receive adequate instruction in a given activity and for this reason, there was accident. Nygaard and Boon, (1985) reported two instances namely Larson v Inde. School Dist. No.314 and Braham and Thompson v Seattle School Dist. No. 1. In the Larson case, it was reported that while attempting to perform a head spring, an eighth-grader broke his neck. It was proven by the plaintiff that there was no reasonable progression of instruction in the course of the preliminary gymnastics exercises leading up to the running head spring as outlined in the curriculum guide. For the Thompson's case, an issue of failure to warn a young player of the inherent risk associated with football was addressed. A 15 –year old Thompson while running back, caught a pass on the sideline and attempted to lower his head and run through an approaching tackler. Consequent upon this tragic accident, a severed spinal cord injury occurred. The teacher was liable for negligence in this case because he did not warn the student of the inherent risk involved in making contact with the head while playing. Consequently, the plaintiff was awarded 6.4 million dollar (Nygaard & Boon, 1985).

Equipment and Facilities

Asides supervision and instruction, faulty or wrong equipment and facilities are another source of negligence. Ajibua (2001), posited that facility is used to designate ''play area'' which are surfaced and equipped with such permanent or semi-permanent equipment as post, backboards and backstops. Teachers of Physical Education are expected to ensure proper planning, scheduling and maintenance of facilities and equipment used in physical and sports activities (McQuila & Abraham, 2010). For instance, in the event that a student is injured in a tumbling race as a result of the mat not being firmly fixed or slippery, the teacher will be found liable, because the mat ought to be adjusted or repaired before it is being put into use. A typical

example is Gillmore V. London county council (1938). In the circumstance, the plaintiff was a member of a physical training class run by the defendant. Members were jumping at each other during an exercise, in which one of them lost his balance on a slippery floor and sustained an injury. The defendant brought forward an assumption of risk, but it could not stand; he should have disallowed the athletes from exercising on such a slippery ground.

Injuries from Sport Participation

Sometimes, injuries could occur from players' participation in a given sport. A physical education teacher could be sued for negligence, in the event that an injury, sustained in the course of a sport activity.; is considered too advanced for the skill level, strength and maturation of the participants. This is because; it is a known principle in physical education profession that activities must be commensurate with the abilities of the athletes participating.

For this reason, Emiola (1978), pointed out that one area of athletic participant injuries is unequal competition.

3.5   Defense against Tort

There are certain premises upon which a teacher of physical education may base his legal defense if it happens that a suit is brought against him for negligent action of some kind. These premises include:

Proximate Cause

Except if there is a direct and immediate cause remotely associated with an injury, the claim of negligence by a plaintiff will be annulled. Proximate cause is therefore a situation in which it could be established that an injury sustained in a physical or sport activity has a direct link with negligence. For this reason, the teacher so charged (that is, the defendant) may put up his defense by basing his case on the fact that although an injury has occurred, the scenario has no immediate or close link with it. This has been experienced in time past. For instance, there was a case of Ohmon V. Board of the city of New York, 88 N.V.S. 2n 273 (1949). The complaint has it that a 13 year old pupil in a public school was struck in the eye by a pencil thrown by another pupil to a third pupil who stepped aside. The case of injury was an unforeseen act of the pupil who threw the pencil and for that reason the absence of the teacher (who was taking stock in a closet nearby the gymnasium) was not the proximate cause of injury. Therefore the teacher could not be held liable. Unless the negligence conduct of a teacher is a substantial factor resulting in an injury, the claim will be annulled.

Contributory Negligence

In Physical Education, just as it is in other field, the law of negligence as applied is prima facie, and it is based on Lord Atkins "neighborhood,' Donoghue v Steveson (1932) AC 62. Hence, the defendant is responsible to the claimant, for a duty to take reasonable care not to cause him harm, the defendant must have breached that duty by falling below the standard of behavior acceptable for that particular activity and that reasonably foreseeable harm must have been caused as a result of the breach of duty. The defense that claimant may face is that the act of the defendant fell below the standard of a reasonable physical education teacher.

In an attempt to describe contributory negligence, Kodilinye (1990) viewed contributory negligence basically as negligence of the plaintiff himself which combines with the defendant's negligence in bringing about the injury to the plaintiff. Furthermore, he emphasized that under this situation, the conduct of the defendant is that he has not lived up to that of the hypothetical reasonable and prudent man. Asides that, the plaintiff was not careful on his part, otherwise, he may not have been injured and if injured, would be minimal. Describing the cause of the injury emanating from the plaintiff, Nwegbu (1978) submitted that it is the conduct on the part of the plaintiff, contributing as a legal cause to the injury he has suffered. However, it is worthy to note that under contributory negligence, the age of the plaintiff can be a strong determinant of whether or not, the injured person is liable for his ordeal. If he is not matured enough to understand the consequence of his action, he is free free from the litigation of negligence. In Nigeria, age is also a determinant factor. Age eighteen years seems to be the magic number in Nigeria. Explaining the place of age in determining negligence, Bucher (1975) agreed that contributory negligence may occur when the injured person does not act as a reasonably prudent person of his age should act. In this case the negligence of the physical education teacher is annulled. For instance, Kodilinye (1990), reported a case of Adefarati J. in Olayinka V. Latin (1972) in which the petitioner was demanding for damages for damages for a fatal accident Law 1961 against a defendant of a cyclist who was knocked down and killed as a result of the defendants negligent driving. In the judgment, the deceased person was held to have a contributory negligent in the sense that he entered the high way without first making sure it is safe to do so..

Unavoidable Accident

The concept of unavoidable accident was described by Emiola (1978), when he postulated that if an injury is not caused by negligence in its legal context, it is the result of accident unavoidability, which strongly implies unforeseen ability on behalf of all parties. In the same vein, Hyath (1977) viewed unavoidable accident as an event which cannot possibly be prevented by the exercise or ordinary care, caution or skill. Such claim can be put forward by

a defendant against tort. In such case, it follows that no liabilities can be asserted against the teacher.

Violent Non Fit Injuries (Assumption of Risk)

This is another premise upon which a defendant can put forward as a defense against tort. In describing this premise, Kodilinye (1990) and Agbonjimi (2002) explained that assumption of risk means no injury is done to one who consents. Yakasai (2002) referred to assumption of risks as a risk which is assumed that an individual takes when engaging in various contact sports and games. The participant voluntarily and fully-assumed the dangers and accepted to abide by the consequences. That is, a person who has given his consent to voluntarily waive or abandon a right cannot return again to claim for enforcement. By implication, the giving of consent means that the plaintiff has agreed, as expressed or implied to exempt the defendant from duty care he would otherwise have owed. There abounds, lots of instances in which tort law will not provide any remedy for a person who suffer injury, either because he consented, or at least assented to the doing of the act which caused him injury (Vendien & Nixon, 1985). It is not acceptable for a person who suffers from an injury to complain, if he has earlier assented to an act being done toward him.

Act of God

Sometimes, a defendant may put up 'Act of God'', as a defense against tort. According to Kodilinye (1990), where the injuries caused to a student is the result of natural forces free from human intervention, the defense of the 'Act of God' may be available. Many cases that led to injury or accident could be described as 'Act of God'. For instance, in the event that during a training session a player is struck by thunder, the teacher of physical education will not be liable since it is a natural occurrence beyond human control. For this reason, Emiola (1978), submitted that 'Act of God' is a situation that exists because of certain conditions that are beyond the control of human beings, such as lighting striking and injuring a soccer player. The defendant will not be made liable for an extra ordinary act of nature which he could not reasonably have anticipated. It is worthy to note that in the court, acceptance of 'Act of God' as a defense against tort has been kept within a very narrow campus and this is largely due to the fact that only few occurrences, leading to injury in the course of physical activities are beyond human control.

Sudden Emergency

Certain circumstances could emerge during a physical activity that could warrant sudden emergency intervention. For example, a student who is drowning in the swimming pool may

require a sudden emergency intervention of the teacher. Should the student sustain an injury in the course of the teacher helping out, such a teacher will not be liable.

Emiola (1978) perceived this as pertinent in cases where the exigencies of the situation require immediate action on the part of a teacher and as a result, an accident occurs.

4.0   Conclusion

Legal issues in physical education are very germane to sport and physical activity development. Consequently, physical education teachers should be involved in studying laws that relate to physical education in the course of their professional preparation. It is worth noting that today; people are becoming more aware of their rights under the law. This has further awakened the need to ensure that physical education teachers are made to know the legal implications of negligently caused injuries in physical education class and also fashion-out preventive mentality in respect of these injuries.

5.0   Summary

In this unit, you have learnt:

    a) the legal liability in physical education and sports

    b) the tortuous liability

    c) the physical education teachers and torts

    d) the sources of negligence

    e) the defense against tort

6.0   Tutor Marked Assignment

    a) what is the legal liability in physical education and sports

    b) explain tortuous liability

    c) what is the physical education teachers and torts

    d) what is the sources of negligence

    e) what is the defense against tort

7.0   References/Further Reading

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Unit Two: Physical Education and Instructional Technology

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4.0   Conclusion

5.0   Summary

6.0   Tutor Marked Assignment

7.0   References/Further Reading

1.0   Introduction

In times past, the instructors of physical education have depended solely on observations as a major technique of evaluating the level of students' activities. In recent times, however, current development in physical activity technology has provided more valid and reliable measurements that can help document students' performances. Also, some educators are turning to technology to create more dynamic lessons that work for students with a variety of fitness levels. In this unit therefore, some of the examples of technology and how to use them in teaching and learning are discussed.

2.0   Objectives

At the end of this unit, you should be able to:

    a)   Define instructional technology and the means of integrating technology into physical education

    b)   Explain the benefits of incorporating technology into physical education classes

3.0   Main Content

3.1   Instructional Technology and Ways to Integrate Technology into Physical Education

Pedometers

The physical activity status of different age populations can be measured using Pedometers. Also, various forms of tasks, including domestic chores and scavenger hunts can be performed using pedometers. When it comes to using pedometers and heart rate monitors, it is important

to take cognizance of the fact that the target rates are different for children with different abilities and activity levels.

Heart Rate Monitors

Heart rate monitors are physical education technological devices used to measure pulse during an activity. By reason of these instruments, both educators and students can now aim for a person's target heart rate such that although it will be challenging to attain and maintain, it will not be too difficult to achieve. This way, distinct student's goals are customized and as a result, the students feel more involved and more empowered to continue with fitness. Moreover, since there are different target rates depending on age and ability, it is important for instructors to take that into consideration.

Health Tracking

It is important for sports instructors to track the health status of players at proportional time intervals. This is useful in creating a long-term plan for advancing health of the students. Some pedometers and heart monitors have connectivity built in, which makes the process easier. Based on the readings of these tracking programs, the goals of students can be adjusted as well as how they wish to attain them.

Apps

Owing to several advancement in mobile technology, physical educators now have a variety of tools which they can employ in the course of discharging their duties. For example, apps such as Team Shake, Coach's Eye, apMyFitness and MyFitnessPal allow for the tracking of movement and also nutritional help. Some other apps come in handy with regards to improving athletic activities such as basketball. Another technology is to use Google Earth to show students distances and thereafter, challenge them to walk those distances—for example, the height of Mount Everest or the distance between their home and another location.

Video Resources

Some video resources are useful in facilitating teaching and learning activities. A physical activity educator can get a variety of useful tools from platforms such as YouTube and Vimeo. For instance, if an educator wants to teach dance or yoga, he can take advantage of a wide variety of video resources that teaches and demonstrates the required concept, and also see how they apply to any age population. Additionally, some educators create video projects and ask student to create an instructional video to teach something to the rest of the class.

Virtual Connections

Learning has moved from teacher centeredness to student's centeredness. As a result, effective learning involves two-way communication in which students are able to engage in discussions

amongst themselves and with the teacher, challenge the teacher's ideas in order to achieve a deeper understanding. Nowadays, some classrooms have already taken advantage of the online world by creating classroom blogs or websites. Such blogs or website have become a community of students outside the four walls of the classroom, where academic discussion can continue after the conventional physical class. This is virtual connection and it is very useful in fostering communication for students to apply physical education techniques or work on sport practices or exercise outside of classroom. Virtual connectivity can also be leveraged upon by inviting guests into your classroom via video chat programs such as Skype and Hangouts. Also, students can be guided to get involved with online courses about nutrition, exercising, and fitness principles or web quests geared toward purposeful inquiry.

Games

Technology has provided a steady market of "exergames," such as Wiki Sports and Dance, Dance Revolution, etc. In adopting this to teaching and learning process, an educator may decide to have a few students using the controllers (taking turns is crucial!), and then have the rest of the class follow along with them. It is important that for these sorts of games, and any video resources, projecting of the video should be made on a wall or screen, to allow everyone to see what is happening. For some instructors, adapting to new technology can be challenging. Sometimes, physical education instructors can feel as though technology does not apply to their subject. However, by embracing technology, physical education instructors create a more varied and dynamic classroom and make teaching and learning more effective. They are also able to appeal to the interests of many different students and ability types. Using technology to teach physical health allows educators to create more activities and show how important their goals are.

3.2   Benefits of Incorporating Technology into Physical Education Classes

Incorporating technology into physical education classes is very beneficial. One of the benefits is that learning can be enhanced beyond strategies, skills, and rules between individual and team sports. Additionally incorporating technology into physical education classes makes it possible to align physical education with other areas such as mathematics or geography, and physical activities can be individualized to create optimal challenges for students.

4.0   Conclusion

Before now, teachers of physical education have traditionally relied on observations as a primary method of evaluating, in determining student activity levels. However, more valid and reliable measurements that can help document student performance is now being provided by recent advances in physical activity technology. Although teaching physical education can be

challenging for any number of reasons, such as the lack of equipment to keeping students engaged, these challenges can be surmounted by turning to technology to create more dynamic classes that work for students with a wide range of fitness levels.

5.0   Summary

In this unit, you have learnt:

      a) the instructional technology and ways to integrate technology into physical education

      b) the benefits of incorporating technology into physical education classes

6.0   Tutor Marked Assignment

      a) what is the instructional technology and ways to integrate technology into physical education

      b) what are the benefits of incorporating technology into physical education classes

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Unit Three: Safeguarding and Improvisation of Instructional aids in Physical Education

Contents

1.0   Introduction

2.0   Objectives

3.0   Main Content

1.0   Introduction

In this unit, the concept of instructional aids, instructional technology and educational technology shall be examined. Instructional aids refers to those objects that are commercially improvised or acquired by the teacher so that in the process of teaching, conceptual abstraction can be made to be concrete and more practical to the learner. Also, you will learn the requirements for the selection of teaching aids, guidelines and requirements for /the use of teaching aids, importance and uses of teaching aids, available teaching aids to effectively teach electrical installation, problems associated with the use of instructional aids, concept of improvisation, basic consideration in the improvisation of physical education, guide on the improvisation of physical education resource materials and factors affecting improvisation of physical education.

2.0   Objectives

At the end of this unit, you should be able to:

c) explain the concept of teaching aids

d) explain the requirements for the selection of teaching aids

e) explain the guidelines and requirements for the use of teaching aids

f) explain the importance and uses of teaching aids

g) explain the available teaching aids to effectively teach electrical installation

h) explain the problems associated with the use of instructional aids

i) explain the concept of improvisation

j) explain the basic consideration in the improvisation of physical education

k) explain the guide on the improvisation of physical education resource materials

l) explain the factors affecting improvisation of physical education resources/equipment

3.0   Main Content

3.1   Concept of Teaching Aids

Teaching aids are not merely simple aid, instructional technology and educational technology. Basically, they refer to objects that are commercially acquired or improvised by the physical education teacher, to enhance teaching and learning, by making abstract concepts to be clearer to the students. Teaching aids are utilized by the teacher during an instructional process for the purpose of making the content of the instruction more practical and less vague. This is aimed at enhancing the teaching and learning process. Teaching aids are not only restricted to objects or equipment used during teaching-learning process. They also include improvised objects made available by the teacher in order to make teaching more concrete and practical to the learner. It can also be described as relevant materials utilized by the teacher during teaching, in order to ensure the proper understanding and assimilation of the topic at hand by the use of form or illustration that seems desirable and depict the real situation of the audience. The practical justification is that it is an instrument for accelerating the pace of all human transformation.

The use of teaching aids in the teaching process is very useful, in that the students get more stimulated because the learning aids helps the students to become more attentive. Consequently, the students are able to participate better in the classroom activity. Teaching aids therefore refer to all resources within the reach of the teacher and the leaner which are employed to facilitate teaching and learning. Such materials may be human and non-human, provided they facilitate the acquisition and evaluation of knowledge, skills attitude, moral and values.

3.2   Requirements for the Selection of Teaching Aids

Since several teaching aids are available and also can be obtained from various sources, it becomes important that teachers select the most appropriate or useful resources to be utilized as teaching aids. Physical education teachers also need to bear in mind that each available teaching aid has its peculiar strength in teaching, and that has to be taken into consideration

during the selection process of what teaching aid to use and the one to be discarded. Generally, factors such as availability of the teaching resources, teachers experience, terms of preference and the volume of instructions are intrinsic consideration that should be constituted in decision making for a selection process. Aside that, teachers should be guided by the following principles when selecting teaching resources that will serve as their teaching aids.

1. Instructional Tasks: Before concluding on what teaching aid to be utilized, the behavioural objective, contents, learning activities, evaluation instruments and techniques such as element of instructional tasks should be taken into cognizance by teachers.

2. Target Audience Attributes: Here, the teacher takes into consideration, characteristics of the audience such as the learners' level of understanding, their developmental stages such as age, sex, physical skills, attitude towards self and others, the learners experiences, socio–economic background. He therefore, selects a suitable teaching aid that will satisfy the characteristics to the advantage of the learners.

3. The Economy: Here, the selection of teaching aid is influenced by economic implications and factors such as available resources, financial factors, technological advancement, and economic climate of the society where the materials should be operated, the socio-cultural level of the material users, degree of urbanization, feasibility and acceptability.

4. Dynamic Variables: Under this factor, the teacher considers certain variables before making decision of the teaching aids to use. These variables include the concentration and size of the target audience, the desired level of learners' response and participation, the classroom social climate, sitting, viewing and listening arrangement, available time, space, teacher competence among others.

5. The Environmental Factors: These factors refer to the educational community and the available educational infrastructure, including people facilities, equipped library, workshop, laboratories, electricity, water supply and personnel. The teacher will take cognizance of these factors while making decision of the teaching aid to use.

3.3   Guidelines and Requirements for the Use of Teaching Aids

After selecting a teaching aid, it is important to make careful preparation before using the teaching aid in the presence of the students. In describing the manner of preparation to be made by a teacher, prior to the use of the teaching aid, Anyanwu (2003) identified three ways by which the teacher should prepare for the use of instructional aides to teach as: by previewing, first knowledge and actual presentation. Previewing implies that prior to the use of the teaching aid, the teacher has to have a first knowledge by using it herself. First knowledge implies that the teacher should be conversant with the parts, names, operational level of the intended

instructional materials. Lastly, actual presentation is the period in which the teacher operates and uses these materials in instructing the students.

The requirement for utilization and use of teaching aids should follow these basic guidelines:

1. Specification of Objectives: The objectives of a study, as behaviorally stated, should guide the user of instructional materials. From such objectives that are spelt out, the user are directed on the sequence, methods content and techniques of instructional studies. Additionally, they provide scientific basis of valid evaluation instruments, construction and administration.

2. Maximal fit with Instructional Task: The instructional aid materials must be appropriate to determine the individual responses.

3. Preparation and Preview: To achieve an effective and successful use of instructional materials during the actual teaching and learning, it is imperative that the teacher prepares himself in advance. The teaching aid/material should be previewed to ensure their suitability and reliability and to ensure that there would be no flaws in the course of the class presentation

4. Multi-dimensional Presentation: Using of teaching aids creates a multi dimension for learning. It will also enrich variety of learners' minds as they attain better goals more easily than with the use of a single medium. This is because, proper and creative use of a variety of teaching resources at different levels of lesson planning can be adequate in achieving various instructional objectives.

5. Environmental Situation: The effectiveness of teaching resources utilized in learning is significantly affected by environmental variables such as physical, cultural and social setting. For instance, in using sound-motion films as a learning resource, a quieter environment is preferable because of the attention-complexity properties required for such kind of film.

6. Measure for Outcomes: It is important to measure the teaching resources used as teaching aids and this should be evaluated in terms of their suitability, practicability to the instructional objectives, cost effectives, learner achievement level, consistency with content call for improvement in utilization techniques etc.

3.4   Importance and uses of teaching Aids

The importance and the usefulness of teaching aids can be summarized under the following:

Stimulation of Students' Interest

Teaching aids are very useful in the teaching-learning process, because it arouses, generates, motivates and maintains students' interests. If this is achieved, learning takes place more effectively. Additionally, when effectively used, instructional materials have the potential for regulating the pace of information flow among different class of learners under the same classroom. It is useful in addressing individual differences. Moreover, the nature and the

beautiful appearance of the instructional materials can motivate the students and make them to settle down and learn with rapt attention. Learners find pictures and objects interesting and this gives them clear ideas of the topic at hand. This has resulted in further activities and comprehension of verbal materials.

Concretize Abstract Issues or Topics

Learning becomes more real, practical and more permanent to the learner, when teaching aids are being put into use. Additionally, it makes conceptual abstraction to become more appreciated and meaningful. Since it concretizes issues, it makes revision activities to be facilitated, moreover, it provides very unique opportunities for self and group evaluation for the teacher and the students alike. Also, it eliminates boredom, as it captures the students' intellect, makes the work easier, neater, boosting for clarity and more appeal.

Creates for Effective Communication

Another valuable importance of teaching resources is that if properly utilized, it allows for a flow and transmission of ideal from the teacher to the students and likewise, from the students to the teacher or from one group to the other. It makes it possible for the learners to be able to see, touch, what is been talked about by the teacher and be curious to ask questions that would be very helpful for effective evaluation (formative) of the teacher and instructors in a subject area of learning.

Use for Mass Instruction and Taking Care of Wide Audience

Giving instruction to wide audience is easier with the use of projected and electronic materials such as television, overhead transparencies and computer in projecting instructional materials/aids. It takes care of wide range of learners in a classroom with less stress and time. Also, many students will be able to learn faster as the package takes care of various learners' interest at the same time. A teacher can handle a very large class conveniently as the teacher is guiding and displaying the instructional materials on the wall with the use of projector.

Providing Meaningful and Useful Sources of Information to Teachers and Learners

The use of instructional resources can enable teachers to be up to date and also provide for reliable and useful information for the learner. Moreover, it can be used effectively to ultimately, shorten information from various sources for the purpose of comparison and contrasting ideas. It is also useful in perception and retention of information or knowledge.

It Helps in Developing a Continuity of Reasoning and Coherence of Thought

The use of instructional materials helps the learners on providing integrated experience which may vary from discipline which makes the end product of education more productive, since

students are exposed to the real nature of those concept or body of knowledge for the proper application in their daily lives.

It Saves Time and Reduces Verbalism of Words

The mere presence of instructional resources before students in a classroom is already communicating useful information to the students, regarding what is about being taught. This way, the teacher's time, energy and repetition of some information are saved. Figuratively speaking, teaching resources enable the teacher to be in more than one place at a time and to address several issues at the same time. With the Instructional materials on ground, the work of the teacher is reduced to guiding the process of the instructions.

They are used to Improve Teaching Method

Teaching methods are enhanced when teaching aids are in place. Teaching aids are also useful to teachers in perfecting not only their methods of teaching, but also perfect contents and activities, which they include in their process of instructional delivery. They will be able to edit, try and retry, alter and delete their activities to fit the standard of the students, and also to address the curriculum objectives effectively.

To Promote Closer Relations between the Community and the School

Teaching aids are useful in promoting a closer relationship between the community and the school. It helps the students to internalize the situational issues happening around his totality; the student will be able to identify crucial issues and address these issues if properly inculcated with the use of teaching resources.

3.5 Available Teaching Aids to Effectively Teach Electrical Installation

To effectively teach electrical installation, some available teaching resources include:

The Physical Resource Aids

By physical resource aids, we refer to the resources that are made by man through his skills and abilities, which are helpful in making man's daily activities to become easier. They include switches, circuit boards, technical manual, safety fuse, electrical tool kits etc. If possible, using the facilities of the school to teach electrical installation or teachers making improvisation where the school facilities and equipment are not available can help to effectively teach this course.

The Human Resource Aids

Unlike physical resource aids, human resource aids include the qualified personnel or teachers to each electrical installation in a school. Qualified and competent teachers who are to teach

electrical installation will play a vital role in helping the student deal with fast changing competitive environment and the world of work. Generally, the human resources play the following roles in effective teaching of electrical installation.

1. Manages the implementation and integration of technology.
2. Apply new approaches to teaching and learning.
3. Increase the innovation, creativity and flexibility necessary to enhance competitiveness.
4. Develop competencies that enhance student's performance.
5. Tying performance appraisal and compensation to competencies.
6. Effectively manage and utilize students.

The Financial Resources Aids

The aids that are referred to as financial resources aids include all the aspects of improvisation that has to do with money and how the teaching of electrical installation is being funded. During practical's, it is proper for schools to make provision for consumables, for maintenance of physical resources as well as the purchasing of new equipment and facilities to replace the worn out or old ones.

3.6   Problems Associated with the use of Instructional Aids

1. Teacher's Professional Knowledge and Technical Know-How: to effectively utilize teaching aid, the teachers' knowledge is very crucial. This is because, if the teacher does not have a thorough understanding of the sequential presentation of the instructional gadgets, it will be difficult to adequately use it to meet the learning needs of the students. **2. Environment factors:** at times, instructional aids that are made available may not be effectively used due to unfavorable environmental factors that are prevalent at that period. For instance, instructional aids provided to enhance the teaching of electrical installation may not be put in to good use if there is power outage within that environment or community. Hence, learning will be impeded.

3. Time Constraint: The effective use of instructional materials in teaching and learning process can be impeded by time. This is because, the teacher may not have been given sufficient time to efficiently utilize the teaching aid in teaching the subject matter.

4. Financial Constraint: lack of funds has adversely affected the quantity and quality timing and these products- students and teachers, will lack the opportunity to learn to use new techniques in the field. There are sophisticated teaching aids or teaching resources that can make learning easier and faster such as computer aided programme but lack of funds has effects on its importation and use in school. The unsatisfactory funding for teacher education

programmes stands one of the major factors working against effective implementation of the programmes.

5. Poor Maintenance Culture: If available instructional aids have already been manhandled or mismanaged, it becomes difficult for them to be used again for subsequent teaching activity. Even when they are used in their current bad state, they will not function optimally. **6. Unavailability of the Teaching Aids:** Sometimes, teaching aids may be provided by a school, but they are readily available for use at a given time for use.

3.7   Concept of Improvisation

Improvisation is an art of identifying, developing and using suitable materials in the absence of the real one for effective teaching and learning of process, morphology and anatomy of various organs. Improvisation could mean making of instructional material or teaching aid by science teachers where the original materials are not available or where there are available but not functional. Improvisation is the local provision of an object or material to meet a particular need. Improvisation is an art of sourcing for and providing substitute materials for the original ones using what is locally available in the absence of standard materials usually aimed at meeting the specific instructional objectives. However it has-been observed that most teachers are not creative enough to carry out the process of improvisation.

3.8   Basic Consideration in the Improvisation of Physical Education

Before embarking on any improvisation in teaching, certain pedagogical consideration has to be made. Some of this consideration includes:

a)   What is to be taught?
b)   Objectives of the lesson.
c)   The background knowledge of the learner
d)   The durability of the improvised materials.
e)   The cost advantage of improvisation materials.
f)   Individual Difference
g)   Learning Environment

The extent to which the improvised materials will be sophisticated is determined by what is to be taught and the objective of the lesson. Also, prior knowledge of the students' academic background would provide the teacher with insight to ascertain whether or not, the improvised materials would be appropriate to learn the task at hand.

3.9 Guides on the Improvisation of Physical Education Resource Materials

Resources improvised for physical education should possess certain characteristics. These are:

a)   Appropriateness of teaching aids to the age of the learners.

b) Its clarity in illustrations and simplification of concepts.

c) Its adequacy in size

d) Its relevance to the lesson they are meant for.

e) It should be interesting to the learners, durable and improvisable among others.

3.10 Factors Affecting Improvisation of physical education resources/equipment

Improvisation of physical education resources have been affected by several factors. Top among them are technical factor and human factor.

Technical Factor

This has to do with the question or degree of accuracy and precision that will be attained with improvised equipment.

Human Factor

This to do with the ability of the teachers to use their skills in developing the resources while providing the appropriate learning experiences to the learners.

4.0 Conclusion

Beyond simple aids, teaching aids now captures instructional technology, media communication and educational technology. Teaching aids has been described as objects that are commercially acquired or improvised by the teacher in order to make learning more concrete and practical to the learner. Also, certain guidelines and requirements are to be followed when using teaching aids. Available teaching aids to effectively teach electrical installation were discussed as well as problems associated with the use of instructional aids. The concept of improvising was also explained in this unit.

5.0 Summary

In this unit, you have learnt:

a) the concept of teaching aids

b) the requirements for the selection of teaching aids

c) the guidelines and requirements for the use of teaching aids

d) the importance and uses of teaching aids

e) the available teaching aids to effectively teach electrical installation

f) the problems associated with the use of instructional aids

g) the concept of improvisation

h) the basic consideration in the improvisation of physical education

i) the guide on the improvisation of physical education resource materials

j) the factors affecting improvisation of physical education

6.0 **Tutor Marked Assignment**

a) Define teaching aids

b) what is the requirements for the selection of teaching aid?

c) what is the guidelines and requirements for the use of teaching aids?

d) what is the importance and uses of teaching aids?

e) what is the available teaching aids to effectively teach electrical installation?

f) what is the problems associated with the use of instructional aids?

g) Define improvisation

h) what is the basic consideration in the improvisation of physical education?

i) what is the guide on the improvisation of physical education resource materials?

j) explain the factors affecting improvisation of physical education

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Unit Four: Concept and Organization of Micro– Teaching Lessons in Physical Education

Contents

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      3.2   Three Stages of Microteaching
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      3.4   Techniques of Microteaching
      3.5   Advantages of Microteaching
      3.6   Disadvantages of Microteaching

4.0   Conclusion

5.0   Summary

6.0   Tutor Marked Assignment

7.0   References/Further Reading

1.0   Introduction

This unit discusses the concept of microteaching which is a complex process. It contains the various techniques that can be employed in order to transfer knowledge effectively. It also dealt with the three stages of microteaching which are knowledge acquisition, skill acquisition and transferring phase.

2.0   Objectives

When you finish the unit, you should be able to:

      a) explain the concept of microteaching

      b) discuss the three stages of microteaching

      c) describe the microteaching lessons organization in physical education

      d) explain the techniques of microteaching

      e) explain the advantages of microteaching

      f) explain the disadvantages of microteaching

3.0   Main Content

3.1   Concept of Microteaching

In general, microteaching is a complex process. The demand for microteaching arose because of the need for effective teaching. Although it is not limited to transferring of knowledge from one person to another, it does requires good verbal and non-verbal skills. The art of microteaching is not mastered by everyone. It is a new innovative program for teachers, which enhances their classroom attitude and behaviour. Micro teaching practices has been assumed

by many pre-primary education institutes in order to equip teachers with an effective method of teaching. Certain principles revolve around microteaching to improve its reach in the all-round development of the teachers. It has emerged as a special teaching practice model or teaching training method. The concept of microteaching is mainly based on the following points:

a) Teaching in its real form but with a minimum concept

b) The exercise which is designed focuses mostly on the basic teaching skills with the help of feedback based on the knowledge and information of student learning level.

c) The teaching is conducted for students who are from different backgrounds and their intellectual abilities.

d) Monitoring the micro teaching exercises conducted in classrooms.

e) Enabling the prospective teachers to learn effective teaching skills.

f) Helping the students to actively participate in teaching by providing a low-risk situation.

g) It also offers opportunities for retraining at regular time intervals.

3.2 Three Stages of Microteaching

a) **Knowledge Acquisition:** This is the first phase of microteaching in which the trainee teacher collates knowledge about the required skills. This can be obtained by studying a variety of relevant literature as well as going through certain demonstrating videos. Furthermore, this phase includes the understanding of required skill in a rational manner, as a classroom component.

b) **Skill Acquisition:** This stage is often described as the working phase of the microteaching program. Based on the model presented at the start, the teacher undergoing training is asked to prepare lessons and practice skills. Here, the two important factors of microteaching are the feedback and the setting. Under the setting factor, the length of the lesson, the duration of the class, the skill to be obtained, the supervisor and the students are examined.

c) **Transferring phase:** This is the last and major phase of micro-teaching. In this stage, the trainee teacher as well as the students gets into a teaching and learning classroom for actual teaching and learning activities.

3.3 Microteaching Lessons Organization in Physical Education

In physical education, microteaching lessons are organized into the followings:

A.) One skill at one Time: In microteaching, skills are targeted one at a time. The trainer dwells on a particular skill until it is mastered. Once mastered, another skill is targeted next.

B.) Small Scale Content: to give more freedom and ease to the trainees, the content involved in microteaching are limited to a small scale content. For this reason, teachers are expected to prepare their lessons within the given content. This way, it becomes easier for them to conduct their lessons.

C.) Practice makes a Man Perfect: since frequent practice is required to master a skill, microteaching program provides the opportunity to practice the skills acquired. By reason of these practices, self-confidence can be boosted, leading to the development of teaching skills.

D.) Experiments: Microteaching teaching practices involves conducting many experiments in order to test the skills of the teachers. Through the experiments, the supervisor is able to see the competence and skills of the trainee teacher. The experiments could be conducted by changing certain variables such as the length of the lessons, time duration, the strength of students in the class etc, but under controlled conditions.

E.) Instantaneous Feedbacks: during the training period of micro teaching, feedbacks is made to be immediate. Micro teaching consists of teacher-pupil and supervisor as students. At the end of a training session, teachers, pupils and supervisors come up with their feedback. This feedback is given instantly after the lesson plan ends. Thus, it helps in rectifying the drawbacks.

F.) Self-evaluation Opportunities: Evaluation of the training process as well the skills acquired are evaluated during microteaching. Since the supervisors of the trainees often conduct several tests, it makes more opportunities to exist for correcting mistakes that may be discovered. Evaluation gives an opportunity to understand the mistake and overcome it.

G.) Continuous Efforts: In microteaching, continuous effort is expected of the trainee to master the skills acquired, especially because acquiring skills is an ongoing process. Therefore, it is expected of the trainee to continually make effort at becoming better, even after mastering a given skill.

3.4 Techniques of Microteaching

A.) Skill Definition: In this technique, the pupil-teacher (that is the supervisor) defines a certain skill to be acquired. This is so that the trainee teacher can focus on it and seek to acquire it, even as the training progresses.

B.) Demonstration: After the skill to be acquired has been defined, the next stage is to demonstrate it. The demonstration is done by the experts, so that the trainee can watch closely and learn accordingly.

C.) Lesson Planning: Under this technique, the trainee teacher plans a short lesson through which he/she could practice the skill. In doing so, it is important that the supervisor is present to effect corrections where necessary.

D.) Conducting Lesson: after the lesson planning is completed, the next step is to teach the planned lesson to the group of students in accordance with the targeted skill the pupil-teacher. In the course of conducting the lesson, the supervisor observes it and makes his remarks and assessment. In addition, the lesson is videotaped, audio-taped, or televised through a CCTV camera. The recordings become useful when the trainee wants to do a self evaluation.

E.) Discussion and Conclusion: concluding session follows immediately after the teaching session comes to an end. In the concluding session, the supervisor gives a feedback. Also, the recorded tapes may be replayed during this session, so that the trainee can have the opportunity to evaluate himself. Additionally, it also boosts the confidence level of the trainee.

F.) Re-planning: this connotes repeating the planning of the lesson again. Once the cycle of micro teaching is completed, the process is repeated again. This repetition involves the re-planning of the lesson plan. The aim of this re-planning is to master the skill mentioned earlier.

G.) Re-teaching: after completing the re-planning of the lesson, it is then taught again to another group of students from the same class. The time duration is kept constant. This is to enable the trainee see the level of mastery of the acquired skills.

H.) Re-discussion: After the main teaching has taken place, the discussion and conclusion step is repeated. This way, the trainee is encouraged to improve on his performance.

I.) Redoing: At the end of every session, it is followed by a repeat of the entire circle. This is done in order to ensure that the trainee teacher gains mastery of expected skills.

3.5   Advantages of Microteaching

For beginner teachers, microteaching is a platform to improve teaching competencies. Some of the advantages of micro teaching are:

A.) The Elasticity of Practice: Microteaching broadens the knowledge of various techniques of teaching. It is advantageous in helping trainees to develop various skills. Also, it helps in improving the handling skills of the teachers.

B.) Confidence Booster: Microteaching boosts the confidence and personality of the teacher. This is because; the trainee has undergone several micro-teaching activities and practices, to the extent that he is now confident of himself.

C.) Budget Oriented: Unlike other various programs and seminars that are very costly, micro teaching program is budget oriented in the sense that it not very costly. Teachers can practice it within the real class or at any other place. This is unlike other programs that require special and costly seminars.

D.) More Learning and Less Damage: Microteaching program is conducted with no more than 3-4 students at a time. This makes it possible to acquire better teaching experience. In addition, it lessens the chances of mistakes.

E.) Improves Attitude: A positive attitude contributes to better results. Thus, one of the objectives of this program is to guide the trainees to attain a positive attitude towards any criticism. As a result, negative feedbacks also motivate the trainees to strive for betterment.

F.) Promotes Systematic Lesson Planning: Microteaching program, within a given content, helps the trainee to prepare systematic lesson plans. Hence, the skill of lesson planning is enhanced

G.) Instant Feedback: Through microteaching, the teachers enjoy access to instant feedback from the supervisors. Instant feedback gives more potential for rectifying mistakes and helps the trainee teachers to improve.

3.6 Disadvantages of Microteaching

Microteaching has the following limitations:

A.) Hampers Creativity: Creativity is not adequately present in microteaching. This is because of the limited period involved in microteaching.

B.) Training Staff: Micro teaching course requires well-trained educators to train the teachers before they can gain the needed experience. Due to shortage of well trained educators, it is difficult to implement micro-teaching course.

C.) Lesser Students Lesser Interest: Since micro teaching program allows for a maximum of 3-4 students, there are higher tendency that the teacher would not be motivated because of the number of students involved.

D.) Wastes a lot of Time: Microteaching can be time wasting particularly for the students. Since it is a teacher oriented activity and focuses mainly on improving the efficiency of teachers, it has no appreciable benefit to the students. Additionally, the normal activities of the students are disrupted because they have to be called into the classroom from time to time.

E.) Training Period Timing: another disadvantage of microteaching is that the training period is not enough to properly develop all the required skills. Also, since one trainee needs about 35 minutes to practice once, the program does not give room for more than ten trainees to practice once within five hours.

F.) Not Realistic and Practical: Microteaching is a hassle when it comes to teaching a diverse level of students at once. In other words, the experience the teacher gains while training with few students may be different from what will be experienced when he has to handle diverse variety of students in the traditional school setting. During the training, the strength of the students is limited. However, when the strength of students is increased it seems like a problem. Moreover, the artificial situation does not help in preparing teachers for the real-time situation.

G.) One Alone is not Sufficient: Microteaching concept was invented by Professor Robert Bush and Dwight Allen at Stanford University. Since the program involves enhancing one skill at a time, it is not possible to develop all the required skills within a short given period.

H.) One at a time: micro teaching is limited in that it involves only one trainee at a time. Hence it is time consuming and also an irritating process for the supervisors who may have to repeat the same process until the individual trainees in a batch are exhausted.

4.0   Conclusion

The concept of microteaching extends beyond transferring of knowledge from one person to another. It includes various techniques needed in order to transfer knowledge effectively and also requires good verbal and non-verbal skills. The three stages involved in microteaching which are knowledge acquisition, skill acquisition and transferring phase have been discussed in this unit.

5.0   Summary

In this unit, you have learnt:

       a)   the concept of microteaching

       b)   the three stages of microteaching

       c)   the microteaching lessons organization in physical education

       d)   the techniques of microteaching

       e)   the advantages of microteaching

       f)   the disadvantages of microteaching

6.0   Tutor Marked Assignment

  a)   what is the concept of microteaching?

  b)   what are the three stages of microteaching?

  c)   what are the microteaching lessons organization in physical education?

  d)   what are the techniques of microteaching?

  e)   what are the advantages of microteaching?

  f)   what are the disadvantages of microteaching?

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Module Four

Unit One: Evaluation and Supervision of Physical Education Lessons

Contents

1.0   Introduction

This unit deals with the supervision and evaluation of practices in physical education lessons. Teachers of physical education are expected to supervise their student's teachers, whether they are in the classroom or out for field activity. The factors to be considered when supervising a classroom as well as the evaluation of individual students' performance are discussed in the unit.

2.0   Objectives

At the end of this unit, you should be able to:

a) explain classroom management

b) explain how teachers hold students accountable

3.0   Main Content

3.1   Classroom Management

In the physical education setting, having a clear classroom management strategy is very essential. To ensure that the class runs smoothly throughout the academic year, it is necessary to create a clear set of expectations and consequences for students to follow. Not only that, those rules and regulations must be adhered to. For instance, assuming that the students need

to change for gym, they should know beforehand, the duration allocated for the exercise. As soon as the allocated time elapses (say fifteen minutes), classroom lesson should begin irrespective of whether or not, the students are ready. Points should be deducted for those who fail to return to the class at the designated time. This will achieve two things: that the class commences on time, and that the students can be monitored closely at all times. Furthermore, it will also discourage "stragglers" from hanging out in the locker room. Aside enacting rules and their consequences, another classroom management strategy is to have clear boundaries for the classroom. Even while a teacher and his students are in a non-traditional setting, such as a basket ball court, effective classroom management implies that the students should also be guided by rules similar to the ones in the traditional classroom. Broadly speaking, it is expected that physical education teachers should instruct students in a variety of physical activities that are relevant to the requirements of the curriculum. Even though teachers are at the liberty to chart their own course syllabi, the onus is on them to ensure that those outlines must adhere to school guidelines as well as the curriculum standards set out by governing bodies in the state, region or country. Additionally, physical education teachers should ensure that in the process of planning course outlines, sports games and physical fitness techniques should be included. Moreover, growing number of institutions do require that teachers should include classroom instruction on general physical health and wellbeing as well as proper nutrition practices. Course content are also expected to be varied by age group. After creating a lesson plan, it is equally expected of the teacher of physical education to motivate the students and ensure their effective participation in the outlined activities. At each field activity, teachers should evaluate the student's performance, attitude and level of physical fitness. This should also reflect in the cumulative grade of each student. The attitude of the students in the field should carry a greater weight than their physical fitness. The teachers must be able to evaluate and balance these attributes in order to fairly grade their student.

3.2   Holding Students Accountable

It is advisable that where possible, a teacher should have his students take accountability in the classroom. He may choose a student to lead the class and run the daily warm-up or have them keep track of how many laps they walk. This will relieve the teacher of some stress and allow him to give attention to the monitoring of the students. Also, this approach will make the students to be able to take ownership of their time in physical education class, and as a result, the teacher will have fewer distractions in the classroom. Even in the aspect of discipline, the teacher could position the students in such a way that they can be held accountable. For things to augur well, it is important to have fair consequences for students behaviors, which may

change depending on the grades you teach. For example, while a teacher may have an elementary school student sit out of an activity as a consequence of wrong behaviour, the same teacher may have a high school student to write a reflection essay on what happened and how they would change their behaviors.

4.0   Conclusion

Teachers of physical education should be aware that their job requires a great deal of supervision. Also, they need to understand that risks of injuries are often there, and this is because, they are often allocated more students to handle at a time.

5.0   Summary

In this unit, you have learnt:

   a)   the classroom management and how teachers hold students accountable

   6.1 Tutor Marked Assignment

       what is classroom management and how teachers can hold students accountable in a class?

7.0   References/Further Reading

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Unit Two: Qualities of Effective Student Teachers and Problems/Fears of Student Teachers during Professional Practice

Contents

1.0   Introduction

2.0   Objectives

3.0   Main Content

   3.1   Characteristics of highly effective teaching and learning

4.0   Conclusion

5.0   Summary

6.0   Tutor Marked Assignment

7.0   References/Further Reading

1.0   Introduction

This unit centers on learning about the characteristics of highly effective teaching and learning which is based on Kentucky Department of Education team.

2.0   Objectives

At the end of this unit, you should be able to:

Explain the characteristics of highly effective teaching and learning

3.0   Main Content

3.1   Characteristics of Highly Effective Teaching and Learning

The characteristics of highly effective teaching and learning as supports focused on the instructional core have been developed by Kentucky Department of Education. They did so, while working in teams. The teams took a close examination at the research that establishes these characteristics and have organized it around five components namely: learning climate; classroom evaluating and reflection; instructional rigor and student engagement; instructional relevance; and knowledge of content.

Characteristics of Highly Effective Teaching and Learning

Characteristics	Teacher Characteristics	Learner Characteristics
Learning Climate: A safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered. This improves active learning.	• Teacher creates learning environments where students are active participants as individuals and as members of collaborative groups. • Teacher motivates students and nurtures their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect. • Teacher cultivates cross cultural understandings and the value of diversity. • Teacher encourages students to accept responsibility for their own learning and accommodates the diverse learning needs of all students. • Teacher displays effective and efficient classroom management that includes classroom routines that promote comfort, order and appropriate student behaviors. • Teacher provides students equitable access to technology, space, tools and time. • Teacher effectively allocates time for students to engage in hands-on experiences, discuss and process content and make meaningful connections. • Teacher designs lessons that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of learning.	• Students accept responsibility for his/her own learning. • Student actively participates and is authentically engaged. • Student collaborate/ team up with other students. • Students exhibit a sense of accomplishment and confidence. • Student takes educational risks in class. • Student practice and engage in safe, responsible and ethical use of technology.

	🔴 Teacher creates an environment where student work is valued, appreciated and used as a learning tool.	
Classroom Evaluting+ and Reflection: The teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction.	🔴 Teachers use multiple methods to systematically gather data about student understanding and ability. 🔴 Teachers use student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice. 🔴 Teacher revises instructional strategies based upon student achievement data. 🔴 Teacher uncovers students' prior understanding of the concepts to be addressed and addresses students' misconceptions/incomplete conceptions. 🔴 Teacher co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for quality performance. 🔴 Teacher guides students to apply rubrics to assess their performance and identify improvement strategies. 🔴 Teacher provides regular and timely feedback to students and parents that moves learners forward. 🔴 Teacher allows students to use feedback to improve their work before a grade is assigned. 🔴 Teacher facilitates students in self- and peer-evaluating. The teacher: 🔴 Teacher reflects on instruction and makes adjustments as student learning occurs.	🔴 Student recognizes what proficient work looks like and determines steps necessary for improving his/her work. 🔴 Students monitor progress toward reaching learning targets. 🔴 Student develops and/or uses scoring guides periodically to assess his/her own work or that of peers. 🔴 Student uses teacher and peer feedback to improve his/her work. 🔴 Student reflects on work and makes adjustments as learning occurs.

Instructional Rigor and Student Engagement: A teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving.	● Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students. ● Teacher scaffolds instruction to help students reason and develop problem-solving strategies. ● Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills. ● Teacher provides meaningful learning opportunities for students. ● Teacher challenges students to think deeply about problems and encourages/models a variety of approaches to a solution. ● Teacher integrates a variety of learning resources with classroom instruction to increase learning options. ● Teacher structures and facilitates ongoing formal and informal discussions based on a shared understanding of rules and discourse. ● Teacher integrates the application of inquiry skills into learning experiences. ● Teacher clarifies and shares with students learning intentions/targets and criteria for success.	● Student articulates and understands learning intentions/ targets and criteria for success. ● Student reads with understanding a variety of texts. ● Student applies and refines inquiry skills.
Instructional Relevance: A teacher's ability to facilitate learning experiences that are meaningful to	● Teacher designs learning opportunities that allow students to participate in empowering activities in which they understand that learning is a process and	● Student poses and responds to meaningful questions. ● Student uses appropriate tools

students and prepare them for their futures.	mistakes are a natural part of the learning. ● Teacher links concepts and key ideas to students' prior experiences and understandings, uses multiple representations, examples and explanations. ● Teacher incorporates student experiences, interests and real-life situations in instruction. ● Teacher selects and utilizes a variety of technology that support student learning. ● Teacher effectively incorporates 21st Century Learning Skills that prepare students to meet future challenges. ● Teacher works with other teachers to make connections between and among disciplines. ● Teacher makes lesson connections to community, society, and current events.	and techniques to gather, analyze, and interpret quantitative and qualitative data. ● Student develops descriptions, explanation, predictions, and models using evidence. ● Student works collaboratively to address complex, authentic problems which require innovative approaches to solve. ● Student communicates knowledge and understanding in a variety of real-world forms. ● Student communicates knowledge and understanding for a variety of purposes.
Knowledge of Content: A teacher's understanding and application of the current theories, principles, concepts and skills of a discipline.	● Teacher demonstrates an understanding and in-depth knowledge of content and maintains an ability to convey this content to students. ● Teacher maintains on-going knowledge and awareness of current content developments. ● Teacher designs standards-based courses/lessons/units ● Teacher demonstrates high quality teaching and learning content. ● Teacher uses and promotes the understanding of appropriate content vocabulary. ● Teacher provides essential supports for students who	● Student uses and seeks to expand appropriate content vocabulary. ● Students connect ideas across content areas. ● Student uses ideas in realistic problem solving situations.

	are learning English or have limited English proficiency. ● Teacher accesses a rich repertoire of instructional practices/strategies and applies them appropriately.	

4.0 Conclusion

In many situations, physical education teachers are often faced with the responsibility of having to supervise multiple students in non-traditional settings, such as a large gym, weight room, or an outdoor track or field. Also, there are more students in physical education classes and this poses an element of risk or injury, relative to what is obtainable in other classrooms.

5.0 Summary

In this unit, you have learnt:

The characteristics of highly effective teaching and learning

6.0 Tutor Marked Assignment

What are the characteristics of highly effective teaching and learning?

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Unit Three: Essential Teaching skills for effective teaching

Contents

1.0   Introduction

2.0   Objectives

3.0   Main Content

3.1 Essential teaching skills for effective Teaching

4.0   Conclusion

5.0   Summary

6.0   Tutor Marked Assignment

7.0   References/Further Reading

1.0   Introduction

This unit deals with the teaching skills that are essential to teach effectively. Teachers who teach effectively have the ability to change lives and develop well-educated and respectable students. Aside increasing student's knowledge, they can also help with personal improvement of the students. Good educators are high in demand, but to be an effective teacher, you need to have a diverse set of professional skills to complete the package. As a teacher, you can help to develop somebody's subject knowledge and maybe even their mind and personality.

2.0   Objectives

At the end of this unit, you should be able to:

Explain the teaching skills that is essential to teach effectively

3.0   Main Content

3.1   Essential Teaching skills for effective teaching

1. Enthusiasm: A great teacher is enthusiastic about their job and lesson. He should possess the skill to encourage his students to be likewise enthusiastic about their learning.

2. Leadership: leadership is an essential skill for effective teaching. An effective teacher has the ability to lead and guide her classroom; manage a number of different personalities, including misbehaving children, and steer them into the right direction.

3. Organization: Teachers are expected to have exceptional organizational skill. This is because, they have to juggle a number of tasks, from lesson to planning activities and marking. Without good organizational skills, they will not be able to complete their duties in a timely manner.

4. Respectful: Effective teachers are able to sets a respectful climate in the classroom, even when the classroom is composed of students with different backgrounds and orientation.

5. Multitasking: the skill of multi tasking is very essential for effective teaching. Teachers must be able to perform many tasks all at the same time. A good teacher needs to have eyes at the back of her head and should be able to monitor all her pupils' behavior and keep their attention while completing her class.

6. Teamwork: Being a team player is a useful skill in teaching. An effective teacher must have the ability to work as part of a team, as well as alone. They must network with fellow teachers to solve problems and create plans regarding the overall teaching scheme in the same vein, the teachers will need to make their students feel like they are part of a team to enhance the learning experience. .

7. Ability to Teach: Being a teacher is not just about the credentials you hold to educate others. Teachers will need to have instructive skills, their own style of teaching and the ability to explain and demonstrate clearly so that concepts that are not easy to understand are simplified using memorable examples or props.

8. Communication: Teachers must have remarkable communication abilities. They must be able to interact with people of all ages, including colleagues, pupils, parents and managers. Teachers should effectively deliver information, understand the different points of view from other people and explain the reasons for the choices they make in regards to their teaching.

9. Adaptability: Being adaptable to unforeseen situations is key. Teachers never know what will happen in classroom each day and they will need to handle each circumstance appropriately and come with quick solutions. For example, if one of the pupils is really sick or injures themselves, teachers will need to remain calm and come to the rescue.

10. Interpersonal Skills: Strong people skills can turn an average teacher into a successful one. An educator that is inclined towards helping others will create warm relationships that would in turn, boost learning. A pleasant teacher who has an engaging personality creates attentive and enthusiastic students. You will also be adept at handling students that may have learning difficulties or other disabilities that need special attention.

11. Creativity: Teachers need creativity to keep students interested and engaged, especially children that are in primary school. Teachers will need to find different ways to keep the class interested and attention levels high – this could be through role-play or other fun learning activities.

12. Self-Evaluation: To develop professionally and provide quality education, Teachers will constantly need to self-evaluate and reinvent themselves. Teachers will have to push their pride aside and analyze where they have gone wrong and what can be improved within the classes.

13. Patience: Patience is key when working with students and teachers will need to be understanding when students start to act out. Teachers will also need to be patient if a student doesn't comprehend what they are saying – teachers must discover alternative ways to explain things.

14. Critical Thinking: Teachers need to solve a number of different problems, often on a tight deadline. This frequently involves, answering difficult questions on the spot, solving conflicts, creating new lesson plans, teaching games and dealing with other personal issues between pupils or colleagues.

15. Confidence You can't be a teacher if you don't have the confidence to stand at the front of the classroom and talk to your students. You have to be a strong character that can answer questions positively and instill the same self-assurance within your classroom.

16. Commitment: You can't stroll into your classroom when you feel like it and take a personal day off because you just can't be bothered. If you want to be good teachers, you must be committed to your job and your classroom. You need to have the passion to teach and change your pupils' lives for the better.

17. A Sense of Humor: Effective teachers need to exhibit a sense of humor. They should be able to have a laugh with them and make the lesson as fun as possible and students that are happy tend to be more open to learning.

18. Approachableness: Approachable skill makes it easy for the students to feel free to ask their teachers questions. Great teachers have warming characters that invite children to open up and get involved in the lesson.

4.0   Conclusion

The ability to develop well-educated and respectable students lies on teachers. Teaching offers the chance to change other people's lives permanently for the better. To realize this, teachers have to be effective, and becoming effective, require a diverse set of professional skills to complete the package. Teaching is an incredibly rewarding thing to do and good teachers are needed everywhere: in schools and college classrooms to educate the young, as well as in the workplace and other settings to teach adults and colleagues. However, teaching anyone can also be tiring, stressful and demanding. It is a responsibility and any slip up is very visible. People's minds and motivation vary a great deal and teachers have to find many different ways to connect with their students. In terms of status or financial reward, teaching is not always recognized for being the difficult task that it is.

5.0   Summary

In this unit, you have learnt:

> The essential Teaching skills for effective teaching

6.0   Tutor Marked Assignment

> what are the teaching skills that is essential to teach effectively?

7.0   References/Further Reading

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